Regular

Monday, June 16, 2003 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order at 6:00 p.m.**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Codes, Chapter 551.074 - personnel matters, 551.072 - purchase, exchange, lease or value of real property**

a. Appointments, leaves and resignations
b. Consider Level III Grievance - Dale Taylor

3. **Reconvene in open session at 7:00 p.m.**
4. **Invocation**
5. **Pledge**
6. **Superintendent's report - Goals 2,4,7**

a. Employee Recognition
b. Financial statements for periods ending 06/30/03
c. Investment report
d. Update 70

7. **Public comment/audience participation**
8. **Board members special reports**
9. **Consent agenda - Goals 3,4**

a. Minutes of the June 16, 2003 regular board meeting
b. Consider budget amendments
c. Consider bids:

10. **Consider Campus Improvement Plan**
11. **Consider student handbook**
12. **Consider employee handbook**
13. **Consider 2003-2004 salary schedule, stipend schedule and extra duty pay schedule**
14. **Consider TASB Board nominations**
15. **Personnel**

a. Consider appointmemts, leaves and resignations - Goal 7

16. **Adjourn**

Acton Elementary School

Campus Improvement Plan

2003-2004

Granbury Independent School District

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal # 1 - Alternative Resources to Supplement Tax Revenues
Campus Goal # 1 - Acton will pursue opportunities to become an "Adopted School" by local businesses.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Seek active sponsorship from local businesses	Determined by sponsors	Principal Assistant Principal	Aug 2003 May 2004	FS	Services rendered	R		Successful adoption by local businesses

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #2 - A comprehensive district curriculum is aligned horizontally and vertically to meet the needs of all students.
Campus Goal #2 - Acton will align READING curriculum to improve TAKS scores. Students scores will increase resulting in 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Provide specific skill instruction for At Risk and low-performing students as identified by TPRI, Benchmarks, Released TAKS and At Risk criteria	Multiple copies of low-level reading materials and skill activities ARI grant allotment $4000	K-3 Teachers and Tutors	Aug 2003 May 2004	AEIS Ed Soft	TAKS TPRI	M	ESL AR SE E ED	TPRI TAKS Teacher observation Lesson plans Principal observation
Utilize AR & Star to provide appropriate independent reading and assessment	Low-level reading materials and skill activities. $4000 ARI grant allotment	K-3 Teachers	Aug 2003 May 2004	AEIS	TPRI STAR TAKS	M	GT ESL AR SE E ED	Student's individual records
Provide mentor and tutor services for identified low performing students	$0	Counselor Volunteer Mentors and Tutors	Aug 2003 May 2004	AEIS	TAKS TPRI	R	ESL AR SE E ED	Volunteer sign in sheets

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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Provide supplemental 1-1 or small group reading instruction for K-3 students who are at risk for reading difficulties	ARI allotment $51,986	K-3 Teachers Tutors	Aug 2003 May 2004	AEIS Ed Soft	TPRI TAKS	R	ESL AR E ED	Teacher lesson plans
Provide small group instruction for At Risk students	At Risk Teacher Title I $36,000	Instructional Specialist	Aug 2003 May 2004	AEIS	TPRI TAKS	R	ESL AR E ED	Teacher lesson plans
Increase listening skills in language arts	Published and teacher made materials $1500 Local	K-3 Teachers	Aug 2003 May 2004	AEIS	Teacher observation TEKS checklist	M		Teacher lesson plans
Guided reading process	$0	Instructional Specialist/At Risk Teacher	Aug 2003 May 2004	AEIS	TPRI TAKS	PD		Lesson plans

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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Take Home Reading materials and Drop Everything and Read (DEAR)	Library books Books/backpacks $500 PTO	PTO K-3 Teachers Librarian	Aug 2003 May 2004	AEIS	AR records	M		Assignment sheets
Provide Student Assistance Teams and 504 support	$0	Assistant Principal K-3 Teachers Counselor	Aug 2003 May 2004	AEIS	Report cards	M		SAT and 504 records
Provide dual language instructional materials for ESL learners	$3200 ESL budget	Principal Assistant Principal	Aug 2003 May 2004	AEIS	Benchmarks Report cards TPRI TAKS RPTE	M	ESL	Lesson plans

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Acton Elementary School
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Campus Goal #2 - Acton will align MATH curriculum to improve TAKS scores. Student scores will increase resulting in at least 100% overall passing.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Use supplementary materials to accelerate computation skills	Sleek computer software Cool Math for Kids $1000 Local	Principal Assistant Principal K-3 Teachers	Aug 2003 May 2004	AEIS	Fact drills	M	ESL AR SE E ED	Lesson plans
Practice and apply uniform math vocabulary to align with TEKS and TAKS objectives	Copies of vocabulary $0	K-3 Teachers	Aug 2003 May 2004	AEIS	Report card grades	M		Vocabulary charts Math journals
Exemplars and Gems to supplement Saxon math	Exemplars and Gems $2000 Local	K-3 Teachers	Aug 2003 May 2004	AEIS	Report card grades	M		Lesson plans
Utilize Kagan strategies to improve higher level thinking skills	Kagan cards $135 Local	K-3 Teachers	Aug 2003 May 2004	AEIS	Benchmarks Released TAKS	M		Lesson plans

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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Administer Released TAKS to 3rd Grade	Testing materials $500 Local	Third grade teachers	Aug 2003 May 2004	AEIS Ed Soft	Released TAKS scores	M		Lesson plans
Tutoring for low-performing K-3 students	Tutors $17,500 Title I	Principal Assistant Principal K-3 Teachers Tutors	Aug 2003 May 2004	AEIS	Benchmarks Released TAKS scores	R		Lesson plans Tutor timesheets
Mentor and tutor low performing students	Staff Community volunteers Star Academy students	Principal Assistant Principal Counselor K &1 Teachers	Aug 2003 May 2004	AEIS	Benchmarks	R		Teacher lesson plans
Software to target specific math objectives	SLEEK software $1000 Title I	Principal Assistant Principal K-3 Teachers	Aug 2003 May 2004	AEIS	Benchmarks Released TAKS	M	ESL AR SE E ED	Lesson plans

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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Provide student assistance teams and 504 support	$100 Local folders	Assistant Principal K-3 Teachers Counselor	Aug 2003 May 2004	AEIS	Report cards	M		SAT and 504 records
Utilize alternative assessment for Special Education students according to IEP's	$500 Special Education budget	Special Education Teachers	Aug 2003 May 2004	AEIS	Alternative assessments results	M	SE	IEP's
Utilize differentiated curriculum for identified GT students	$505 Gifted Education funds	Gifted Coordinator Gifted Teachers Counselor	Aug 2003 May 2004	AEIS	Gifted assessment	M	GT	Lesson plans portfolios
Utilize strategies appropriate for ESL students	ESL materials $1000 ESL funds and Kagan Cooperative Learning	Assistant Principal Counselor K-3 Teachers	Aug 2003 May 2004	AEIS	Report cards Benchmarks Released TAKS	M	ESL	Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal # 3 – An established, effective communication network exists.
Campus Goal # 3 – Acton will communicate effectively with staff, students and parents.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Utilize email, internet, written letters, memorandums and grade level team notebooks for communication	Technology and office supplies $500 Local budget	Principal Assistant Principal Acton Staff Technology Dept Staff	Aug 2003 May 2004	PS FS	Parents and staff feedback	PI		Copies of correspondence
Letters to parents in English and Spanish	$200 Local Budget Translation software	Principal Assistant Principal PK- 3 Teachers	Aug 2003 May 2004	PS FS	Staff and parent feedback	PI	ESL	Copies of correspondence
Meet the Teacher Night	$0	Principal Assistant Principal PK-3 Teachers	Aug 2003	PS	Parent participation	PI		Sign in sheets
Donuts for Dads Muffins for Moms	$0	K Teachers	May 2004	PS	Parent participation	PI		Sign in sheets
Website maintained for each grade level	$0	PK-3 Teachers	Aug 2003 May 2004	PS	Parent participation	PI		Principal observation

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Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #3 – An established, effective communication network exists.
Campus Goal #3 – Acton will communicate effectively with staff, students and parents.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Grade level parent meetings	$0	PK-3 Teachers Principal Assistant Principal	Aug 2003 May 2004	PS	Parent participation	PI		Sign in sheets
PTO newsletter and marquee	$0	PTO Officers	Aug 2003 May 2004	PS	Parent participation	PI		Copies of newsletters
Student Take Home Folders	$0	Team Leaders	Aug 2003 May 2004	FS	Parent participation	PI		Copies of school information
Preschool visits for Headstart and Preschools	$0	Principal Assistant Principal Counselor	May 2004	PS	Number of students attending	PI		Copies of program agendas
Communicate attendance expectations to parents and recognize perfect attendance	$100	PK-3 Teachers	Aug 2003 May 2004	AEIS	Attendance records	HQ		Copies of letters to parents

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Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal # 3 – An established, effective communication network exists.
Campus Goal # 3 – Acton will communicate effectively with staff, students and parents.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Reward class with perfect attendance each six weeks	$300 Local budget	Principal	Aug 2003 May 2004	AEIS	Attendance records	HQ		Copy of letters to parents
Notify parents by phone after 3 successive absences and mail after 6 absences or tardies	$0	PK-3 Teachers	Aug 2003 May 2004	AEIS	Attendance records	HQ	AEIS	Documentation of telephone calls
End of year recognition for perfect attendance	$100 Local awards	PK-3 Teachers	Aug 2003 May 2004	AEIS	Attendance records	HQ		Assembly program
Parents call school before 9:30 to report absences	$0	Parents	Aug 2003 May 2004	AEIS		HQ		Telephone log

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #4 - A supportive community and staff are involved in our schools.
Campus Goal #4 - Acton Elementary encourages parent involvement.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
PTO	Officers $0	PTO President	Aug 2003 May 2004	PS		PI		PTO meeting minutes
PTO Volunteer Program	PTO Officers $0	Volunteer Coordinator	Aug 2003 May 2004	PS	Volunteer sign in	PI		
Shining Starfish Student Recognition	$300	Counselor Kiwanis	Aug 2003 May 2004	DR	Discipline records	HQ		Student participation records
Family Reading Night	$0	AR Coordinator	Aug 2003 May 2004	AEIS	Student attendance	PI		Sign in sheets
Act(i)on Dads Program	Parent Board	Counselor	Aug 2003 May 2004	PS	Attendance records	PI		Sign in sheets

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal # 5 – Students are competent in technology.
Campus Goal # 5 – Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
T/S formats and evaluates digital information for appropriate and effective communication delivered electronically in a variety of media	$12,000 Grant funding studio lab equipment to assist in creation and presentation of student projects	Classrooms Teachers Principal Assistant Principal	Aug 2003 May 2004	AEIS	A check sheet with applicable skills will be completed after observation of the student's performance	HQ		Student portfolio
Classrooms will maintain 4 workstations	$22,500 Title I Replace Compaq computers with newer models	Mr. Purget Martin Yarborough	Aug 2003 May 2004	AEIS	School inventory will indicate completion of this objective	HQ		Classroom inventory
LEP/ESL students will utilize software to enhance literacy and fluency	$6000 Rosetta Stone software ESL funding	Ralph Purget Debbie Jones Martin Yarborough	Aug 2003 May 2004	AEIS	Student reports will document improved literacy and fluency	M	ESL	Student report cards

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #5 – Students are competent in technology.
Campus Goal #5 – Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Technology training and staff development	$0 Technology department	Ralph Purget Martin Yarborough	Oct 2003	AEIS	Staff Development Evaluation	PD		Sign in sheets
T/S demonstrates knowledge and appropriate use of hardware components, software programs, and their connections using data input skills appropriate to the task	$3000 Grant funding a full functioning computer lab, age appropriate instructional and assessment materials	Classroom Teachers Ralph Purget Debbie Jones	Aug 2003 May 2004	AEIS	Use of terminology. Ability to start and exit programs, as well as create, name, and save files, will be recorded on a checklist	HQ		Record of checklist
T/S uses a variety of strategies to acquire and evaluate information from electronic resources in a variety of ways	$3500 Grant funding age appropriate software programs to track and evaluate student progress	Classroom Teachers Ralph Purget Debbie Jones	Aug 2003 May 2004	AEIS	Evaluation of keyboard searches to acquire information and the application of skills to navigate and access information for research	HQ		Teacher lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #5 – Students are competent in technology.
Campus Goal #5 – Acton will utilize TECHNOLOGY to improve reading, math, and writing performance.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
T/S uses computer based tools to create, modify, and evaluate solutions to problems utilizing research skills and electronic resources in a variety of ways	$10,000 Grant funding Create grade level multimedia carts with a scanner, VHS or digital recording devices, etc.	Classroom Teachers Ralph Purget Debbie Jones	Aug 2003 May 2004	AEIS	Observations of each student using software programs to express ideas and solve problems will be recorded on an individual skills checklist	HQ		Record of checklist
Purchase 15 computers for PK-3 classrooms	$22,400 Title I	Principal	Aug 2003 Dec 2003	M	Teacher checklist and Lesson plans			Computer inventory records

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #6 -Adequate facilities and equipment exist to meet the needs of our students.
Campus Goal #6 - Acton will utilize FACILITIES and EQUIPMENT to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Printer applications	$2400 Technology grant	Ralph Purget Martin Yarborough	Aug 2003 May 2004	AEIS	Increased number of printers will enhance student use	HQ		Student portfolio
Power Point presentation equipment/Smart Board	$6000 Technology grant	Ralph Purget Martin Yarborough	Aug 2003 May 2004	AEIS	Teacher use enhances student learning G/T applications for student presentations	M		Checkout sheet Student portfolio
Video on Demand	$0	Ralph Purget Martin Yarborough	Aug 2003 May 2004	AEIS	Teacher use enhances student learning	M		Faculty checklist
Replace furniture as needed	$4600 Local	Ralph Purget	Aug 2003	AEIS	Adequacy of furniture to meet student and staff needs	M		Furniture inventory

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal # 7 – Adequate trained staff exists to meet the needs of GISD students.
Campus Goal # 7 – The needs of Acton Students will be met by highly qualified professional teachers.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Continue music appreciation by fostering a positive learning environment	Music instruments Materials and supplies $1500 Local	Music teacher	Aug 2003 May 2004	FS	Report card	M		Teacher lesson plans
Continue art appreciation by fostering a positive learning environment	Art equipment and supplies $4000 Local	Art teacher	Aug 2003 May 2004	FS	Report card	M		Teacher lesson plans
Continue physical education enhancement by fostering a positive learning environment	Sports equipment and supplies $2,500 Local	Physical education teachers	Aug 2003 May 2004	FS	Report card	M		Teacher lesson plans
Provide Pre-Kindergarten for 4 year old students	$28,100 Teachers salary Comp Ed funding	Pre-K Teacher	Aug 2003 May 2004	AEIS	Individual student assessments	M	ESL ED	Program implementation

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal # 7 – Adequate trained staff exists to meet the needs of GISD students.
Campus Goal #7 – The needs of Acton Students will be met by highly qualified professional teachers.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Encourage reading by providing a large variety of reading material	$5000 Local Books and equipment	Librarian	Aug 2003 May 2004	AEIS	AR records	HQ		Number of volumes checked out
Provide a school nurse to attend to student health needs and perform vision and hearing screening	$3,980 Local Health supplies and equipment	School Nurse	Aug 2003 May 2004	AEIS	Student health records	HQ		Clinic sign in sheets
Instruction will be delivered by a highly qualified staff	District salary schedule	Campus Leadership Team	Aug 2003 May 2004	AEIS	Teacher evaluations	HQ		Personnel records
Utilize Thinking Maps New Jersey Writing and Best Practices to increase student achievement	Training provided by district trainers $0	Principal Curriculum Coordinator PK-3 Teachers	Aug 2003 May 2004	AEIS	Classroom observations	PD		Lesson plans Sign in sheets
Improve Critical Thinking through the use of foldables and graphic organizers	ESL $1950	Dina Zike Principal Assistant Principal PK-3 Teachers	Aug 2003 May 2004	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Student products Teacher lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
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Campus Goal # 7 – The needs of Acton Students will be met by highly qualified professional teachers.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Increase awareness of Learning Styles and Brain Based Learning	Comp Ed $7000	Carol Marshall Principal Assistant Principal PK-3 Teachers	Aug 2003 May 2004	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Teacher lesson plans
Kagan Cooperative Learning	$8000 Title I	Principal Asst Principal K-3 Teachers	Aug 2003 May 2004	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Teacher lesson plans Classroom observation
Teacher training for working with ESL students	$0	Curriculum Coordinator	Jun 2003	AEIS	Benchmarks TAKS	PD	ESL	Teacher lesson plans
Staff Development for math concepts and problem solving	ESL $1950	Dina Zike Principal Assistant Principal PK-3 Teachers	Aug 2003 May 2004	AEIS	Benchmarks TAKS	PD	ESL AR SE E ED	Student portfolios Teacher lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #8- Student Safety and Well Being
Campus Goal #8 - A comprehensive guidance program will be implemented for drug, alcohol, tobacco, and violence prevention and education.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Implement Kelso's Choices for conflict resolution	$750 Local	Counselor PK-3 Teachers	Aug 2003 May 2004	PS FS	Discipline referrals	HQ		Lesson plans
Get Real About Violence Grades 1-3	$0	Counselor 1-3 Teachers	Aug 2003 May 2004	PS FS	Discipline referrals	HQ		Lesson plans
Drug and Violence Education	$0 Provided by TEA	Counselor PK-3 Teachers	Oct 2003	PS FS	Student feedback through participation	HQ		Lesson plans
Red Ribbon Week PK-3	$800 Local supplies $300 Local Guest speaker	Counselor	Oct 2003	SS	Student feedback through participation	HQ		Lesson plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Acton Elementary School
Campus Improvement Plan 2003-2004
District Goal #8 - Student Safety and Well Being
Campus Goal #8 - A comprehensive guidance program will be implemented for drug, alcohol, tobacco, and violence prevention and education.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
DARE Classes 3rd grade	$2000 SADFSC Budget	Dare Officer	Dec 2003 Feb 2004	SS	Student and teacher evaluations	HQ		Lesson plans
McGruff classes PK and K	$0	Principal Discipline Committee	Aug 2003 May 2004	FS	Discipline referrals	HQ		Discipline plan
Develop and implement campus wide discipline plan	$0	Principal Discipline Committee	Aug 2003 May 2004	FS	Discipline referrals			Discipline plan
Update and review crisis management plan with staff	$0	Principal	Aug 2003		Training evaluation form	HQ		Sign in sheets and agendas

Fund Description

Fund	Description	Budgeted
Title I	Teacher's salary	$36,000
Title I	Assistant Principal 1-FTE	$43,800
Title I	Tutoring salary	$35,000
Title I	Classroom computers	$22,400
Title I	Kagan Cooperative Learning Training	$8,000
Title I	Sleek Software	$2,000
Comp Ed	Elementary Comp Ed. salary 1-FTE	$28,000
Comp Ed	Staff Development - Learning Styles	$7000
ESL	Staff Development Reading and Writing Across the Curriculum	$3,900
ESL	Student Software –Rosetta Stone	$6,000
ESL	Textbooks	$3,200
ESL	Supplies	$1,000
ESL	Employee travel	$350
ESL	Library books	$900
CSR	(CSR) Class Size Reduction Salaries 2-FTE	$79,200
	General Fund Instruction	
Local	ESC contracted services	$1,250
Local	Maintenance and repair copy machine	$6,900
Local	Operating lease copy machine	$5,350
Local	Textbooks –Math grade 3	$3,900
Local	Supplies and materials	$40,200
Local	Employee travel-professional development	$9,600
Local	Awards and miscellaneous	$3,400
Local	Furniture and equipment	$4,600
Local	Professional services	$1,600
	School Leadership	
Local	ESC contracted services	$500
Local	Equipment maintenance	$600
Local	Maintenance copy machine	$972
Local	Operating lease-copy machine	$600
Local	Miscellaneous services	$100
Local	Supplies and materials	$500

	Library	
Local	Contracted equipment maintenance	$2500
Local	Maintenance and repair	$100
Local	Subscriptions	$500
Local	AV data processing	$300
Local	Supplies and materials	$500
Local	Employee travel-Professional Development	$600
Local	Fees and dues	$100
Local	Furniture	$300
Local	Equipment	$4,600
Local	Library books	$5000
	Counselor	
Local	Reading materials	$800
Local	Supplies and materials	$200
Local	Employee travel and subs	$800
	Health Services	
Local	ESC contracted services	$500
Local	Maintenance and repair	$100
Local	Miscellaneous contracted services	$80
Local	Supplies and materials	$2000
Local	Supplies and materials	$350
Local	Employee travel and subs	$200
Local	Equipment	$750
	Technology	
Local	Internet access	$14,500
Local	ESC contracted services-Video services	$500
Local	Contracted equipment and maintenance	$500
Local	Computer supplies	$1,000
ARI	**Tutors**	$51,986
ARI	Reading materials	$4,000
	Gifted Education	
Gifted	Instructional materials	$500
Gifted	Employee travel and subs	$500
	Innovative Funds	
Title V	Dual Language library resources	$7,000

Glossary

Sp. Pop	**Special Populations**
GT	Gifted and Talented
ESL	English as a Second Language
AR	At Risk
SE	Special Education
E	Ethnicity
ED	Economically Disadvantaged
	Needs Assessment
AEIS	Academic Excellence Indicator System
SS	Student Survey
FS	Faculty Survey
PS	Parent Survey
DR	Discipline Reports
S.W. Comp	**School Wide Compensatory**
R	Reform Strategy
PD	Professional Development
PI	Parent Involvement
A	Assessment
M	Mastery
HQ	High Quality
	Other
TPRI	Texas Primary Reading Inventory
TAKS	Texas Assessment of Knowledge and Skills
AR	Accelerated Reader
IEP	Individual Education Plan
PTO	Parent Teacher Organization
SAT	Student Assistance Team

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal #1: Baccus Elementary School will use alternate resources to provide for the needs of the students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Campbell's Soup Labels	PTA Funds Postage - $25.00 PTA Volunteer	PTA	8/20/03 – 5/27/04		Yearly Report			PTA Records
General Mills Boxtops for Education	PTA Volunteer	PTA	8/20/03 – 5/27/04		Yearly Report			PTA Records
Carnival	$2000 PTA Funds	PTA Carnival Chairperson	2/2004		Carnival Evaluation Report			PTA Records
Recycling	None	3rd Grade G/T Teacher	8/20/03 – 5/27/04		Recycling Report			Recycling Reports
Book Fair	None	Librarian PTA Volunteers	Fall, 2003 Spring 2004		Book Fair Report			PTA, Book Fair Records
School Picture	None	Principal	Oct. 2003					
Grants Walmart Saint Gobain D.I.P. #1	None	Principal PTA President HOSTS Coordinator	8/20/03 – 5/27/04		Grant Report		AT Risk	Grant Records

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 2 A: All student populations will achieve 100% mastery on the Reading TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Continue to teach the reading series and supplemental reading series	Adopted Reading Series. Local Funds to add to or replace textbooks $250	All classroom teachers, SpEd teachers, HOSTS Coordinators, instructional Specialists and tutors.	8/20/03 – 5/27/04	TAKS TPRI	Benchmarks, Test Results TAKS TPRI ITBS RPTE	9	All Students	TAKS, TPPI Reports
Students in grade 1-3 will recognize the appropriate sight words from the Reading Series	Reading Textbooks Local and State Funds	All classroom teachers, HOSTS Coordinator, Instructional Specialist	8/20/03 – 5/27/04	Pretest	TPRI RPTE TAKS Benchmarks	2	All students	Daily, Weekly evaluation until mastery
User computers enhance and individualize the reading program	Sleek, HeartBeeps, JumpStart, Reader Rabbit, Rosetta Stone	All Classroom teachers, Instructional Specialist	8/20/03 – 5/27/04	STAR Report, Sleek Pre-test	Monitor lesson plans	2	All students	Sleek Reports STAR Reports Rosetta Stone Reports
Replace computers in classrooms as needed to maintain at least four computers per classroom	$6000 Title I	Principal	8/20/03 – 5/27/04	Technology	Principal Reports	2	All students	Technology Inventory
D.I.P. #2								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 2 A: All student populations will achieve 100% mastery on the Reading TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Use programs designed to enhance and expand the students' appreciation and enjoyment of reading.	Accelerated Reader $500 – Local Library Budget $4500 No funds required for: AR Family Nights Listening Centers Book Fairs Pizza Hut Book-It Six Flags 600 Minutes Reading Program	Classroom teachers, Librarian, PTA	8/20/03-5/27/04		Library Reports, PTA Reports	2 5	All Students	Library Records, Budget, PTA Records
The HOSTS (Help One Student to Succeed) Program will continue to enhance the reading program at Baccus.	Title I Funds - $5900 Supplies - $500 PTA - $1000	HOSTS Coordinator	8/20/03 – 5/27/04	STAR TPRI	Teacher observation, TPRI Results	2 9	AR ESL ED	HOSTS Enrollment Records
Recruit HOSTS Mentors	Hood Co News Channel 7 School Newsletter	HOSTS Coordinator	8/20/03-5/27/04		Review of HOSTS Records	5		HOSTS Records
Parenting Workshops (PK – 3)	$500 Local Funds	Principal Counselor	Sept., 2003 Oct., 2003 Feb., 2004	PS	Session Evaluations	5	AR ESL ED	Sign – In Sheets
ITBS	Local Funds $200	Counselor	8/20 – 5/27 for LEP; Oct., 2003 for 3rd Grade		Reports & Testing Results	1	LEP, 3rd Grade	Copies of Results
D.I.P. #2								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003- 2004

Goal 2 A: All student populations will achieve 100% mastery of the Reading TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
TPRI	State provided materials	K-2 Teachers	K: Jan. 2004 May 2004 1 & 2 Oct. 2003 May 2004		TPRI Test	1	All K-2 Students	TPRI Reports
RPTE	ESL/Bilingual Federal Funds	Counselor	Mar. 2004		RPTE Results	1	LEP	RPTE Reports
Provide tutoring during the school day to ESL and low-performing students	ARI and Title I Funds, SCE for supplies $500	Principal, Instructional Specialist, Tutors	8/20/03 – 5/27/04		End of Year Testing, TAKS	9	AR ED LEP	TAKS Results
Provide staff development in reading	SCE - $1000 Local - $900	Principal	8/20/03 – 5/27/04	FS AEIS	Survey Results	4	All Students	TAKS Results
D.I.P. #2.								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal 2 B: All Student populations will achieve 100% mastery of TAKS Math.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Instruct math processes and skills using Saxon Math	State provided resources. $2500 Local Funds	All Classroom Teachers, SpEd Teachers	8/20/03 – 5/27/04	TAKS Benchmarks	TAKS Benchmarks	2	All Students	TAKS Records Benchmark Results
Use supplemental math materials: GEMS Exemplars Problem Solvers Estimation & Reasonableness Calculators AIMS Frog Street	Local Funds $2500 SCE - $500	All Classroom Teachers, SpEd Teachers	8/20/03 – 5/27/04	TAKS Benchmarks	TAKS	2	All Students	TAKS Scores
Staff Development for all staff in mathematics	Local - $900 SCE - $1000	Principal	8/20/03 – 5/27/04	FS SEIS	Survey Results	4	All Students	TAKS Scores
Use computer software to enhance math instruction. Sleek HeartBeeps JumpStart	Sleek Software Computer Lab & Classroom Computers Local Funds SCE	Classroom Teachers	8/20/03 – 5/27/04	Sleek Pretest	TAKS	2	All Students	TAKS Reports
Use manipulatives and learning centers to create and maintain students natural curiosity and discovery D.I.P. #2	Local Funds $2500 SCE $200	Classroom Teachers Instructional Specialist	8/20/03 – 5/27/04		TAKS	2	All Students	TAKS Reports

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal 2 C: Baccus Elementary will provide a balanced writing program for Pre-Kindergarten through Third Grade.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Maintain a portfolio for every student that will be passed to the next grade level.	Local Funds $300	All Classroom Teachers	8/20/03 – 5/27/04		4th Grade Writing Scores or TAKS	2	All Students	Portfolios
Teacher Training and Use of Thinking Maps by students PK- 3.	Thinking Map Notebooks, Title I Funds SCE - $500	All Teachers	8/20/03 – 5/27/04		Evidence of Thinking Maps in classes.	2	All students	Student created Thinking Maps in classrooms.
Pre-K students attempt to use a variety of writing forms: Lists Messages Stories	Local Funds for materials and Portfolios $500	Pre-K Teachers	8/20/03 – 5/27/04		Copies of student work	2	All Pre-K Students	Portfolios
Kindergarten: Students compose original text Grade 1: Students select and use writing processes to compose original narrative stories. Grade 2: Students select and use writing processes for self-initiated and assigned writings including narrative and descriptive stories.	Local Funds for materials and Portfolios $500	K-3 Teachers	8/20/03 – 5/27/04		Student Work	2	All Students	Portfolios

D.I.P. #2

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal 2 C: Baccus Elementary will provide a balanced writing program for Pre-Kindergarten through Third Grade.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Grade 3: Students select and use writing processes for self-initiated and assigned writings including narrative and descriptives. D.I.P. #2	Local Funds for materials and Portfolios $500	K-3 Teachers	8/20/03 – 5/27/04		Student work	2	All Students	Portfolios

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 3: Baccus Elementary will maintain efficient and appropriate communication with parents and students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Progress Reports are sent every three weeks to the parents of students with failing grades	Local Funds $100	All Teachers	8/20/03 – 5/27/04		Report Cards Grade Books	5	All students	Copy of Progress Report
Meet the Teacher Night	None	All Teachers	8/18/03		Principal & Staff Observations	5	All students	Sign-In Sheets
Conduct Teacher/Parent Conferences at least once a year	None	All Teachers	8/20/03 – 5/27/04			5	All Students	Sign-In Sheets Roster of Conferences
Conduct LPAC, SAT, and 504 meeting as needed	None	Counselor, Asst. Principal	8/20/03 – 5/27/04		Report Card	9	LEP ED AR	LPAC, SAT, and 504 minutes and records

D.I.P. #3

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 3: Baccus Elementary will maintain efficient and appropriate communication with parents and students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
The Site-Based Decision Making Committee will meet monthly to discuss campus issues as defined by the State law.	None	Principal	8/20/03 – 5/27/04	FS PS	Yearly Evaluation	8	All Students	Campus Improvement Plan
Monthly newsletters and calendars	Local Funds (Paper) $200	Principal	8/20/03 – 5/27/04		Newsletter and calendars	5	All Students	Copies of newsletters and calendars
Teachers will be encourage to send weekly or monthly newsletters regarding classroom activities	Local Funds (Paper) $200	Teachers	8/20/03 – 5/27/04		Newsletters and calendars	5	All Students	Copies of newsletters
Marquee	None	Principal, Asst. Principal	8/20/03 – 5/27/04		Updated Marquee	5	All Students	Updated Marquee
Hood County News articles to publicize activities and honors	PTA Volunteer	PTA President Principal	8/20/03 – 5/27/04		Frequent articles	5	All Students	Copies of Articles
GISD Web Page	Technology	Technology Committee, Principal	8/20/03 – 5/27/04		Frequent information on GISD Web Page	5	All Students	Web Page

D.I.P. #3

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 3: Baccus Elementary will maintain efficient and appropriate communication with parents and students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
School wide Title I Parent/Teacher/Student compacts will be distributed	Title I Funds Paper for Compacts	Principal, Secretary	8/20/03 – 5/27/04		Compacts signed and returned to school	5	All Students	Signed Compacts
Tours will be conducted to HeadStart, Daycares, and individual parents and students who will be attending our school	None	Principal	8/20/03 – 5/27/04		Feedback from parents or group leaders	7		Calendar

D.I.P. #3

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 4: Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Teachers will work and plan in grade level teams to ensure continuity of activities from class to class	Common planning time No funds required	All Teachers, Principal	8/20/03 – 5/27/04	FS	Lesson Plans	1, 5	All Students	Grade Level minutes
Science Fair	Awards $200 Local Funds	Principal, Asst. Principal Classroom Teachers	1/2003 – 2/2004		Science Fair Competition	3	All Students	Complete projects and list of winners
Field Day	Awards $100 PTA Funds	P.E. Teacher	5/2004		Report to Principal	3, 5	All Students	Schedule of events
Music Programs for PTA Meetings by students	PTA Funds $200	Music Teacher	9/2003 11/2003 1/2004 3/2004		Completion of PTA program	3, 5	All Students	Copy of Program
Super Stars	PTA Funds $500	PTA Volunteer	8/20/03 – 5/27/04		Super Star Recognition and Parties		All Students	List of yearly totals
D.I.P. #4								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 4: Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Accelerated Reader	PTA Funds $1600 Local - $500	Librarian, PTA Volunteers	8/20/03 – 5/27/04		Awards for Point accumulation	3, 5	All Students	List of top AR winners in classrooms
Kiwanis Terrific Kids	PTA Funds Hospitality and refreshments $250.00	Principal	8/20/03 – 5/27/04		Principal and staff observations	5	All students	List of Terrific Kids
Pizza Hut Book It	Book-It materials No cost	PTA Volunteer	8/20/03 – 5/27/04		Yearly evaluation	3, 5	All students	Book –It Records
Skate Night	PTA Funds $50 for paper to send notes	PTA Volunteers	9/2003 – 4/2004		Yearly evaluation	3, 5	All students	Skate Night Records
Family Fitness Night	None	PE Teacher Nurse Principal	11/2003 – 2/2004		Session Evaluation	3, 5	All Students	Sign – In Sheets
Runner's Club	PTA Funds - $600	PE Teacher	8/20/03 – 5/27/04		Yearly evaluation	3, 5	All students	Runner's Club Records
Baccus "Do Right" Award	Local Funds - $500	Principal	10/7/03 – 5/27/04		Fewer tardies, Behavior		All students	Tardy Records, Discipline Records
D.I.P. #4								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 4: Baccus Elementary will provide a positive learning environment that will emphasize the development of the whole child and ensure success for all children.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Students in 1st, 2nd & 3rd grades will be identified for G/T based on the guidelines established in the G/T Districtwide Program	Testing Materials Local - $200	Counselor	10/2003 – 5/2004	ITBS CogAT	ITBS CogAT	1	All Students	Completed G/T Evaluations
Curriculum and instruction will meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program.	Local Funds - $600	Principal Counselor G/T Teachers	8/20/03 – 5/27/04		Lesson Plans	2, 9	GT	Copies of Lesson Plans
ESL students will be identified, develop a positive attitude toward their new culture, and develop communication skills	ESL Funds - $250 Supplies Library Books - $1000 ESL Funds	Counselor	8/20/03 – 5/27/04	Home Language Survey	ITBS – 2nd RPTE – 3rd IPT Oral English PK-3rd IPT Reading English 2 & 3 IPT Writing English 2 & 3	1, 2 5, 9	LEP	Copies of test results
Use “Morning Meetings” to promote character education D.I.P. #4			8/20/03 – 5/27/04					List of topics & schedule of topics

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 5: Baccus students will be competent in technology.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Students will be given an opportunity to use computers daily.	Computer Lab Four computers per classroom	All Teachers	8/20/03 – 5/27/04		Lesson Plan Evaluations	2, 3	All Students	Lesson Plans
Students will demonstrate competency in technology TEKS	Technology TEKS	All Teachers	8/20/03 – 5/27/04		Lesson Plan Evaluation	2, 3	All Students	Lesson Plans
Students will have the opportunity to use a variety of technology tools.	Computers, scanners, digital cameras, video cameras	All Teachers	8/20/03 – 5/27/04		Lesson Plan Evaluation	2, 3	All Students	Lesson Plans
Laptops will be provided to teachers.		Technology Dept and Principal	8/20/03 – 5/27/04		Use of Computers	6		Check out sheets for Technology
Students will sign and understand the Acceptable Use Policy for technology use	None	All Teachers	8/20/03 – 5/27/04		Forms completed		All Students	Signed handbook page
D.I.P. #5								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 6: Baccus Elementary will provide adequate facilities and equipment to meet the needs of our students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Maintain at least 4 computers per classroom	Title I SCE	Principal	8/20/03 – 5/27/04			2		Technology Inventory
Playground equipment will receive monthly inspections	None	Maintenance Staff	8/20/03 – 5/27/04		Monthly Inspection		All Students	Inspection Reports

D.I.P. #6

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 7: All teachers and staff at Baccus Elementary School will be trained to meet the needs of all students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Staff development days during the school year.	Curriculum materials Local Funds - $5040	Principal		AEIS	Session Evaluations	4		Sign – In Sheets and Agendas
Horizontal and vertical team meetings	State adopted materials Supplemental Resources	Principal Curriculum Dept	8/20/03 – 5/27/04	AEIS TAKS	Session Evaluations	4		Sign – In Sheets and Agendas
Provide training for teacher aides		Principal SpEd Director	8/20/03 – 5/27/04	AEIS	Session Evaluations	4	SE	Sign – In Sheets and Agendas
Teachers will be competent in technology TEKS	TEKS Technology Workshops	Teachers, Technology Dept	6/2003 – 5/2004		Session Evaluations	4		Sign – In Sheets
D.I.P. #7								

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 8: Baccus Elementary teachers and staff will work together to provide an atmosphere of safety and well-being.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Monthly Safety Committee Meetings	Safety Training Manual	Principal	8/20/03 – 5/27/04	Safety Inspections	Yearly Evaluation	4		Safety Reports
Provide Drug Abuse Resistance Education (DARE) Programs	DARE Officer Safe & Drug Free Schools	DARE Officer 3rd Grade Teachers	Spring 2004		Teacher Evaluations	10	3rd Grade Students	Evaluation Reports
Red Ribbon Week	Safe & Drug Free Schools - $600	Counselor	10/2003		Activity Evaluation	10	All Students	Evaluation Reports
Regularly conducted fire and tornado drills	None	Principal	8/20/03 – 5/27/04	Monthly Safety Report	Safety Reports		All Students	Safety Records
Fire Safety Assembly	None	Principal, Volunteer Fire Dept	10/2003	Monthly Safety Report	Assembly Evaluation		All Students	School Calendar

D.I.P. #8

Granbury Independent School District

Baccus Elementary School

Campus Improvement Plan for the Year 2003-2004

Goal # 9: The teachers, staff, and students at Baccus Elementary will work to improve attendance to 96% or higher.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
Each classroom teacher will send a list of absences to the office by 8:30 a. m.	Documentation Notebook	Secretary Office Clerk	8/20/03 – 5/27/04		Attendance Reports		All Students	Attendance Records
Complaints are filed on parents for contributing to the truancy of a minor	None	Principal Asst. Principal	8/20/03 – 5/27/04		Attendance Reports and Letters to Parents		All Students	Copies of Reports and Letters
Students will be recognized and rewarded each six weeks period for Perfect Attendance	Certificates - $50 Local Funds	Classroom Teachers	8/20/03 – 5/27/04		6 Weeks Attendance Reports		All Students	Attendance Records
Students with perfect attendance for the year will be recognized at the end of the year Awards Program	Medals - $100 Local Funds	Principal	5/2004		Yearly Report		All Students	Attendance Records

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 1: Alternative resources for revenue will be sought through the creation of partnerships with community members/corporations and grant writing. (GISD Goal #1)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The ERES PTO will supplement the funding of student activities with two fundraisers per year.	PTO funds	PTO President	Aug. 2003 to May 2004					Profit Statement
2. CF Funds will supplement student activities.	Individual group pictures Student Travel $1600 Awards $2000	Principal	Aug. 2003 to May 2004					Profit Statement
3. The grant writing team will seek funding through grants.	Grant Writing Team Internet Connection	Asst. Principal	Aug. 2003 to May 2004	Staff Survey	Reports to the SBDM Committee	SW 10		Completion of grants and receipt of funds
4. Donations from the community will be secured for the outdoor learning center and other school projects.	Solicitations from the community	Principal	Aug. 2003 to May 2004		Reports to the SBDM Committee			Additional acquisitions of funds and materials

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 2: The pass rate for all third grade students at ERES on reading and math portions of the TAKS will be at the exemplary level (90% or better). The pass rate for Low SES students will be at 90% or better. (GISD Goal #2)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. TAKS and standardized test results will be analyzed for all students to identify specific skills and objectives that are needed to align the curriculum.	3rd grade TAKS scores and ITBS scores	Academic Committees: LA/Soc. St. Science/Math Test Coord.	Necessary realignment and curriculum adjustments will be made by Sept. 2003	TAKS results and ITBS results	Report to SBDM from academic committees	SW 1	ESL At-risk 504 SpEd GT Migrant Low SES	Campus Scope and Sequence Charts
2. Assessments in reading and math at the beginning of the year will be analyzed for every student in Pk-3 to identify individual needs and individualized instruction.	Pk Teacher (SCE funds) SCE funds for supplies: $5,080 Substitutes for TPRI testing Instructional Specialist (Title 1 funds)	Counselor and all teachers	Within 4 weeks of beginning of school	TPRI Release TAKS GISD Math Assess.	Benchmark tests	SW 1	ESL At-risk 504 SpEd GT Migrant Low SES	TAKS scores TPRI scores At-risk list

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
3. Third grade students will take the TAKS benchmark test two times a year to determine individual and group progress toward mastery of reading and math TAKS objectives.	**Certified teachers to administer tests to small groups (substitutes needed)**	**Counselor and 3rd grade teachers**	**Nov. 2003 and Jan. 2004**	**TAKS release**	**Chart of individual mastery of objectives**	**SW 1**	**ESL At-risk 504 SpEd GT Migrant Low SES**	**TAKS benchmark scores and final TAKS scores**
4. Staff will continue to align the curriculum utilizing the TEKS and TAKS objectives.	**TEKS TAKS resources (K-3)**	**Academic Committees: LA/Soc.St Sci./Math Technology SBDM members will chair these committees**	**Aug. 2003 to May 2004**	**AIES report (district)**	**Reports to SBDM from academic committees**	**SW 2**	**All students**	**Grade level curriculum alignment changes**
5. Individual tutoring focusing on identified reading and math objectives will be provided for K-3 at-risk students. Certified teachers and the Instructional Specialist will tutor the at-risk students	**Texas ARI funds Tutors TAKS tutoring materials SCE funds for materials ESL supplies: $3,336**	**Instructional Specialist**	**Tutoring will begin in Sept. 2003**	**TAKS scores**	**Reports to SBDM Committee from the Instructional Specialist**	**SW 9**	**ESL At-risk 504 SpEd GT Migrant Low SES**	**Pre-test and Post-tests of students receiving tutoring**

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Any 3rd grade student at risk of not meeting minimum state standards will be provided with a staff mentor.	**Staff members to serve as mentors**	**Instructional Specialist**	**Begin Nov. 2003 to the end of the school year**	**TAKS scores**	**Reports to SBDM Committee from the Instructional Specialist**	**SW 9**	**ESL At-risk 504 SpEd GT Migrant Low SES**	**Mentor list in Nov.**
7. Higher level thinking skills will continue to be stressed throughout the curriculum	**Teddy Bear Reasoning (Kgt.) Problem Solver Thinking Maps**	**Lead Teachers and all teachers**	**Aug. 2003 to May 2004**	**TAKS scores**	**Teacher evaluation**	**SW 2**	**All Students**	**Lesson Plans**
8. An initiative will be implemented to create a transitional 1st grade for at-risk students.	**Title 1 funds for aide: $13,000 Title 1 funds for extended school year: $7,250**	**Principal**	**Aug. 2003 through June 2004**	**TPRI and retention study**	**Reports to SBDM Committee from the I.S. and the transitional 1st teacher**	**SW 9**	**ESL At-risk 504 SpEd GT Migrant Low SES**	**Retention rate and TPRI scores Teacher documentation of progress**

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 3: A system of effective communication for students, families, staff and community will be provided. (GISD Goal #3)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Communication among school community members will be encouraged, and communication from school to home will be required.	Daily Homework folders Weekly newsletters from teachers Monthly newsletter from the principal PTO newsletters HCN articles Contacts with pre-schools and intermediate schools	All teachers Counselor	Aug. 2003 to May 2004	Parent Survey	Parent Surveys in Oct. 2003 and May 2004	SW 5 SW 7	All students ESL and At-risk	Documented newsletters in staff files
2. School-Parent-Student-Administrator Compacts will be provided and encouraged	Title 1 SPCA Compact	Principal and Parent Advisory Committee (PAC)	Fall 2003	Title 1 Needs	Report to SBDM Committee in Fall 2003	SW 10	All Students: School-wide Title 1 School	Signed Compacts on file
3. A Parent Advisory Committee (PAC) will be created and a parent survey will be conducted twice a year	PTO and Parents for committee	Principal	Oct. 2003 to May 2004	Title 1 Needs		SW 5		Survey results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
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2003-04

Goal 4: A system for the involvement of parents and community members in the school will be provided. (GISD Goal #4)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Opportunities for parent training will be provided	Title 1 funds for parent training seminars	Counselor PAC SBDM Committee	Minimum of two seminars per year	Title 1 assess.	Reports to SBDM Committee from Counselor	SW 5		Sign-in sheets for seminars
2. Staff, parent and community participation in the school decision-making process will be encouraged	Elected Staff Selected parents and community members Title 1 funds to take SBDM team to TSU Campus Planning Seminar PTO	Principal	PTO and SBDM Committee will meet monthly PAC will meet quarterly SAT will meet as needed to discuss student progress	Title 1 assess.		SW 5 SW 8		SBDM minutes
3. School community members will be encouraged to volunteer at the school	Volunteer Coord. (PTO)	Principal and Volunteer Coord.	Aug. 2003 to May 2004		Parent Survey	SW 5		Volunteer sign-in sheets

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
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2003-04

Goal 5: Student learning will be enhanced through the use of technology as a tool for communication, research and problem solving. (GISD Goal # 5)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. An additional computer lab will be created. Its focus will be on technology curriculum, communications, research and problem solving activities.	Technology TEKS	Principal and Technology Committee	Fall 2003	Staff Survey	Reports to SBDM Committee from the Technology Committee	SW 2	All Students	Lab sign-up sheet
2. Instruction of Technology TEKS will be continued	Technology TEKS Two computer labs 4 computers in each classroom $6,548 in reg. funds to purchase computers $15,500 in reg. funds for technology services	Principal and Technology Committee	Aug. 2003 to May 2004	Staff Survey	Reports to SBDM Committee from the Technology Committee	SW 2	All Students	Lesson Plans
3. The staff will take a team approach to dealing with technology needs	Technology Committee	Technology Committee	Aug. 2003 to May 2004	Staff Survey	Reports to SBDM Committee from the Technology Committee			Reduced number of Technology Service Requests

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 6: Facility and equipment needs will be assessed and submitted to the central administration for consideration. (GISD Goal #6)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The SBDM Committee will oversee an assessment to determine the following needs: Building Sanitation, Landscaping and grounds, Hygiene Supplies, and Furniture.	Staff and parent survey	Principal	Fall 2003	Staff Survey	Report to SBDM from the principal			Survey results and submission of needs to Central Office
2. The administration will pursue protection for the students from the weather during transition and dismissal time by requesting an enclosed walkway to the gym and an awning at the pick-up site.	TBD by the Central Office Staff	Principal	Fall 2003	Staff and Parent Survey				Submission of requests to Central Office Administration

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 7: Staff Development activities designed to improve instruction and student performance will be implemented. (GISD Goal #7)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Language Arts, Math, Social Studies, Science, GT, ESL, At-risk, Dyslexia, and Technology training for all classroom teachers will be pursued and maintained.	**GISD Summer Institute** **Thinking Maps Training** **ESL Strategies Training** **ESL funds for travel: $1,500** **SCE funds for travel: $500** **Reg. Ed. funds for travel: $2,000** **Special Ed. funds for travel: $600** **ESL funds for staff development: $1,500**	**All Teachers**	**Staff development is on-going and staff-directed seminars will begin in Sept. 2003**	**Staff Survey**	**Teacher evaluations**	**SW 3** **SW 4**	**ESL and At-risk teaching strategies**	**Staff Dev. agendas and documentations on file**

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 8: A positive and safe learning environment for students, families, staff and community will be provided. (GISD Goal #8)

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The entire school community will be encouraged to abide by the guiding principles of Excellence, Respect, Empowerment and Success.	Four guiding principles Newsletters from the staff Morning announcements to encourage the g.p.'s School-wide behavior management plan Social skills curr.	All staff, parents and community members Discipline Committee	Aug. 2003 to May 2004	Staff Survey	Staff Survey	SW 10	All Students	Parent Surveys Staff Surveys Lesson Plans
2. A curriculum for methods in violence prevention and intervention will be provided	SDFS funds	Principal Counselor DARE officer Asst. Principal All staff	Aug. 2003 to May 2004	Staff and Parent Survey	Reports to SBDM from the counselor	SW 10	All Students	Parent Survey Staff Survey Lesson Plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-4

Goal 9: The students' daily attendance will increase to 97% during the 2003-04 school year.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Communications concerning the importance of attendance will be sent to parents throughout the year.	Monthly newsletter from the principal Notes from teachers As needed Student attendance and tardies letters	Teachers and Principal	Aug. 2003 to May 2004	AEIS report				Letters on file
2. Students will be recognized for good attendance and punctuality practices	Perfect Attendance Awards: CF funds $1,000	Principal and Attendance Committee	Aug. 2003 to May 2004	AEIS report	Six weeks attendance reports			Attendance reports
3. School-wide incentives involving the school leadership will be established and implemented for achieving 97% attendance rate	None	Principal and Attendance Committee	Aug. 2003 to May 2004	AEIS report				AEIS report and six weeks attendance reports

GRANBURY INDEPENDENT SCHOOL DISTRICT
Emma Roberson Elementary School
Campus Improvement Plan
2003-04

Goal 10: A positive, supportive professional working environment for the staff will be provided.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. The SBDM Committee will evaluate and revise the school procedures and schedules (within GISD guidelines) to maximize staff performance and morale. Specific areas to include are teacher/student ratio and duty load.	GISD guidelines CF funds for staff awards	Principal SBDM Committee PTO and Wellness Committee	Aug. 2003 to May 2004	Staff Survey	Reports to SBDM from principal, PTO and Wellness Committee			Staff Survey
2. The staff will acclimate the new leadership to the campus for the 2003-04 school year.	One day retreat on August 14, 2003	SBDM Committee	Aug. 14, 2003					Agenda for retreat

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7 & 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Sp. Pop.	SW Comp	Formative Evaluation	Documentation
Assess each student's competencies & instructional level.	Ed. Soft, ITBS, Benchmark Tests, TPRI Tests, AR Star Diagnostic Tests, TAKS Results, Teacher Made Tests, Informal Reading Inventories (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Curriculum Department	August 2003-May 2004	AEIS	ESL, Low SES, H, AA, SE, AR, GT	A	Assessment will show increased student performance	TAKS Student Report, ITBS Student Reports, TPRI Student Reports, Teacher Reports, Teacher Assessments
Teachers will attend workshops/seminars to update & enhance strategies for district & state reading objectives & initiatives.	GISD Staff Development Kagen ($2000) Summer Conference, Region XI Service Center ($1500) ESP – Tarleton ($600)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2003-May 2004	AEIS	ESL, Low SES, H, AA, SE, AR, GT	PD R T	Lesson Plans Evidence of updated strategies learned through training observed in classrooms	Certificates of Completion, TAKS Student Reports, ITBS Student Reports, TPRI Student Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will update reading strategy materials that reflect state TEKS/TAKS changes	Thinking Maps, Step up to TAKS, Flip Charts, TAKS Master (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	Fall 2003	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results
Students will be provided opportunities to develop higher level thinking skills in analyzing and comparing written materials, predicting outcomes, critical thinking, applying knowledge of literary elements, and basic understanding	Thinking Maps, Flip Charts, Problem Solving Literature, Step Up To TAKS, TAKS Master (SCE Funds $500)	Classroom Teacher, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work & classroom observations.	TAKS Student Re-ports, Report Cards, Benchmark Assessment Results
4th grade teachers will be trained in the Governor's Reading Initiative	State Reading Academy	4th Grade Teachers, Principal, Assistant Principal, GISD Curriculum Department	August 2003	AEIS	R PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of Strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, ITBS Student Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Grade level & vertical planning meetings will coordinate reading instruction across the grade levels.	Curriculum Guides, Scope & Sequence Guides	Classroom Teachers, Principal, Assistant Principal, Instructional Specialists (SCE), GISD Curriculum Department	August 2003 – May 2004	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings
Teachers will integrate reading across the curriculum to improve comprehension.	Weekly Readers, Scholastic, Classroom Libraries, Library ($750) (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal	August 2003 – 2004	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, CD ROM Libraries, Audio Tapes, Video Tapes, TV/VCR Sets, Library, Transparencies, Books, Sleek Program. ($600) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Librarian, Technology Staff	August 2003 – May 2004	AEIS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work, report cards, TAKS data.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, Report Cards, Benchmark Assessment Results
Classrooms & the library will coordinate to meet the demanding needs of students.	Library Books ($1,000)	Classroom Teachers, Librarian, Principal, Assistant Principal	August 2003 – May 2004	FS	HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased library usage through library data.	Library Records of Usage

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
The library will provide a variety of books to children through 10th grade reading level.	Library Books ($1,000)	Classroom Teachers, Librarian, Principal, Assistant Principal	August 2003 – May 2004	FS	HQ	ESL, Low SES, H, AA, SE, AR, GT	Evidence of students reaching their highest reading potential with adequate books available at their reading level.	AR Student Tests, ITBS Student Reports
AR books will be organized by book level in the library.	Bar Codes to change levels ($250)	Librarian, Principal, Assistant Principal, Volunteers	Fall 2003	FS	PI A	ESL, Low SES, H, AA, SE, AR, GT	Bar Codes on the correct book levels.	Library books organized by correct levels

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will continue to update and implement AR/Star Program, allow class time to read, & establish home reading as a school-wide goal.	AR Program, Library Books ($2,000)	Classroom Teachers, Principal, Assistant Principal, Librarian	August 2003 – May 2004	AEIS, FS	T M PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased library circulation, increased usage of software, & increased usage of lab computers. Students will meet their AR goals.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, AR Student Reports, and Library Records of Usage
Teachers will receive Reading Renaissance training.	Campus Training ($1,000)	Librarian, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	FS	PD	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased number of Reading Renaissance model classrooms.	Certificates of Completion

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Mambrino will have Reading Renaissance AR Program Model Classrooms of at least two per grade level.	AR Program, Library Books ($2,000)	Librarian, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004 *Grade 1 by the end of the 1st semester; Grades 2-6 begin at the end of second six weeks.	FS	T HQ	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased number of Reading Renaissance Model Classrooms	Model Classroom Certificates
Strengthen home/school connections by offering cooperative school-community events such as Family Reading Nights.	Library Books, Duolog Training Video, Book Fair	Librarian, Classroom Teachers, Principal, Assistant Principal, PTO	October 2003 – February 2004, March 2004	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of parent/student/ staff participation	Family attendance & participation, Attendance Sign-In Forms

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7 , 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Mentors (students, parents, community volunteers & Masons) will model good reading and foster a love of reading for all students.	Library Books, Classroom Books, Duolog Training Video	Classroom Teachers, Teacher Assistants, Principal, Assistant Principal, Librarian, Counselor, Volunteers	August 2003 – May 2004	FS	PI M	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student reading performance as measured by testing.	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, Report Cards, Volunteer Sign In Forms
Staff members will adopt/mentor an at risk student(s).	AT Risk Student List	Staff members, Principal, Assistant Principal	August 2003 – May 2004	AEIS, FS, DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals & improved attendance	TAKS Student Reports, ITBS Student Reports, TPRI Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #1: Students in grades 3-6 will attain 95% mastery of TAKS reading, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will make use of appropriate personnel & volunteers to tutor special population students.	At Risk Student List, Benchmark Assessments, TAKS Student Reports, TPRI Student Reports, Ed Soft Reports, (ARI Funds) ($1,000)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Teaching Assistant (SCE), Counselor, Volunteers	August 2003 – May 2004	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, daily work, & report cards.	TAKS Student Reports, TPRI Student Reports, Benchmark Assessment Results, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #2: Students in grades 3-6 will attain 95% mastery of TAKS mathematics, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Assess each student's competencies & instructional level.	Ed Soft, Benchmark Tests, TAKS Results, Teacher Made Tests, Saxon Math Assessments ($1,000) (SCE Funds $300)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2003 – May 2004	AEIS	A	ESL, Low SES, H, AA, SE, AR, GT	Assessment will show increased student performance.	TAKS Student Reports, ITBS Student Reports, Benchmark Assessment Results, Teacher Reports
Teachers will attend workshops/seminars to update & enhance strategies for district & state math objectives & initiatives.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP – Tarleton ($600)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, ITBS Student Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #2: Students in grades 3-6 will attain 95% mastery of TAKS mathematics, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will update math strategy materials that reflect state TEKS/TAKS changes.	Thinking Maps, Step up to TAKS, Flip Charts, TAKS Master, Saxon Math ($3,000) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	Fall 2003	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results
Students will be provided opportunities to develop higher level thinking skills in problem solving strategies, logic & reasoning, patterns, relationships, and reasoning.	Thinking Map, Flip Charts, Problem Solver, GEMS, Step Up To TAKS, TAKS Master, Saxon Math ($3,000) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident throughout daily work & classroom observations.	TAKS Student Reports, Report Cards, Saxon Assessment Results, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop & enhance their understanding of geometry, measurement, fractions & probability & statistics.	Thinking Maps, Flip Charts, Manipulatives, GEMS, Step Up To TAKS,TAKS Master, Saxon Math ($3,000) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident throughout daily work & classroom observations.	TAKS Student Reports, Report Cards, Saxon Assessment Results, Benchmark Assessment Results
Grade level & vertical planning meetings will coordinate math across the grade levels.	Curriculum Guides, Scope & Sequence Guides	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2003 – May 2004	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of coordination observed in classrooms by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #2: Students in grades 3-6 will attain 95% mastery of TAKS mathematics, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will integrate math strategies across the curriculum.	Thinking Maps, Flip Charts, Step Up To TAKS,TAKS Master, Saxon Math ($3,000) (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance.	TAKS Student Reports, ITBS Student Reports, Benchmark Assessment Results
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, Transparencies, Sleek Program, Math Blasters, Student Calculators, TAKS Software ($300) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Librarian, Technology Staff	August 2003 – May 2004	AEIS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work, report cards, and TAKS data.	TAKS Student Reports, ITBS Student Reports, Report Cards, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Staff members will adopt/mentor an at risk student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal	August 2003 – May 2004	AEIS, FS, DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals, & increased attendance.	TAKS Student Reports, ITBS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports
Teachers will make use of appropriate personnel & volunteers to tutor special population students.	At Risk Student List, Benchmark Assessments, TAKS Student Reports, Ed Soft Reports ($1,000) (SCE Funds $600)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Counselor, Volunteers	August 2003 – May 2004	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, daily work, report cards.	TAKS Student Reports, Benchmark Assessment Results, Report Cards

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Assess each student's competencies & instructional level.	Ed Soft, Benchmark Tests, TAKS Results, Teacher Made Tests, Student Writing Samples (SCE Funds $200)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants	August 2003 – May 2004	AEIS	A	ESL, Low SES, H, AA, SE, AR, GT	Assessment will show increased student performance	TAKS Student Reports, Benchmark Assessment Results, Teacher Reports, Student Writing Portfolios
Teachers will attend workshops/seminars to update & enhance strategies for district & state writing objectives & initiatives.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP Tarleton ($600), New Jersey Writing Workshop, Six Write Traits	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will update writing strategy materials that reflect state TEKS/TAKS changes.	Thinking Maps, Step Ip To TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	Fall 2003	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results, Writing Portfolios
All new teachers, including special ed and advanced academic teachers (GT), will become knowledgeable in the stages of writing: pre-writing, drafting, re-reading, revising, editing, & publishing.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP Tarleton ($600), New Jersey Writing Workshop, Six Write Traits	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of writing strategies learned through training observed in classrooms. Students' writing portfolios will show evidence of the writing process & signs of individual growth.	Certificates of Completion, TAKS Student Reports, Benchmark Assessment Results, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
All new teachers, including special ed & advanced academic teachers (GT), will be trained in the use of writing folders: daily working, collecting & cumulative folder (which will include 3 samples per year, beg., middle, and end of year) to be passed on to the next teacher as the student is promoted.	GISD Staff Development, Writing Folders ($100)	Classroom Teachers, Principal, Assistant Principal, Curriculum Department	August 2003 – May 2004	AEIS	PD	ESL, Low SES, H, AA, SE, AR, GT	Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual student growth.	Certificates of Completion, Student Writing Portfolios
Students will be provided the opportunities to develop skills in appropriate organization of ideas; correct & effective sentence construction; standard usage and appropriate word choice, & proofreading for punctuation, capitalization, & spelling.	Thinking Maps, Step up to TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Curriculum Department	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of the writing process and individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop skills in brainstorming, selection, editing, categorizing, & organizing ideas before writing first draft.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop organization skills appropriate to each writing purpose (introduction, transition words, types of elaboration, and conclusion).	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2003 – May 2004	AEIS	M HQ	Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work and classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop skills in writing for a variety of audiences & purposes; writing with voice; using conventions; increasing sentence fluency, using vivid word choices, & revising.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop skills in the application of the conventions of written language such as spelling, capitalization, standard usage, standard sentence structure, standard grammar, & penmanship.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Six Write Traits Materials, DOL, Adopted English Textbook, GISD Rubrics (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Grade level & vertical planning meetings will coordinate writing techniques & standards for instruction across the grade levels.	Curriculum Guides, Scope of Sequence Guides, GISD Rubrics	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2003 – May 2004	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT.	Lesson plans. Evidence of coordination observed in classrooms by increased consistency and uniformity of instruction. Students' writing portfolios will show evidence of use of all stages of the writing process and signs of individual growth. .	Schedules, Agendas, Summaries of Meetings

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will become proficient in writing strategies & holistic scoring. Each grade level will be responsible for (but not limited to): K – journal (picture/word) communicate thoughts 1st – more creativity – descriptive words 2nd – writing process/better sentence construction 3rd – teach paragraph writing/topics/spelling/capitalization/ punctuation/sequencing 4th – organization/power writing/combining paragraphs/ creative prompts 5th – outlines/paragraph topic writing/how to's 6th – research papers	Curriculum Guides, Scope & Sequence, GISD Rubrics, Thinking Maps, Flip Charts, Six Write Traits Materials, Adopted English Textbook (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2003 – May 2004	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson plans. Increased student performance will be evident through daily work & classroom observations. Students' writing portfolios will show evidence of the writing process & signs of individual growth.	TAKS, Student Reports, Benchmark Assessment Results, Report Cards, Student Writing Portfolios
All teachers will maintain daily and/or cumulative writing folders. Three final drafts will be passed on each year in the cumulative writing folder to next year's teacher.	Writing Folders & Portfolios ($300)	Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	M	ESL, Low SES, H, AA, SE, AR, GT	All students will have a writing portfolio showing growth in writing to pass on to the next year's teacher.	Student Writing Portfolios

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Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, Software, Library, Transparencies, Books, Sleek Program ($600)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Technology Staff	August 2003 – May 2004	AEIS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work, report cards, writing portfolios, & TAKS data.	TAKS Student Reports, Benchmark Assessment Results, Student Writing Portfolios
Staff members will adopt/mentor an at risk student(s).	At Risk Student List	Staff members, Principal, Assistant Principal	August 2003 – May 2004	AEIS, FS, DR	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals, & increased attendance.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #3 Students in grade 4 will attain 95% mastery of TAKS Writing and score 3's and 4's on writing prompts, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).

District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will make use of appropriate personnel & volunteers to tutor special population students.	At Risk Student List, Benchmark Assessments, TAKS Student Reports, Ed Soft Reports ($600) (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist, Teaching Assistant (SCE), Counselor, Volunteers	August 2003 – May 2004	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, daily work, & report cards.	TAKS Student Reports, Benchmark Assessment Results, Report Cards

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Mambrino School

Campus Improvement Plan

Goal #4 Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Assess each student's competencies.	Ed Soft, Benchmark Tests, TAKS Results, Teacher Made Tests, Adopted Science Textbook & Materials (SCE Funds $250)	Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	A	ESL, Low SES, H, AA, SE, AR, GT	Assessment will show increased student performance on TAKS student reports & teacher made assessments.	TAKS Student Reports, Benchmark Assessment Results, Teacher Reports
Teachers will attend workshops/seminars to update & enhance strategies for district & state science objectives & initiatives.	GISD Staff Development, Summer Conference, Region XI Service Center ($1500), ESP Tarleton ($600)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	Certificates of Completion, TAKS Student Reports
Teachers will update science strategy materials that reflect TEKS/TAKS changes.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Adopted Science Textbook & Materials (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	Fall 2003	AEIS	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of updated strategies learned through training observed in classrooms.	TAKS Student Reports, Benchmark Assessment Results

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #4 Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to develop knowledge & skills in the areas of life science, physical science, Earth science & the nature of science.	Thinking Maps, Step Up To TAKS, Flip Charts, TAKS Master, Adopted Science Textbook & Materials (SCE Funds $500)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE)	August 2003 – May 2004	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Increased student performance will be evident through daily work & classroom observations.	TAKS Student Reports, Report Cards, Benchmark Assessment Results
Grade level & vertical planning meetings will coordinate science instruction across the grade levels.	Curriculum Guides, Scope & Sequence Guides, Adopted Science Textbook & Materials	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), GISD Curriculum Department	August 2003 – May 2004	AEIS	R T PD	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of coordination observed in classroom by increased consistency & uniformity of instruction.	Schedules, Agendas, Summaries of Meetings

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #4 Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will integrate science TAKS materials/lab related equipment into the curriculum.	Curriculum Guides, Scope & Sequence Guides, Thinking Maps, Adopted Science Textbook & Materials, Foss Kits ($1,000)	Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	A M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work.	TAKS Student Reports, Benchmark Assessment Results
Teachers will develop hands-on science lessons to supplement/enhance TEKS objectives (75-100 lessons, 25 each of nature of science, life science, earth science, physical science).	Curriculum Guides, Scope & Sequence Guides, Adopted Science Textbook & Materials, United Streaming ($1,000)	GISD Curriculum Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	HQ T R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work.	TAKS Student Reports, Benchmark Assessment Results

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Mambrino School

Campus Improvement Plan

Goal #4 Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
An elementary science room will be established.	Classroom (with sink), Science Materials for Labs, Foss Kits ($1,000)	Elementary Classroom Teachers, Principal, Assistant Principal	August – September 2003	AEIS	HQ T R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work. Evidence of science room usage.	TAKS Student Reports, Benchmark Assessment Results, Established Elementary Science Room
Intermediate science labs will be established – one per grade level.	Classrooms, Science Materials for Labs, Foss Kits ($1,000)	Intermediate Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	AEIS	HQ T R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work. Evidence of science labs usage.	TAKS Student Reports, Benchmark Assessment Results, Establish Intermediate Science Labs

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Campus Improvement Plan

Goal #4 Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will use technology to provide alternative instruction to meet the needs of all students.	Computers, Internet Sites, Software, Audio Tapes, TV/VCR Sets, Library, Transparencies, Books, Adopted Science Textbook & Materials, Electronic Field Trips, United Streaming ($600)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistants, Librarian, Technology Staff	August – September 2003	AEIS	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of increased student performance through daily work.	TAKS Student Reports, Report Cards, Benchmark Assessment Results
All students will be given the opportunity to participate in the “Mambrino Science Fair”.	Gym, Adopted Science Textbook & Materials, Technology Access, TXU Materials ($500)	Elementary & Intermediate Science Fair Coordinators, Classroom Teachers, Volunteers, GISD Curriculum Department	December 2003 – January 2004	AEIS FS PS	M PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student participation & quality of projects.	Student projects

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Campus Improvement Plan

Goal #4 Students in grade 5 will attain 90% mastery of TAKS science, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American & Special Education).
District Goals: 2, 3, 4, 5, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Staff members will adopt/mentor an at risk student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal	August 2003 - May 2004	AEIS FS DR	A	ESL, Low SES, H, AA, SE, AR, GT.	Evidence of increased student performance as measured by testing, less discipline referrals, & increased attendance.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports, Yearly Discipline Reports
Teachers will make use of appropriate personnel & volunteers to tutor special population students	At Risk Student List, Benchmark Assessments, TAKS Student Reports, Ed Soft Reports (SCE Funds $600)	Classroom Teachers, Principal, Assistant Principal, Instructional Specialist (SCE), Teaching Assistant, Counselor, Volunteers	August 2003 – May 2004	AEIS	M A PI	ESL, Low SES, H, AA, SE, AR, GT.	Evidence of increased student performance as measured by testing, daily work, report cards.	TAKS Student Reports, Benchmark Assessment Results, Report Cards

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Mambrino School

Campus Improvement Plan

Goal #5 The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
The principal will make a weekly announcement of classes with perfect attendance.	Attendance Records & Printout	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary	August 2003 – May 2004	AEIS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by number of classes announced.	Perfect Attendance Lists
Students with perfect attendance for each six weeks will receive awards.	Attendance Records & Printout, Student Rewards ($500)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary	Each six weeks October 2003 – May 2004	AEIS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by number of students recognized.	Attendance Printout, Report Cards

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Campus Improvement Plan

Goal #5 The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students with perfect attendance for the year will receive the Principal's Award.	Attendance Records & Printout, Awards ($150)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary	May 2004	AEIS	M	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by number of students recognized.	Attendance Printout, Report Cards, Students' Names posted on the school website
Office clerks will make phone calls to parents of students who are out more than three consecutive days.	Attendance Records & Printout	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk, Nurse, Teaching Assistants (SCE)	August 2003 – May 2004	AEIS	PI R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of decrease in parent phone calls due to improved attendance.	Attendance Printout, Documentation of parent calls

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Mambrino School

Campus Improvement Plan

Goal #5 The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Letters will be sent home to parents notifying them of 6 or more absences in the 1st, 2nd, or 3rd six weeks and 10 or more absences in the 4th, 5th or 6th six weeks.	Attendance Records & Printouts, Letterhead, Paper, Envelopes, Postage ($400)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Teaching Assistant (SCE)	August 2003 – May 2004	AEIS	PI R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by decreased number of letters mailed.	Copies of Letters
Notify Justice of the Peace regarding students with excessive absences.	Attendance Records & Printouts, Letterhead Paper, Envelopes, Postage ($400)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Teaching Assistant (SCE)	August 2003 – May 2004	AEIS	PI R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by decreased number of truancy cases filed.	Copies of Letters, Notary Documentation

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Campus Improvement Plan

Goal #5 The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Notices sent home to parents notifying them of 3 tardies in the six weeks. The notice informs them that their student will receive lunch isolation for every tardy thereafter during the six week period.	Attendance Records, Tardy Records	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk, Teaching Assistant (SCE)	August 2003 – May 2004	AEIS	R PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of decreased student tardies.	Attendance Records, Tardy Records, Documentation of Parent Contacts
Letters will be sent home when a student has 17 or more absences informing them of an attendance committee meeting.	Attendance Records & Printouts, Letterhead Paper, Envelopes, Postage ($400)	Classroom Teachers, Principal, Assistant Principal, Attendance Clerk/Secretary, Teaching Assistant (SCE)	August 2003 – May 2004	AEIS	R PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance shown by decrease in number of letters mailed.	Copies of Letters

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Campus Improvement Plan

Goal #5 The attendance rate for all students, including special population students (Gifted & Talented, Low SES, ESL, At Risk, Hispanic, African American, Special Education), will increase and be maintained at 96% of the average daily attendance.

District Goals: 2, 3, 4, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Staff members will adopt/mentor an at risk student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal	August 2003 – May 2004	AEIS, FS	A	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student attendance of at risk students.	Attendance Reports & Printout, Report Cards

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Campus Improvement Plan

Goal #6 Students will develop and foster positive attitudes and self-confidence, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).
District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Social skills, conflict management, safety & responsibility for self will be taught in all classrooms.	Best Program (PK – 6), Project Wisdom (PK – 6) ($300), D.A.R.E. Program (Grades 3 & 5), Kelso (Grades K – 3), Nancy Burks ($500)	Classroom Teachers, Principal, Assistant Principal, Counselor, D.A.R.E. Officer	August 2003 – May 2004	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence of decreased number of discipline referrals.	Schedules, Yearly Discipline Reports
Students will be recognized in his/her classroom (student of the day or student of the week).	Certificates/Rewards ($300)	Classroom Teachers, Principal, Assistant Principal, Counselor	August 2003 – May 2004	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of student recognition posted in classrooms.	Teacher Documentation, Yearly Discipline Reports

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Campus Improvement Plan

Goal #6 Students will develop and foster positive attitudes and self-confidence, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).
District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
A student from every classroom will be honored as outstanding citizen each six weeks with a party (1st – 6th grades).	Treats for students	Classroom Teachers, Principal, Assistant Principal, Counselor, PTO Volunteers	Each Six Weeks October 2003 – May 2004	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of student recognition posted on school web site, evidence of increased outstanding citizens by numbers of recognized students.	Report Cards, Sign-in Sheets for Students, Students' Pictures taken & posted on the School Web Site
Students will be recognized for achieving A Honor Roll or A/B Honor Roll each six weeks.	Honor Roll Ribbons, Student Recognition Awards ($1,000)	Classroom Teachers, Principal, Assistant Principal, PTO	Each Six Weeks October 2003 – May 2004	DR, FS	R HQ	ESL, Low SES, H, AA, SE, AR, GT.	Evidence of increased Honor Students by numbers of students recognized.	Report Cards, Names published in Hood County News

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Campus Improvement Plan

Goal #6 Students will develop and foster positive attitudes and self-confidence, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).
District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be given opportunities to visit the office for positive reinforcement (academic and behavior).	Stickers, Prizes, Candy ($250)	Classroom Teachers, Principal, Assistant Principal, Counselor, Office Clerks/ Secretary	August 2003 – May 2004	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by improvement in student classroom, hallways, restrooms, and cafeteria behavior.	Notes from Teachers, Student Point Sheets
Intermediate students (Gr. 4-6) will mentor elementary students (Gr. PK – 3).	Books, Games/Activities	Classroom Teachers, Principal, Assistant Principal, Teaching Assistants	August 2003 – May 2004	DR, FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student participation in the peer mentoring program.	Schedules

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Campus Improvement Plan

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will participate in school helper programs such as safety patrol & the recycling program.	Flags, Safety Patrol Banners, Recycling Baskets ($100)	Classroom Teachers, Principal, Assistant Principal, Custodians	August 2003 – May 2004	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by consistent participation of students & amount of funds received from recycling program.	List of Safety Patrol Students, Recycling Funds Reports
Students/classes will participate in positive behavior recognition program “Horseshoe Honors”.	Laminating Materials, Paper, Plastic Pocket Holders, Pizza ($1000)	Staff members, Principal, Assistant Principal	August 2003 – May 2004	FS	R	ESL, Low SES, H, AA, SE, AR, GT.	Evidence shown by improved behavior documented by number of Horseshoe Honor Awards & announced during morning announcements.	Horseshoe Honor Recognition Wall

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #6 Students will develop and foster positive attitudes and self-confidence, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).
District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Staff Members will adopt/mentor an At Risk Student(s).	At Risk Student List	Staff Members, Principal, Assistant Principal	August 2003 – May 2004	AEIS FS DR	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student performance as measured by testing, less discipline referrals, & improved attendance.	TAKS Student Reports, Benchmark Assessment Results, Report Cards, Attendance Reports
All students will receive a positive recognition award some time during the school year – Terrific Kids.	Terrific Kids Certificates, Terrific Kids Awards, Candy	Kiwanis Club, PTO, Principal, Assistant Principal, Teaching Assistants (SCE)	Each Six Weeks October 2003 – May 2004	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased positive student behavior. Evidence of student recognition poster in hallway and announced during morning announcements.	Terrific Kids List, Terrific Kids Posters, Daily Announcements

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Campus Improvement Plan

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District Goals: 2, 3, 4, 6, 7

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Intermediate students (Gr. 4 – 6) will receive special recognition based on being an "all around good student" – Super Citizens.	Super Citizen Certificates, Lunch for Students, T-Shirts	Kiwanis, Principal, Assistant Principal, Teaching Assistant (SCE), GISD Transportation Department	4 times per year	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased student positive behavior. Students will be recognized during daily announcements.	Super Citizens List, Super Citizen pictures may be published in the Hood County News
Students will be given the opportunity to visit the "Mambrino Bank" weekly and deposit money into savings accounts.	"Mambrino Bank"	Principal, Assistant Principal, Office Clerks, First National Bank	September 2003 – May 2004	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of improved cafeteria behavior as measured on charts & number of Horseshoe Honors.	Behavior Charts, Horseshoe Honors Recognition Wall

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Behavior charts will be used during lunch for each class.	Blank Charts, Clipboards	Principal, Assistant Principal, Teaching Assistants	August 2003 – May 2004	FS	R	ESL, Low SES, H, AA, SE, AR, GT	Evidence of improved cafeteria behavior as measured on charts & number of Horseshoe Honors.	Behavior Charts, Horseshoe Honors Recognition Wall
A mural will be painted on the cafeteria walls.	Labor ½ donated, ½ ($800) Paint ($150)	PPCD Teacher, Principal, PTO, Volunteers	August 2003	FS	PI R	ESL, Low SES, H, AA, SE, AR, GT.	Evidence shown to promote a more welcoming environment & encourage school spirit measured by students, staff, & parent feedback.	Completion of mural

Granbury Independent School District

Mambrino School

Campus Improvement Plan

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District Goals: 2, 3, 4, 6, 7, 8

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be recognized for individual positive behavior – Catch You Being Good Program.	Tickets ($100), Student Prizes ($500), Music	Staff members, Principal, Assistant Principal, PTO	May 2004	FS, DR	R PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by reduction in end of year discipline referrals.	Yearly Discipline Report, Number of Students Recognized
Students in Grade 6 will be recognized with a special promotion/awards program.	Certificates ($100), Presidential Excellence Awards & Pins ($150), Refreshments, Decorations, Slides, Music, Projector	Sixth Grade Teachers, Principal, Assistant Principal, Intermediate Music Teacher, PTO	May 2004	FS	PI	ESL, Low SES, H, AA, SE, AR, GT	Evidence of increased number of student recognition & awards. Evidence of increased amount of parent participation.	Promotion/Awards Ceremony

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #7 Students will have daily access to computer technology in order to integrate curriculum and become computer literate, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).

District Goals: 2, 3, 4, 5, 6, 7

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Teachers will attend workshops/seminars for personal growth in technology proficiency.	Computer Equipment, Laptop Computers, Distance Learning Monitors, Printers, Software ($2000), GISD Staff Development, Summer Conference	GISD Technology Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	FS, Texas Star Chart Technology Survey	PD R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Certificates of Completion
Teachers will update technology materials that reflect district & state goals (TEKS).	Computer Equipment, Laptop Computers, Distance Learning Monitors, Printers, Software ($2,000), GISD Staff Development, Summer Conference	GISD Technology Department, Classroom Teachers, Principal, Assistant Principal	August 2003 – May 2004	FS, Texas Star Chart Technology Survey	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Certificates of Completion

Granbury Independent School District

Mambrino School

Campus Improvement Plan

Goal #7 Students will have daily access to computer technology in order to integrate curriculum and become computer literate, including special population students (Gifted & Talented, Low SES, ESL, Hispanic, African American, At Risk, and Special Education).

District Goals: 2, 3, 4, 5, 6, 7

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	SW Comp	Sp. Pop.	Formative Evaluation	Documentation
Students will be provided opportunities to demonstrate competencies in technology according to grade level TEKS.	Computer Labs, Computer Equipment, Software ($2000)	Classroom Teachers, Principal, Assistant Principal, GISD Technology Department	August 2003 – May 2004	FS, Texas Star Chart Technology Survey	M HQ	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Student Projects, Teacher Evaluation/Assessment of Projects
Technology equipment including hardware & software will be updated & maintained to district standards.	Computer Equipment & Supplies, Software ($3,500)	Classroom Teachers, Principal, Assistant Principal, GISD Technology Department	August 2003 – May 2004	FS, Texas Star Technology Survey	R T	ESL, Low SES, H, AA, SE, AR, GT	Lesson Plans. Evidence shown by increased technology usage observed in classroom.	Completed Work Orders, P.O.'s
All new teachers will be trained on the use of the electronic attendance system.	Computer Equipment, Laptops, Software	Classroom Teachers, Office Attendance Clerk/Secretary, Principal, Assistant Principal, GISD Technology Department	August 2003	FS, AEIS, Texas Star Chart Technology Survey	R T	ESL, Low SES, H, AA, SE, AR, GT	Evidence shown by accurate & timely completion of reports.	Daily Attendance Reports

Glossary

AEIS – Academic Excellence Indicator System
AR – Accelerated Reader Program
D.A.R.E. – Drug Awareness & Resistance Education
DOL – Daily Oral Language
ESP – Effective Schools Project
FS – Faculty Survey
PS – Parent Survey
SCE – State Compensatory Education
Sp. Pop – Special Populations

- AA – African American
- AR – At Risk
- ESL – English as a Second Language
- GT – Gifted & Talented
- H – Hispanic
- SE – Special Ed
- SES – Socio Economic Status

SW Comp – Schoolwide Component

- A – Assessment
- HQ – High Quality
- M – Mastery
- PD – Professional Development
- PI – Parent Involvement
- R – Reform Strategy
- T – Transition
-

TAKS – Texas Assessment of Knowledge & Skills
TEKS – Texas Essential Knowledge & Skills

Mambrino School
2002-2003
Site Base Committee

Teachers

K	Tata Gastinel
1st	Patty Caddell
2nd	Melissa Brawner
3rd	Lois Askew
4th	Melinda Robertson
5th	Lisa Harkins
6th	Shirley Wade
Sp.	Tanya Pennington

Administrative

Rebecca Johnson

Central Administration

Sharon Whitefield

Parents

Joe Phillips
Ric Brown
Mitch Galvan
Kathy Bersi – PTO President

Community

Tom Kemp
Dale McCormick

Support Members

Nancy Moore – Librarian
Melinda Parker – Assistant Principal
Don Grissom – Counselor
Beth Calhoun - Counselor

MAMBRINO ELEMENTARY
2002-03
updated 4-21-03

List Last Name, First Name, MI. If multiple employees exist, group by grade level or assignment.
Approved Allocations are in parentheses ( ).

MAMBRINO ELEMENTARY
2002-03

PRINCIPAL (1)	
1.	Johnson, Rebecca P.

ASSISTANT PRINCIPALS (1)	
1.	Parker, Melinda

INSTRUCTIONAL SPECIALIST (1)	
1.	Mabery, Brenda

COUNSELORS (2)	
1.	Calhoun, Beth
2.	Grissom, Don

LIBRARIAN (1)	
1.	Moore, Nancy

NURSE (1)	
1.	Monson, Melisa

REGULAR PRE-K (1)		
1.	Smajstrla, Shelly	PK

REGULAR KINDERGARTEN (5)		
1.	Galvan, Montie “Sara”	K
2.	Gastinel, Lauribel “Tata”	K
3.	Jones, Pamela	K
4.	McWilliams, Evelyn	K
5.	Reed, Patricia “Patti”	K

	REGULAR 1st thru 6th GRADE (32)	Grade Level
1.	Caddell, Patricia A. “Patty”	1
2.	Davis, Brenda	1
3.	McNeely, Judi	1
4.	Prather, Patricia “Pat”	1
5.	Solsbery, Tracy	1
6.	Brawner, Melissa A.	2
7.	Clay, Gwen	2
8.	Crowder, Marita	2
9.	Stein, Lovena	2
10.	Whitley, Pamela “Pam”	2
11.	Askew, Lois C.	3
12.	Bodine, Laurie	3
13.	Farr, Susan	3
14.	Haley, Leigh	3
15.	Krause, Jan	3
16.	Ottaway, Jan	3
17.	Bates, Linda	4
18.	English, Georgia	4
19.	Robertson, Melinda	4
20.	Thomason, Betsy	4
21.	Willingham, Judith “Judy”	4
22.	Wright, Cathy	4
23.	Comeau, Nancy	5

24.	Harkins, Lisa	5
25.	Lewis, Margaret	5
26.	Moore, Janice	5
27.	Saunders, Sherry	5
28.	Mayo, Melissa “Ann”	6
29.	Reed, Delores “D’Ann”	6
30.	Wade, Shirley	6
31.	Williams, Jan	6
32.	Williamson, Daniel “Dan”	6

LARGE GROUP TEACHERS (6)		***Assignment***
1.	Deger, Julie P.	Elem.Art
2.	Moser, Linda	Interm. Art
3.	Oates, Bonnie	Elem. Music
4.	Morgan, John	Interm. Music
5.	Click, Casey	Elem. PE
6.	Johnson, Dana	Interm. PE

CLASS REDUCTION TEACHERS (0)		***Assignment***
1.		
2.		

SPECIAL EDUCATION TEACHERS (5)		***Assignment***
1.	Foster, Jo Anne	Resource
2.	Glenn, Clarence Bradley “Brad”	Transition
3.	Harral, Donna	Content Mastery
4.	Isom, Cynthea “Cindy”	Resource
5.	Younk, Susan	Life Skills

SPECIAL EDUCATION PPCD (1)		
1.	Pennington, Tanya J.	PPCD

READING RECOVERY/DYSLEXIA (0)	
0.	

TITLE I (0)	
0.	

READING ENRICHMENT (0)	
0.	

BILINGUAL LANGUAGE ENRICHMENT (0)	
0.	

MAMBRINO ELEMENTARY
2002-03

	PARAPROFESSIONALS (14)	Assignment
1.	Akins, Deborah “Debbie”	Library Aide
2.	Cullum, Pamela “Pam”	Sp. Ed. Aide
3.	Dowling, Mary	Life Skills Aide
4.	Ellis, Carmel	Ofc. Aide
5.	Kennedy, Susan	Transition Aide
6.	Liles, Kathy	Sp. Ed. Aide
7.	Martin, Jennifer “Diane”	Ofc. Aide
8.	Middlebrook, Shari	SCE Aide
9.	Morrison, Linda	PPCD Aide
10.	Ratliff, Michelle	Sp. Ed. Aide
11.	Sunseri, Carol	Nurse Aide
12.	Wilson, Karen	Secretary
13.	Woods, Jeanne “Rene”	Life Skills Aide
14.	Vacancy	PPCD Aide

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 1: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in reading; 90%-100% of students taking state-administered tests will achieve the current state passing standard in reading.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update reading strategy materials that reflect TEKS	Time, materials $1000 per grade level-Title 1	Grade level leaders, instructional specialist	Oct. 2003-May 2004		Lesson plans, principal walk-throughs	M	All	GLP agenda/ minutes, report to principal
The school will host a workshop to give parents the necessary strategies to help their children in reading	Interpreter $250 – Title 1	Grade level leaders, instructional specialist, principal, PTO	Fall 2003 Spring 2004	Pre-PS	Post-PS	PI	All	Sign-in sheets, post-PS results
Reading TEKS activities will be administered using scantron forms	Scantron machine, answer sheets, $500 - Title 1	Classroom teachers, instructional specialist	Sept. 2003 – May 2004	AEIS prior year	Activity Reports	M	All	Scantron results
Classroom teachers will make use of appropriate personnel and volunteers to tutor students having weaknesses identified in reading objectives	PTO volunteer lists, 504 teacher, GISD substitute list $2000 - Title 1	Grade level leaders, instructional specialist, principal	2003-2004 school year	Benchmark assessments, TAKS scores, Accelerated Reading	Grades on daily work and report cards will improve	PI M R	ESL AR SE ED	Sign-in sheets, report cards, TAKS results
"In-Tents" Reading Days	$500 - Campus	PTO volunteers grade Level leaders, principal	May 2004	AR reading levels	Daily grades will improve; reading logs, AR quiz grades	PI M R	All	Sign-in sheets, AR quiz results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 1: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in reading; 90%-100% of students taking state-administered tests will achieve the current state passing standard in reading.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will attend workshops/seminars to update and enhance strategies for district and state reading objectives and initiatives	GISD staff development days, workshop/seminar fees	Classroom teachers, principal	2003-2004 school year	FS	Attendance sheets, lesson plans, teacher-to-teacher sharing/ presentation	PD HQ	All	Certificate of completion
Teachers will diagnose reading entry level and evaluate student progress using grade level benchmark tests	Classroom teacher, STAR diagnostic test, benchmark tests, scantron answer sheets, 2002-2003 TAKS results $500 - Campus	Classroom teachers, counselor, curriculum department	Throughout 2003-2004 school year	Bench-mark assessment	EOY reading level, 90%-100% on reading TAKS, and increased performance on daily work and report cards	R A	All	Benchmark scores and TAKS scores
Classroom teachers will use audiovisual equipment to provide alternative instruction to meet the needs of all students	Audio/ video tapes, video streaming, TV/VCR sets, library, transparencies, screens, books, software, computers- $2000	Classroom teachers, librarian, principal	2003-2004 school year	FS Tech	Principal walk-throughs, lesson plans	HQ M	All	Increased performance on daily work and report cards
Teachers will be given a variety of strategies, including manipulataives, to help a variety of learners	$1000 – Comp. Ed.	Principal, classroom teachers	2003-2004 school year	Bench-mark tests, TAKS		PD	All	Increased scores on report cards and TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 1: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in reading; 90%-100% of students taking state-administered tests will achieve the current state passing standard in reading.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Classroom teachers will spend team planning together to reach goal of 90%-100% of students achieving current state passing standard in reading	Elective teachers, time, resource materials	Classroom teachers, instructional specialist	Aug. 2003-May 2004		Grade level meeting agenda/minutes	HQ R	ED AR SE	Students will obtain 90%-100% on reading TAKS
Gifted/talented students will be provided opportunities to develop higher level thinking skills	Updated resource materials, games, problem solving, literature, and logic problems- $1000 – G/T	Gifted/talented teachers, principal	Aug. 2003-May 2004		Student products will show evidence of higher level thinking	M HQ	G/T	Product results
Teachers will assemble appropriate TEKS-based materials to be used by elective teachers during grade level planning	Elective teachers, time, resource materials	Classroom teachers, instructional specialist, elective teachers	Aug. 2003-May 2004		Grade level meeting agendas/minutes	M	All	90-100% of students will achieve the current state passing percentage in reading
Teacher of ESL students will attend conferences/workshops to improve teaching strategies in the classroom	$1000 - ESL	Classroom teacher	2003-2004 school year			PD	ESL	Certificates of completion

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 2: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in math; 90%-100% of students taking state-administered tests will achieve the current state passing standard in math.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update math strategy materials that reflect TEKS	Time, materials- $1000 per grade level Title 1	Grade level leaders, instructional specialist	Oct. 2003- May 2004		Lesson plans, principal walk-throughs	M	All	GLP meeting agenda/ minutes, report to principal
School will host a math hands-on workshop giving parents the necessary strategies, including TEKS vocabulary, applications, and problem solving	Interpreter, materials- $250 - refreshments	Grade level leaders, instructional specialist, principal PTO	Fall 2003- Spring 2004	Pre-PS	Post-PS	PI	All	Sign-in sheets documenting participation evaluations, post-PS results
Math TEKS activities will be administered using scantron forms	Scantron machine, answer sheets	Classroom teachers, instructional specialist	2003-2004 school year	AEIS prior year	Activity	M	All	Scantron results
Classroom teachers will make use of appropriate personnel and volunteers to tutor students having weakness identified in math objectives	PTO volunteer lists, 504 teacher, GISD substitute list, new materials $2000 – Title 1	Grade level representatives, instructional specialist, principal	2003-2004 school year	Bench-mark assess-ment, TAKS scores	Grades on daily work and report cards will improve	PI M R	All	Sign-in sheets, report cards
Teachers will be given strategies, including manipulatives, to help a variety of learners	$1000 – Comp. Ed.	Classroom teachers, principal	2003-2004 school year	Bench-mark tests, TAKS		PD	All	Increased scores on report cards and TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2003-2004

Goal 2: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in math; 90%-100% of students taking state-administered tests will achieve the current state passing standard in math.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will continue use of Saxon math	Teacher editions, consumables, student textbooks	Classroom teachers, textbook coordinator	Aug. 2003-May 2004	AEIS prior year, bench-mark tests	Report cards, Saxon assessments, benchmark tests, lesson plans, benchmark tests	M R	All	Benchmark tests results
Manipulative materials will be provided for concrete instruction	$750 per grade level Title 1, ESL, G/T	Classroom teachers, instructional specialist, principal	Fall 2003		Classroom supply orders, observation	HQ M R	AR E SE GT ESL	Lesson plans
Software will be purchased to reinforce math TEKS and improve test scores	$5000-Title 1	Classroom teachers, instructional specialist	Fall 2003	FS	Computer-generated assessments, benchmark tests, observations,prin-cipal walk-throughs, TAKS test	HQ M	All	AEIS results, benchmark test results, TAKS test results
Teachers will attend workshops/seminars to update and enhance strategies for district and state math objectives	GISD staff development days and workshop/seminar fees	Classroom teachers, principal	2003-2004 school year	FS	Attendance sheets, lesson plans, teacher-to-teacher sharing/presentation	PD HQ	All	Certificates of completion
Teacher will diagnose math entry level and evaluate student progress	Copied benchmark tests, scantron answer sheets	Classroom teachers, counselor, curriculum department	Sept. 2003, Nov. 2003, Feb. 2004	Benchmark tests, AEIS prior year	Benchmark test scores	R A	All	Benchmark test results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2003-2004

Goal 2: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in math; 90%-100% of students taking state-administered tests will achieve the current state passing standard in math.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Classroom teachers will spend team planning together to reach goal of 90%-100% of students achieving current state passing standard in math	Elective teachers, time, resource materials	Classroom teachers, elective teachers, instructional specialist	Aug. 2003 - May 2004	TAKS	Grade level meeting agendas/minutes	HQ R	All	EOY TAKS test results
Gifted/talented students will be provided opportunities to develop higher level thinking skills	Updated resource materials- $1000 – G/T	G/T teachers, principal	Aug. 2003 - May 2004		Student products will show evidence of higher level thinking	M HQ	G/T	Product results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 3: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in writing; 90%-100% of students taking state-administered tests will achieve the current state passing standard in writing.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update writing strategy materials that reflect TEKS	Time, materials $1000 per grade level - Title 1	Grade level leaders, instructional specialist	Oct. 2003-May 2004	TAKS results	Lesson plans, principal walk-throughs	M	All	GLP agenda/minutes, report to principal
The school will host a workshop to give parents the necessary strategies to help their children in writing	Interpreter-$250 Title 1	Grade level representatives, instructional specialist, principal	Jan. 2004	Pre-PS	Post-PS	PI	AR ED E ESL SE	Sign-in sheets documenting participa-tion, post-PS results
Writing TEKS activities will be administered using scantron forms	Scantron machine-answer sheets	Classroom teachers, instructional specialist	Sept. 2003 and continuing	AEIS prior year	Activity reports	M	All	Scantron results
Classroom teachers will make use of appropriate personnel and volunteers to tutor students having weaknesses identified in writing objectives	PTO volunteer lists, 504 teacher, GISD substitute list - $2000 - Title 1, ESL	Grade level representatives, instructional specialist, principal	2003-2004 school year	Benchmark assessments, TAKS scores	Grades on daily work and report cards will improve	PI M R	AR ED GT E ESL	Sign-in sheets, report cards, TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 3: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in writing; 90%-100% of students taking state-administered tests will achieve the current state passing standard in writing.
District Goals: 2,3,4,5,7

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
Teachers and students will continue to use Sleek and Inspiration software	Sleek Software	Classroom teachers	2003-2004 school year		Writing samples	R HQ	All	Lesson plans, teacher appraisals
Teachers will attend workshops/seminars to update and enhance the strategies for district and state objectives	GISD staff development days, workshop/seminar fees	Fourth grade teachers, principals	2003-2004 school year	FS	Attendance sheets, lesson plans, teacher-to-teacher sharing/presenta-tion	PD HQ	All	Certificates of completion
Teachers will diagnose writing entry level to evaluate student progress using grade level benchmark tests	Copied benchmark tests, scantron sheets, 2002-2003 TAKS results- $500	Classroom teachers, counselor, curriculum department	Sept. 2003 Nov. 2003 Jan 2004	Benchmark assessment	Benchmark tests	R A	All	Benchmark test results
Classroom teachers will audiovisual equipment to provide alternative instruction to meet the needs of all students	Audio tapes, video tapes, video streaming, TV/VCR, library, transparencies, screens, books, software, computers $2000 - Title 1	Classroom teachers, librarian, principal	Aug. 2003-May 2004	FS Tech	Principal walk-throughs, lesson plans	HQ M	All	Grades on daily work and report cards will increase

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 3: Students in grades 4-6, including gifted, low SES, Hispanic, African-American, at-risk, and special education students, will increase achievement in writing; 90%-100% of students taking state-administered tests will achieve the current state passing standard in writing.
District Goals: 2,3,4,5,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Classroom teachers will spend team planning together to reach goal of 90%-100% of students achieving current state standard in writing	Elective teachers, time resource materials	Classroom teachers, elective teachers, instructional specialist	Aug. 2003-May 2004	Informal writing assignments, daily work	90%-100% of students will achieve the current state passing percentage in writing		All - 4th Graders	GLP agenda/minutes, report to principal
Teachers will be given strategies, including manipulatives, to help a variety of learners	$1000 – Comp. Ed.	Classroom teachers, principal	2003-2004 school year	Benchmark tests, TAKS		PD	All	Increased scores on report cards and TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will increase achievement in science and social studies; 90%-100% of all students taking state-administered tests will achieve the current state passing standard in science and social studies.

District Goals: 1,2,3,4,5,6,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will update science and social studies strategy materials that reflect TEKS	Time, materials - $1000 per grade level/per subject - Title 1	Science and social studies teachers, instructional specialist	2003-2004 school year		Lesson plans, principal walk-throughs	M	All	GLP meeting minutes, report to principal
The school will host a science workshop to provide information and materials on the scientific process and TEKS objectives for parents.	Interpreter- $250 - Title 1	Grade level representatives, instructional specialist, principal	Fall 2003	Pre-PS	Post-PS	PI	All	Sign-in sheets documenting participation, post-PS results
Science and social studies TEKS activities will be administered using scantron forms	Scantron machine, answer sheets	Classroom teachers, instructional specialist	Sept. 2003 and continuing	Region XI WS	Activity reports	M	All	Scantron results
Classroom teachers will make use of appropriate personnel and volunteers to tutor students having weaknesses identified in science and social studies objectives	PTO volunteer lists, 504 teacher, GISD substitute list, purchase new materials- $2000 - Title 1	Grade level representatives, instructional specialist, principal	Sept. 2003-May 2004	Benchmark tests, TAKS scores	Grades on daily work and report card will increase	PI M R	All	Sign-in sheets, report cards
Software will be purchased to reinforce science and social studies TEKS and improve test scores	Software- $3000 - Title 1	Science and social studies teachers	Sept. 2003, Nov. 2003, Jan. 2004	FS	Lesson plans, walk-throughs	HQ M	All	AEIS results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2003-2004

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will increase achievement in science and social studies; 90%-100% of all students taking state-administered tests will achieve the current state passing standard in science and social studies.
District Goals: 1,2,3,4,5,6,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Teachers will attend workshops/ seminars to update and enhance the strategies for district and state science and social studies objectives	GISD staff development days, workshop/seminar fees	Science and social studies teachers, principal	2003-2004 school year	Benchmark assessment tests	Attendance sheets, lesson plans, teacher-to-teacher sharing/ presentation	PD HQ	All	Certificates of completion
Teachers will diagnose science and social studies entry level and evaluate students progress	Copied benchmark tests, scantron sheets	Classroom teachers, counselor, curriculum department	Sept. 2003, Nov. 2003, Jan. 2004	2002-2003 TAKS results, benchmark tests	Benchmark assessments scores	R A	All	Benchmark results
Classroom teachers will use audio-visual equipment to provide alternative instruction to meet the needs of all students	Audio/video tapes, video streaming, TV/VCR, library, screens, books, transparencies, software, computers-$2000 - Title 1, ESL	Classroom teachers, librarian, principal	Aug. 2003-May 2004	FS, tech	Principal walk-throughs, lesson plans	HQ M	All	Grades on daily work and report cards will increase
Classroom teachers will spend team planning together to reach goal of 90%-100% of students achieving current state passing standard in science and social studies	Elective teachers, time, resource materials	Classroom teachers, elective teachers, instructional specialist	Aug. 2003-May 2004	2003-2004 TAKS results	Lesson plans	R M HQ	All	Team meeting agendas/ minutes, report to principal
Students will increase knowledge of science and social studies through field trip experiences	Campus, Title 1, ESL, G/T	Science and social studies teachers, principal	Fall 2003, spring 2004		Student field trip evaluation form	M R PI	All	

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan 2003-2004

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will increase achievement in science and social studies; 90%-100% of all students taking state-administered tests will achieve the current state passing standard in science and social studies.
District Goals: 1,2,3,4,5,6,7

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
All students will be offered the opportunity to participate in the campus science fair	Science fair judges $500-Title 1	Science teachers, principal	Dec. 2003		Projects entered in science fair	M PI	All	Placement in science fair at district, region, and state levels
Students will gain proficiency using scientific equipment and tools	Science materials	Science teachers, principal	2003-2004 school year	TEKS	Student lab evaluations	M	All	Grades on student report cards
Students will receive geographical instruction with maps, globes, and audiovisual equipment to develop greater understanding of geography	Social studies materials	Social studies teachers, grade level leaders, principal	2003-2004 school year	TEKS	Teacher assessment and observation	M	All	Completion of current event assignments
Supplementary periodicals will be used to enrich and expand students' awareness and knowledge of current events	English and Spanish *Weekly Reader, Scholastic News, Time for Kids*- Title 1	Social studies teachers, principal	2003-2004 school year	TEKS	Teacher assessment and observation	M	All	Participation grades
Students will gain a deeper knowledge of their multi-cultural and historical past through cultural projects and activities	Social studies textbooks, internet, library	Social studies teachers	2003-2004 school year	TEKS	Participation in class projects	M	All	Student council elections, public awareness
Faculty will develop a process to teach responsible citizenship through participation in voting situations relating to local issues	Brawner facilities, county voting equipment	Social studies teachers, principal	2003-2004 school year			M	All	

GRANBURY INDEPENDENT SCHOOL DISTRICT
Brawner Intermediate School
Campus Improvement Plan-2003-2004

Goal 4: Students in grades 4-6, including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students, will increase achievement in science and social studies; 90%-100% of all students taking state-administered tests will achieve the current state passing standard in science and social studies.
District Goals: 1,2,3,4,5,6,7

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Students will utilize internet resources to research social studies topics	Printer- $1400 - Title 1	Social studies teachers, principal	Fall 2003			M	All	Successful research papers
Teachers will be given strategies, including manipulatives, to help a variety of learners	$1000 – Comp. Ed.	Classroom teachers, principal	2003-2004 school year	Benchmark tests, TAKS		PD	All	Increased scores on report cards and TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan-2003-2004

Goal 5: Brawner Intermediate School students are provided educational opportunities in a safe, secure environment, thus promoting positive attitudes and self-confidence; resulting in increased and maintaining an attendance level of 96% including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students.

District Goals: 4,8

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Campus will meet all required district guidelines regarding safety, crisis management, and inspection of facilities	Currently included in district-wide budget	Principal	Aug. 2003		Discipline reports		All	File according to GISD policy
Implement classroom social skills and safety programs to promote self-esteem and social awareness	School-wide character traits words-of-the-month, D.A.R.E., Red Ribbon Week, motivational speakers $1500 Campus	Teachers, counselor, principal, D.A.R.E. officer	Aug. 2003-May 2004				All	SDFSH yearly report decrease in discipline (excluding bus referrals). Referrals will decrease 10% per year over three-year period
Continue peer mentor program with elementary school	Books, time	Classroom teachers, counselor	Aug. 2003-May 2004				All	Student interviews
Continue sixth-grade student council	Meeting room-$300 - Campus	Teacher sponsoring student council	Sept. 2003-May 2004				All	Documentation of participation and activities
Students will be given opportunity to visit the office for positive reinforcement and birthday recognition	Rewards-$600 - Campus	Principal, counselor, secretary	Aug. 2003-May 2004		Improvement in classroom		All	Student signatures in the "Great Student" guest book when visiting the office
Awesome Behavior Celebration-a celebration designed to celebrate good behavior over a six-week period	Reward party each six week period-$1500 - Campus	Principal, counselor, secretary	Aug. 2003-May 2004				All	Conduct cards, teacher input

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 5: Brawner Intermediate School students are provided educational opportunities in a safe, secure environment, thus promoting positive attitudes and self-confidence; resulting in increased and maintaining an attendance level of 96% including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students.

District Goals: 4,8

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Attendance recognition	Rewards- $175 - Campus	Principal, classroom teachers	Sept. 2003- May 2004				All	Attendance records- 96% or higher
Weekly announcements will be made recognizing perfect attendance with no tardies	P/A system	Principal, office staff	Aug. 2003- May 2004				All	Attendance records- 96% or higher
Attendance lunch for students with perfect attendance for the six-week period	Attendance awards $350 per six weeks- campus	Principal, office staff, classroom teachers	Aug. 2003- May 2004				All	Attendance records- 96% or higher
Individuals with perfect semester attendance will be recognized in a school-wide assembly	Brawner T-shirts (general budget), principal certificates- $1000 - Title 1	Principal, secretary, classroom teachers	Aug. 2003- May 2004				All	Attendance records- 96% or higher
To improve transition, fourth grade teachers will meet with Roberson third grade students and parents	Dinner or refreshments- $500 - Title 1	Principal, fourth grade teachers	April 2004				All – 4th grade	Sign-in sheets
Office clerk will make daily telephone calls home to check on absentees	Daily attendance reports	Office clerk	Aug. 2003- May 2004				All	Attendance records, documentation of telephone calls
Maintain current tardy notification and detention policy	N/A	Classroom teachers, ISS assistant, office clerk, secretary	Aug. 2003- May 2004				All	Attendance records

GRANBURY INDEPENDENT SCHOOL DISTRICT

Brawner Intermediate School

Campus Improvement Plan 2003-2004

Goal 5: Brawner Intermediate School students are provided educational opportunities in a safe, secure environment, thus promoting positive attitudes and self-confidence; resulting in increased and maintaining an attendance level of 96% including gifted, low SES, ESL, Hispanic, African-American, at-risk, and special education students.

District Goals: 4,8

Activities/Implementations	*Resources Required/Budget*	*Person Responsible*	*Timeline Start/End*	*Needs Assess*	*Formative Evaluation*	*SW Comp*	*SP. Pop.*	*Documentation*
Our school's safe and secure environment, which promotes positive attitudes and self-confidence, will attract high-quality and highly qualified teachers	Human Resources Department	Principal	Aug. 2003-May 2004				All	Improved test scores due to high-quality, highly-qualified teachers
Continue membership in Effective Schools Project and attend Campus Leadership Team retreat	$2300- Title 1		Sept. 2003-Mar. 2004				All	Effective campus plan and improved implementation of campus and district goals

School-wide Component (SW Comp.): R=Reform Strategy, PD=Professional Development, PI=Parent Involvement, T=Transition, A=Assessment, M=Mastery, HQ=High Quality

Needs Assessment: AEIS, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report, O=Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, ED=Economically Disadvantaged

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Integrate reading across the curriculum to improve comprehension and retention according to the district Reading Curriculum.	District Reading Curriculum to provide updated TAKS material AR Star Punctuation Sleek Grammar World Book Expand Classroom Libraries $3,000 Local $ TEKS Supplies $3,000 Title I	Grade Level Teachers and At Risk Teacher	August 2003 – May 2004	AEIS	Lesson Plans	HQ		
2. Classroom teachers will assist the At Risk teacher In remediation of At Risk Students	$1,000 supplies SCE $	Grade level Teachers and AT Risk Teacher	Aug. 2003- May 2004	FS			AR	

D.I.P. #2.1

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
3. Continue to improve the amount of reading through the Accelerated Reader School Wide Program D.I.P. #2.1	Update disc,Stars license and AR license AR and STAR student expansion disk $2,450 Technology $ Education Service Center Workshop $1,500 Local $ & $645 for ESL ($215 per grade level) $590 for SCE Distance Learning Center	Technology Dept. Grade level teachers	August 2003 – May 2004 Every 6 weeks Monthly	AEIS FS	Increase the number of Accelerated Reader test taken From 10,000 to 12,000 Number of workshops attended			
4. Continue to improve reading performance through the use of tutors and mentors D.I.P 3.3	Tutorial teachers $10,980 Title I $	Grade level teachers	Oct. 2003 – April 2004	AEIS FS	Sign In sheet for students in tutoring classes		AR	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
5. Utilize software to enhance reading comprehension for Regular Ed. Students, ESL students and At. Risk students. D.I.P. #5	Software Oregon Trail II National Geographic Ancient Lands Reading Comprehension Series $1,000 Technology $ & $500 for SCE SLEEK (in place) ESL Software $2100 ($700 per grade level) ESL $	Grade level teachers	Weekly computer lab times	AEIS	Sign in sheet			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
6. Expand volumes in library to increase recreational reading D.I.P. #2	Additional books for library $6,000 Local $ Basic library supplies $1,000 Local $ Blue Bonnet Award Program $1050 Local $	Librarian	August 2003– May 2004	FS	Increase the number of book volumes from 7,500 to 8,500 by inventory			
7. Continue to use programs designed to enhance and expand the student's appreciation and enjoyment of the reading for the improvement of reading comprehension D.I.P. #2.1	Accelerated Reader Library Peer Reading STAR Update Local $ Book Fair Book Club Six Flags 600 Minutes Read-A-Thon	Grade level teachers	Daily	AEIS FS	AR test on grade level			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #1: Continue to emphasize the development of a balanced program with reading skills to prepare students for success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
8. Expand classroom novels to increase reading comprehension and the Gifted & Talented Program D.I.P. #2.1	Classroom Novels $1,500 local $	G/T teachers	October 2003	FS	As measured by STAR test			
9. Determine the eligibility of student for the gifted & Talented Program required testing D.I.P. #2.5	Individual Testing	G/T teachers	August 2003 – May 2004	O	SOI Testing MAT Teacher Checklist Leadership Verbal Reasoning		G/T	
10. Promote higher level reading skills through G/T FPS D.I.P. #2		G/T teachers	August 2003-May2004	O	Texas FPS program evaluations		G/T	
11. Increase reading success through the use of computer technology using WWW	$ 3,000 Local $	Grade level teachers	August2003-May2004	FS	Computer lab sign in sheet			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Continue to emphasize math processes and skills D.I.P. #2.1	Saxon Math Program Math Manipulative overhead matching manipulativies $1,200 Local $ ($400 per grade level) & $1,000 for SCE supplies Problem Solver GEMS TEKS Exemplers	Grade level teachers	Week of Oct. 16 And Week of Jan,14	AEIS	Desegregation and evaluation of Benchmark scores			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
2. Utilize software to enhance Math and Science problem solving skills D.I.P. #2.1	Software Math Blaster 1 Math Blaster 2 SLEEK	Grade level teachers	Release TAKS Practice Test Week of Oct.16 & week of Jan. 14	FS	Desegregation and evaluation of Benchmark scores			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
3. Continue to improve student math performance through the use of tutors and mentors D.I.P. #4.1	Student Mentors Teachers Parents Tutorials teachers $10,980 Title I $ Volunteers (retirement community)	Grade level teachers	Week of Sept. 17 And Week of Jan. 14	AEIS FS	Desegregation and evaluation of tutorial student's Benchmark scores.		AR	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #2: Continue to emphasize the development of a balanced program with math skills to prepare students for success on the TAKS test. Our goal is to demonstrate mastery.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
4. Continue Critical Thinking & Problem Solving for Gifted & Talented students (beautification Projects) D.I.P. #4.1	Future Problem Solving Registration Fees $250 Local GT $ Postal Fees $25 Local $ Consumable Hands On Materials $500 Local GT $	G/T teachers	January 2004	FS AEIS	FPS State Board	HQ	G/T	
5. Continue the math strategies class for students scoring less than 75% on TAKS D.I.P. #2.2 D.I.P. #2.5 D.I.P. #1.5	Materials Marked for TAKS remediation $1,068 Title I $	Elective teachers	Weekly	AEIS FS	Increase individual student score to show 1 year's growth in T.L.I.		AR	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #3: Continue to emphasize the development for a balanced program with writing skills to prepare students for the success on the TAAS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Utilize current and updated software to enhance writing skills D.I.P. #5.5 (B)	Software for lab computers Technology equipment	Grade level teachers	Weekly	AEIS FS	Improve comprehension and composition	HQ		

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #3: Continue to emphasize the development for a balanced program with writing skills to prepare students for the success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
2. Continue staff training with new and innovative writing strategies to improve students reading and writing	Professional development Trade books Novel sets	Grade level teachers	August 2003	FS	Number of teachers attending workshops supported by issued certificates			
Virtual fieldtrips D.I.P. #2.3	Technology			FS	Sign in sheet for Distance Learning Lab			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #3: Continue to emphasize the development for a balanced program with writing skills to prepare students for the success on the TAKS test. Our goal is to increase the number of students demonstrating mastery on TAKS.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
3. Integrate writing activities with Social Studies, Science and Math	Michael Eaton	Grade level teachers	Weekly	FS	Lesson Plans			

D.I.P. #2.1

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #4: Continue to emphasize the development of a balanced program with academic and life skills stated in individual education plans for identified special education students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Continue to improve reading and Language Arts skills with increased retention D.I.P. #2.6	Stephenson Reading Program; Strategic Reading (in place) Grade level textbooks $753 Sp.Ed. $ Classroom Materials Computer Software $300 Sp. Ed. $	Special Ed. teachers	Daily	AEIS	To be measured by instrument stated and mastery level required by each student's I.E.P.		SP	
2. Continue to improve math computation and problem solving with increased retention D.I.P. #2.6	Resource Math C.I.S. Adopted Math Textbooks (in place) Math Materials $754 Sp. Ed. $	Special Ed. Teachers	Daily	AEIS	To be measured by instrument stated and mastery level required by each student's I.E.P		SP	
3. Continues to provide assistance to Special Ed. Students in all content areas	Content Mastery materials	Special Ed. teachers	Daily	FS	Content Mastery time sheet .		SP	

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #5: Implement a plan to support a title 1 "School Wide" program that is aligned vertically and horizontally to meet the needs of all students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Continue parent meetings toenable parents to share in and formulate decisions . D.I.P. #4.1	Refreshment/ Prizes Title 1 $ Publicity $2,000	Counselor Principal	Monthly	PS O	Increase Parent Involvement Check "Sign In" sheets			
2. Continue staff training with new and innovative strategies to meet the needs of the economically disadvantaged D.I.P. #7.5	Region XI Service Center Title 1 $ "A framework for understanding and working with students and adults from poverty" Ruby Payne	Grade level teachers	September 2003 – May 2004	FS	Sign In Sheets: Certificates from workshops attended			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #6: Continue to provide a positive learning environment that will emphasize the development of the whole child, will incorporate activities that are developmentally appropriate, and will ensure success for all children including economically disadvantaged, Hispanic, gifted, and special needs students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. To encourage motivation, reward good citizenship, and on task behavior D.I.P. #3.1 D.I.P. #3.3 D.I.P. #4.3	Fun Fridays (30 minutes) Sports Equipment $3,000 Local $ Good Behavior Lottery Drawing $1,000 Local $ (Campus Funds)	Grade level teachers	Every Friday	FS	Increase participation 10% Discipline report from AS400			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #6: Continue to provide a positive learning environment that will emphasize the development of the whole child, will incorporate activities that are developmentally appropriate, and will ensure success for all children including economically disadvantaged, Hispanic, gifted, and special needs students

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
2. Continue the DARE Program for 5th Grade D.I.P. # 4.3	DARE Officer	5th Grade teachers Counselor Principal	September 2003 – May 2004	FS PS	Students are evaluated by the DARE Officer			
3. Increase parent involvement and develop a positive learning environment for the fourth grade students D.I.P. #4.3	Annual Fourth Grade "Parent Night" Door Prizes $200 Local $	4th grade teachers Counselor Principal	September 2003	FS PS	September 2003	T		

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #6: Continue to provide a positive learning environment that will emphasize the development of the whole child, will incorporate activities that are developmentally appropriate, and will ensure success for all children including economically disadvantaged, Hispanic, gifted, and special needs students.

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
4. Continue music appreciation by fostering a positive learning environment D.I.P. #2.1 D.I.P.#4.3	Music Instruments Materials and Supplies $2,000 Local $	Music teacher	October 2003	FS	Report Card			
5. Continue Art appreciation by fostering a positive learning environment. D.I.P. #2.1 D.I.P. #4.3	Art Equipment and Supplies $2,000 Local $	Art teacher	October 2003	FS	Report Card			
6. Continue physical education enhancement by fostering a positive learning environment D.I.P. #2.1 D.I.P. #4.3	Sports Equipment and Supplies $2,000 Local $	P.E. teacher	October 2002	FS	Report Card			

Granbury Independent School District

Crossland Intermediate School

Campus Improvement Plan for the Year 2003 - 2004

Goal #7: All members of the school community will be partners in the continuing improvement of the education process of all students

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Provide training in the use and value of parent volunteers						PI		
2. Disseminate information to parents on a consistent basis through the use of the Crossland web page, school newsletter and an email tree.						PI		
3. Implement violence intervention, conflict resolution and social skills strategies						PD		
4. Seek active sponsorship from community businesses								

NEEDS ASSESSMENT **(Needs Assess):** AEIS=Academic Excellence Indicator System, SS=Student Survey, PS=Parent Survey, FS=Faculty Survey DR=discipline records, O=others

SPECIAL POPULATIONS **(Sp.Pop.):**GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, LSE=Low Socio Economics

SCHOOL WIDE COMPENSATORY **(SW Comp):** PD= professional Development, PI=Parent Involvement, T=Ttansition, A=Assessment, M=Mastery, HQ=Highly Quality Instruction

GLOSSARY

AEIS	Academic Excellence Indicator System
CIP	Campus Improvement Plan
DIP	District Improvement Plan
CLT	Campus Leadership Team
PEIMS	Public Education Information Management System
SAT	Student Assistant Team
SCE	State Compensatory Education
SOM	School Observation Measure
TAKS	
TEKS	

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003-2004

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Te

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Con
1. Supplement reading curriculum with Social Studies, Science & Specialized reading instruction.	Texas Studies Weekly; Science books; Ben Franklin, I love Guinea Pigs $1000	4th Grade Lead Teacher	Aug 03 – May 04	AEIS TEKS	Benchmark; Quizzes	I.S.
2. Word Processing, cross-curricular writing, enrichment writing, vocabulary building	Grammar Games; Everyday Spelling Software; Dictionaries & Thesaurus in all classrooms $500	4th Grade Lead Teacher	Aug 03 – May 04	AEIS	Writing Samples; Vocabulary quizzes	AEI Less Plan
3. TAKS Masters Practice books for teaching format to be used in tutorials & classrooms.	TAKS Masters; Reading, Writing, Math and Science $500 SCE fund	4,5,6th grade Lead Teachers Instructional Specialist	Aug 03 – May 04	AEIS TEKS	Benchmarks	M
4. Accelerated Reader books to heighten student interest, comprehension skills	Various Book vendors $5000 Library Funds, ESL funds	Librarian	Aug 03 – May 04	AEIS	AR Star Diagnostic testing; AR quizzes	I.S.

Granbury Independent School District
Oak Woods Intermediate School
Campus Improvement Plan
2003 –2004

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Te

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Con
5. Field Trips to support and extend classroom learning.	Museums, Universities, Newspapers, etc… $2400	Grade Level Lead Teachers	Aug 03 – May 04		Evaluation of Field Trips; Student reports	I.S.
6. Daughters of the Republic of Texas Essay contest	Local Chapter of DAR	4th grade GT Teacher	Aug 03 – May 04		Student Research papers	I.S.
7. Students increase achievement with reading goals and objectives	Strategic Reading program books Stevenson & Specific Skills $700 Special Ed funds	Special Ed RLA teachers	Aug 03 – May 04	IEP's SDAA TEKS	Mastery of goals & objectives on IEP	M T
8. SRA to target reading skills	SRA kits $300	5th grade Lead Teacher	Aug 03 – May 04	AEIS TEKS	SRA Assessments	I.S.
9. SLEEK software to teach / reinforce Reading and Math TEKS	SLEEK software; computers	Classroom Teachers	Aug 03 – May 04	AEIS TEKS	SLEEK Assessments	I.S.

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003-2004

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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
10. After school tutorials to increase student achievement	**TAKS resources, Times Table the Fun Way, SLEEK $1000**	**Classroom Teachers**	**Aug 03 – May 04**	**AEIS TEKS**	**Benchmarks**	**M**	**ESL AR SE 4,5,6th grade**	**AEIS**
11. Weekly Readers to increase reading comprehension	**Weekly Readers $2000**	**5,6th grade ELA Teachers Special Ed Teachers**	**Aug 03 – May 04**	**AEIS TEKS**	**Quizzes**	**I.S. T**	**AR SE GT ESL 4,5,6th grades**	**AEIS**
12. Novel Sets and audio / visual materials for novel sets	**Novel vendors and Media vendors $600**	**4,5,6th grade ELA teachers Sp. Ed Teachers**	**Aug 03 – May 04**	**AEIS TEKS**	**Novel quizzes; Reading Assessments**	**I.S. T**	**AR SE GT ESL 4,5, 6th grades**	**AEIS**
13. Spelling Bee Study Booklets – 5 per classroom	**Ft. Worth Star Spelling Bee booklets $100**	**Spelling Bee Coordinator**	**Aug 03 – Mar. 04**		**Spelling Bee competition**	**I.S.**	**AR GT SE ESL 4,5,6th grades**	**Selection of Winner**

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003-2003

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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
14. Study Carrels to aid AR students	Study Carrel's $200	6th grade Lead Teacher	Aug 03 – Mar. 04	AEIS	Improvement of Academics	T	AR 6th grade	AEIS
15. AR incentives for students who meet 6 weeks goals.	Incentives $300	AR Committee	Aug 03 – Mar. 04	AEIS	Increased number of students reaching goals	PL	AR GT SE ESL 4,5,6th grades	AEIS
16. Laser color printer for student presentations	Laser Color Printer $1000	6th grade Lead Teacher	Aug 03 – May 04		Outcome of student presentations	I.S.	AR GT SE ESL 4,5,6th grades	
17. Participation in Future Problem solving competition	FPS Materials $600	GT Teachers	Aug 03 – May 04		Student Competition event	P.L. I.S.	GT, 4,5,6th grades	Selection of winners
18. Math manipulatives to aid in problem solving activities correlated to TEKS / TAKS	Manipulative Times Tables the Fun Way $1500 Title 1 funds	4,5,6th grade Lead Teachers, Sp. Ed. Teachers	Aug 03 – May 04	AEIS TEKS	Benchmarks; TAKS test	I.S. T	AR GT SE ESL 4,5,6th grade	Principal walk through; monitoring of lesson plans
19. Participation in Math Olympiad	Math Olympiad Supplies	6th grade Math Teacher	Aug 03 – Apr. 04		Math Olympiad competition	I.S.	AR GT 6th gr	Selection of Winners

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan

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District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
20. Students will develop knowledge of the Scientific processes using concrete manipulative.	Science Equipment and manipulative $2500	4,5,6th grade Science Teachers	Aug 03 – May 04	AEIS TEKS	Benchmarks; TAKS test	I.S.	AR GT SE ESL 4,5,6th grades	Meeting State Safety Standards
21. AIDS prevention on communicable dieases	AIDS lesson; Jolly Ranchers	5th grade Science/ Health Teacher	Spring 04	TEKS	AIDS quiz	M I.S.	AR GT SE ESL 5th grade	
22. Students will participate in the Science Olympiad to develop and enrich Science awareness	Science Olympiad Materials	5th Grade Science Teacher	Aug 03 – Apr. 04	TEKS	Science Olympiad Competition	I.S.	AR GT SE ESL 5th grade	Selection of winners
23. Students will be offered opportunity to participate in Campus and District Science Fair.	Science Fair Materials and guidelines	Campus Science Fair Coordinator	Aug 03 – Mar 04	TEKS	Science Competition; Evaluation of projects	H.Q. I.S.	AR GT SE ESL 4,5,6th grades	Selection of winners

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan

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21. AIDS prevention on communicable dieases	AIDS lesson; Jolly Ranchers	5th grade Science/ Health Teacher	Spring 04	TEKS	AIDS quiz	M I.S.	AR GT SE ESL 5th grade	
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GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 2004

Goal 1: All Oak Wood student populations will achieve 100% Mastery on all TAKS test.
District Goals: Comprehensive District Curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
24. Safety Demo United Cooperative Services Electrical	UCS Presentation	6th Grade Science Teacher	Aug 03 – May 04		Assembly; Follow up discussion	PL I.S.	AR GT SE ESL 6th grade	
25. At Risk students will receive TAKS tutorials in Math and Reading	Certified Teachers hire on as TAKS tutorials $4725 SCE funds	Principal Instructional Specialist	Sept. 03 – Apr. 04	AEIS	Benchmarks	HQ I.S.	AR, 4, 5, 6th grades	TAKS results

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003-2004

Goal 2: All Oak Wood student population will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education.
District Goals: # 2 Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. # 5 Students are competent in Technology. # 6 Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
1. Student will develop greater awareness of Texas Geography through map studies.	Map of Month $100	4th grade Teachers	Aug 03 – May 04	TEKS	Assessments	I.S.	AR GT SE ESL 4th gr	Lesson Plans
2. Students will learn about Texas History through teaching TEKS	Social Studies Materials; Texas Weekly; TEKS $1000	4th Grade Teachers	Aug 03 – May 04	TEKS	Assessments	I.S. M	AR GT SE ESL 4th gr	Lesson Plans
3. Enrich and expand students knowledge of famous people and events in America History	Kids Discover booklets; Ben Franklin, Explorers, Columbus; Interactive CD; Distance	5th Grade Social Studies Teachers	Aug 03 – May 04	TEKS	Social Studies Quizzes	I.S.	AR GT SE ESL 4th gr	Lesson Plans
4.To enrich and expand students awareness and knowledge of current events.	Weekly Readers $1800	5th & 6th grade Lead Teachers	Aug 03 – May 04	TEKS	Weekly Readers Quizzes	I.S.	AR GT SE ESL 5th, 6th grades	Lesson Plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 2004

Goal 2: All Oak Wood student populations will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education.
District Goals: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology. Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
5. To develop & enrich students Geography awareness.	National Geographic Society materials $75.00	6th grade Social Studies Teacher	Aug 03 – Jan 04	TEKS	Classroom Quizzes; School – wide Quiz	I.S.	AR GT SE ESL 4,5,6th grades	Monitor quizzes
6. To present current events via television.	Direct TV cabling; LCD player, CD burners $2000	6th grade Lead Teachers	Aug 03 – Jan 04	TEKS AEIS	Social Studies Assessments	I.S. PL	AR GT SE ESL 6th gr.	Lesson Plans
7. To enrich and expand student's awareness and appreciation for Art.	Enter Lake Granbury Art Association Student Art Show and Ft. Worth Stock Show Art Show	Art Teacher	Aug 03 – Apr. 04	TEKS	Student participation in shows	I.S.	AR GT SE ESL 4,5,6th grades	Selection of winners
8. Students will gain a greater knowledge and appreciation of famous artists and their works.	Art Games; Art Memo Games; Monet Memo; Impressionist Memo games	Art Teacher	Aug 03 – May 04	TEKS	Outcome of games	I.S.	AR GT SE ESL 4,5,6th grades	Lesson Plans
9. Student Art Exhibit in halls and cafeteria at Oak Woods	Materials for student Art work $750	Art Teacher	Aug 03 – May 04		Display of Art work	PL	ARGT SE,ESL 4,5,6 gr	Monitor / walk through building

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 – 2004

Goal 2: All Oak Wood student populations will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education.
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Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
10. Artists of the Month program – Student artwork to be displayed in community businesses.	Art materials	Art Teacher	Aug –3 – May 04		Display of Art work in the community	PL	AR GT SE ESL 4,5,6th grades	Lesson Plans
11. Creation of reusable drama and musical stage props for student programs	Materials $100	Music Teacher	Aug 03 – May 04		Program Productions	PL	AR GT SE ESL 4,5 6th grades	Monitor
12.Students perform at least 3 programs per year.	CD's, Cassettes; microphones and stand $200	Music Teacher	Aug 03 – May 04		Student participation in program production	PL	AR GT SE ESL 4,5,6th grades	Observe program
13. Students will gain greater mathematical understanding of concepts through the use of music	CD Rom, Recorders, Supplies $150	Music Teacher	Aug 03 – May 04	AEIS TEKS	TAKS test	I.S.	AR GT SE ESL 4,5,6th grades	Lesson Plans
14. Students will gain greater appreciation of music history and literature.	CD Rom lessons, Music K – 8 subscription $100	Music Teacher	Aug 03 – May 04		Student participation	I.S.	AR,GT ESL 6th gr.	Lesson Plans

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 2004

Goal 2: All Oak Wood student populations will receive exemplary instruction in the areas of Social Studies, Art, Music and Physical Education.
District Goals: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students. Students are competent in Technology. Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
15. Band students will perform at least one program per year.	Instruments	Band Directors	Aug 03 – May 04		Student participation	PL	AR GT SE ESL 6th grade	Monitor / Observe
16. To maintain playground and gym	Maintenance Support	P.E. Teacher	Aug 03 – May 04		Maintenance of facilities	PL	AR GT SE ESL 4,5,6th grades	Observation
17. To implement the K-6 will kids program	Materials $100	P.E. Teacher	Aug 03 – May 04	Fitness of students	Student performance	I.S.	AR GT SE ESL 4,5,6th grades	Monitor / Observe
18. Student maintain fitness levels through milers club	Materials $100	P.E. Teacher	Aug 03 – May 04	Fitness of students	Student performance	I.S.	AR GT SE ESL 4,5,6th grades	Monitor / observe

RANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003-2004

Goal 3: Oak Woods will provide a safe, orderly, and well maintained environment where all student populations will develop and exhibit self – respect for others and an interest in lifelong learning.
District Goals: # 6 Adequate facilities and equipment exist to meet the needs of our students. # 8 Student safety and well-being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
1. Continue Character Education Program to promote development of good character in students	Materials $150	Counselor	Aug 03 – May 04	PS FS SS	Student Survey	R	AR GT SE ESL 4,5,6th grade	Monitor feedback
2. Student Council will organize student events, promote citizenship and serve as role models to all	Materials $50	Student Council Sponsors	Aug 03 May 04	FS	Student Survey	PL	AR GT SE ESL 4,5,6th grades	Monthly student Council meetings
3. Continue the DARE program for Drug Awareness & School Safety	Supplies and workbooks	Counselor and DARE Officer	Aug 03 – Apr. 04	PL T	DARE Graduation and Teacher / student evaluation		AR GT SE ESL 4,5,6th grades	Monitor feedback
4. Red Ribbon week to promote a drug free lifestyle	Supplies $300	Counselor	Aug 03 – Oct. 03	SS	Student / Staff participation	R	AR GT SE ESL 4,5,6th grades	Surveys

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 2004

Goal 3: Oak Woods will provide a safe, orderly and well maintained environment where all student populations will develop and exhibit self – respect for others and an interest in lifelong learning. # 6 Adequate facilities and equipment exist to meet the needs of our students. # 8 Student safety and well- being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
5. "Reward Thursdays" – Students exhibiting positive behavior receive rewards from Counselors office.	Rewards $200.00	Counselor	Aug 03 – May 04	FS SS	Weekly Behavior card used to measure student success	R	AR GT SE ESL 4,5,6th grades	Monitor Behavior cards
6. Implement "The Book" discipline plan and continue the use of weekly behavior cards.	Materials; tag board $150	Principal & Asst. Principal	Aug 03 – May 04	Discipline Records	Weekly Behavior cards sent home	PL	AR GT SE ESL 4,5,6th grades	Monitor behavior cards
7. Continue Awesome Behavior Celebrations each six weeks.	Prizes for Goodie bags $250.00	Principal & Asst. Prin.	Aug 03 – May 04	SS	Rosters of Attendance	PL	AR GT SE ESL 4,5,6th grades	Monitor Celebrations
8. Motivational Speakers who promote self- esteem and social awareness	Nanna Pudding Productions; Nancy Burks; $800	Counselor	Aug 03 – May 04	FS SS	Program Evaluations by students & staff	R	AR GT SE ESL 4,5,6th grades	Monitor feedback

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 – 2004

Goal 3: Oak Woods will provide a safe, orderly and well-maintained environment where all student populations will develop and exhibit self-respect for others and an interest in lifelong learning. # 6 Adequate facilities and equipment exist to meet the needs of our students. # 8 Student safety and well-being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
9. Continue extra-curricular activities, chess club, TGIF to promote social awareness and fun	Material and supplies $500	Counselor and Principal	Aug 03 – May 04	SS	Student participation	PL	AR GT SE ESL 4,5,6th grades	Monitor Students
10. Continue Peer Mediator Program	Training workbooks $100	Counselor	Aug 03 – May 04	SS FS	Conflict resolution success	R	AR GT SE ESL 4,56th grades	Monitor success of mediators

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 2004

Goal 4: All Oak Wood student populations will improve daily attendance.
GISD Goal: # 1 Alternative resources supplement tax revenues.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
1. Promote perfect attendance each six weeks.	Cokes delivered to students each six weeks. $ 500, PTO funds	PTO volunteer and Office attendance clerk.	Aug 03 – May 04	AEIS	Attendance records	PL	AR GT SE ESL 4,5,6th grades	Attendance records / student feedback
2. Semester / All Year Perfect Attendance Awards at Awards Assemblies	Certificates, lapel pins, cash prizes $1000 PTO supplements	Principal	Jan 04 – May 04	AEIS PS	Attendance records	PL	AR GT SE ESL 4,5,6th grades	Student feedback
3. Newspaper, communication via local newspaper listing students with perfect attendance.	Hood County News	Attendance Clerk	Aug 03 – May 04	AEIS	Attendance records	PL	AR GT SE ESL 4,5,6th grades	News inprint
4. Phone calls to parents; letters home; truancy charges pursued.	Supplies	Attendance Clerk; Principal	Aug 03 – May 04	AEIS	Attendance records	PL	AR GT SE ESL 4,5,6th grades	Check for improvement in Absenteeism

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 - 2004

Goal 5: Oak Woods will provide all professional & paraprofessional staff with Staff Development in identified areas of need.
District Goal: # 7 An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
1. Staff members will receive training in areas of technology, gradequick, digital cameras, Distance learning; building web pages	Tech. Team members and equipment $100	Principal and Tech team	Aug 03 – May 04	FS	Session Evaluations	PD	AR GT ESL Sp Ed	Staff Development records, Principal walk thru
2. Staff members will be trained in Thinking Maps.	Thinking Maps manuals $400	Principal, Grade Level Leaders	Aug 03 – May 04	AEIS	Session Evaluations	PD	AR GT ESL Sp Ed	Staff Development records and Principal walk thru
3. Staff members will be trained in New Jersey Writing Project.	Materials	Principal, Grade Level Leaders	Summer 04	AEIS	Session Evaluations	PD	AR GT ESL Sp Ed	Writing Samples
4. Staff members attend Kagan Cooperative Learning workshops.	Materials $500 / per person	Principal	Summer 04	FS DR	Session Evaluations	PD	AR GT ESL Sp Ed	Principal walk thru
5. Staff members will be trained in Kaye Price Hawkins Reading and Language practices	Kaye Price-Hawkins workshop $250	Principal Grade Level Leaders	Aug 03 – May 04	AEIS	Session Evaluations	PD	AR GT ESL Sp Ed	Staff Development records and AEIS reports

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan

Goal 5: Oak Woods will provide all Professional & Paraprofessional staff with staff development in identified areas of need.
District Goals # 7 An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	TA Comp	SP. Pop.	Documentation
6. Staff members trained in the area of understanding non-traditional students	Love & Logic Workshop Ruby Payne materials $200	Counselor	Aug 03 – May 04	DR	Session Evaluations Review of discipline records	PD	AR GT ESL Sp Ed	Discipline Records PEIMS report
7. Staff members attend CAST convention to attain Science TAKS info.	CAST convention $500	Grade Level Leaders	Aug 03 – May 04	FS	Session Evaluations	PD	AR GT ESL Sp Ed	Monitor of materials
8. Staff members attend TAKS related workshops	TAKS workshops	Principal Grade Level Leaders	Aug 03 – May 04	FS AEIS	Evaluations	PD	AR GT ESL Sp Ed	AEIS reports
9. Staff attend training in areas of Special Needs children	Workshops focusing on disabilities	Principal Special Ed Teacher	Aug 03 – May 04	PD	Evaluations	PD	ESL Sp Ed	Staff development records

GRANBURY INDEPENDENT SCHOOL DISTRICT
Oak Woods Intermediate School
Campus Improvement Plan
2003 2004

Goal 6: Oak Woods will develop and utilize a variety of strategies to ensure communication with Parent and community members regarding student achievement, meetings and training sessions.
District Goals: # 3 An established, effective communication network exists. # 4 A supportive community and staff are involved in our schools.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Disseminate information to parents on a consistent basis.	**Monthly calendars; 6-weeks newsletters; student planners; weekly notes home, marquee $2000**	**Principal**	**Aug 03 – May 04**	**PS**	**Parent surveys and feedback**	**PI**	**AR GT ESL Sp Ed**	**Parent surveys**
2. Provide parent training in: • **TAKS Math, Reading, Science** • **TEKS** • **Volunteering on Campus** • **Campus Procedures** • **Technology Applications** • **School Safety** • **Parenting Skills** • **Evacuation Procedures**		**Classroom Teachers, PTO President / Principal Classroom Teachers, Tech. Committee Counselor and Principal / TXU Rep.**	**Aug 03 – May 04**		**SBDM Evaluates programs**	**PI**	**AR GT ESL Sp Ed**	**Parent surveys; Meeting agendas**

GRANBURY INDEPENDENT SCHOOL DISTRICT
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Campus Improvement Plan
2003 2004

TA Comp (Targeted Assistance Component):
M = Mastery; PL = Planning; IS = Instructional Strategy; T = Transition; HQ – High Quality Teachers/ Instruction; PD = Prof. Development;
PI = Parent Involvement; R = Reform Safety

Needs Assessment: AIES; SS = Student Survey; PS = Parent Survey; FS = Faculty Survey; DR = Discipline Report; 0 = Other;
TEKS – Texas Essential Knowledge & Skills

Special Populations: AR – AT Risk; SE = Special Ed; ESL = English as a Second Language; GT = Gifted and Talented;
ED – Economically Disadvantged

ACTON
MIDDLE SCHOOL

2003-04

CAMPUS PLAN

GRANBURY
INDEPENDENT
SCHOOL DISTRICT
HOOD COUNTY
GRANBURY, TEXAS

GRANBURY
INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

The mission of Granbury Independent School District, as a partner with our community, is to prepare all students to reach their full potential by providing educational opportunities in a safe and secure environment.

MISSION STATEMENT
ACTON MIDDLE SCHOOL

The mission of Acton Middle School is to offer all students the opportunity to be successful at school and become self-motivated, resourceful learners who can make informed choices.

GRANBURY ISD STRATEGIC GOALS

- **Alternative resources supplement tax revenues.**
- **Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.**
- **An established, effective communication network exists.**
- **A supportive community and staff are involved in our schools.**
- **Students are competent in technology.**
- **Adequate facilities and equipment exist to meet the needs of our students.**
- **An adequate, trained staff exists to meet the needs of our students.**
- **Student safety and well being.**

ACTON MIDDLE SCHOOL GOALS

GOAL #1

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

GOAL #2

Acton Middle School will increase the average daily attendance to 96%.

GOAL #3

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills and a continuation of a consistent discipline plan in order to pursue exemplary status.

GOAL #4

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

GRANBURY ISD
STRATEGIC GOALS

*Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.
*An established, effective communication network exists.
*A supportive community and staff are involved in our schools.
*Alternative resources supplement tax revenues.
*Students are competent in technology.

AMS GOAL #1

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Teachers will analyze TAKS data, monitoring student overall score performance and attendance, identifying and choosing appropriate materials to maintain TAKS scores at 90% or above (93.4%); Hispanic at 90% or above (92.5%); SCE at 90% or above (95.7%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Use planning period for monitoring student academic progress on a regular basis to enhance TAKS performance and maintain exemplary status.						Academic performance and TAKS scores.	
	a) Use daily planning period to assess and communicate student needs, performance, attendance, and curriculum development, including Special Programs from low to high achievers.			$500.00 from local CF funds, Benchmarks, TAAS data, incentives, and Staff Development	8/15/03	All academic teachers	Daily planning periods August through May Documentation from daily planning periods.	Master Schedule with planning periods scheduled.
	b) Provide diagnostic tools to assess student mastery (benchmark assessments)			Local funds for paper and copies, benchmark testing materials	September 2003 and on-going throughout the year	Diane Fullerton and Holli Howard	Benchmark test results	
	c) Develop guidelines and goals for students to achieve success in performance and attendance.			$200.00 from local funds, Benchmarks, TAKS data, and PEIMS data.	As needed, Fall, Spring, and April (Math benchmark in spring only)	All academic teachers, Denise Watson, Marc Malloy, and Edwin Young.	TAKS and academic performance will maintain. Attendance will maintain at 96% or above.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Teachers will analyze TAKS data, monitoring student overall score performance and attendance, identifying and choosing appropriate materials to maintain TAKS scores at 90% or above (93.4%); Hispanic at 90% or above (92.5%); SCE at 90% or above (95.7%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	d) Incentives for students who meet stated goals such as popcorn parties, Coke parties, pizza parties, and drawings for prizes.			$1800.00 for incentive prizes from CF funds, TAKS data, PEIMS data, incentives, and certificates of accomplishment.	End of each 6 weeks	All academic teachers.	Documentation for receipt of prizes.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain TAAS scores in writing at or above 90% for the Hispanic population (90.5%) and for SCE(95.3%)

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide incentives for passing TAKS.							
	a) Students may be exempted from the six weeks exam if they pass TAKS benchmarks (exemption must correlate with subject area). Emphasize this throughout the year and as TAKS test approaches.			$100.00 from local funds for paper, TAKS released tests.	Fall date, spring date, and April date.	Teachers check for TAKS results. Administration provides TAKS test results so teachers may create list of exempting.	List of exempted students based on benchmark practice tests.	
	b) Use TAKS materials to help students improve in areas of weakness. Check TAKS benchmark results of students in each area. Work in areas of weakness.			$500.00 from SCE funds for supplies, TAKS released tests.	Fall date, spring date, and April date.	All academic teachers	Check lists showing individual student improvement in all areas of TAKS.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

All students will effectively utilize computers as learning tools, becoming competent in technology.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To improve student performance through use of technology, making the students competent in technology.							
	a) Use available software programs to enrich student performance.			$16,500.00 for software license cost and for repairs from local technology funds, $4,500.00 for supplies and software from local funds, TAKS preparation software, AR, computer lab, internet, STAR testing program, appropriate software, repairs.	Each 6 weeks.	Maritia Sparks, Cindy Stewart, Karan Enlow, Becky Evart, Cathey Hartmann Cynthia Pigg, and June Perkins.	Student performance broadens and increases through AR, STAR, and other TAKS software.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average on mastery of TAKS objectives in reading at 90% or above (96.5%); maintain Hispanic at 90% or above (92.3%); maintain SCE at 90% or above (96.7%); and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase TAKS skills through TAKS remediation classes.							
	a) Target students including Hispanic and SCE who have been low performing on TAKS reading objectives, based on low TAAS performance.			$885.00 from SCE reading supplies, TAKS preparation software, STAR testing, Gourmet Press Program, novel sets, The Great Series.	September, December, & March	Becky Evart, Rhonda Wilcox, and Cynthia Jewell.	Students will meet required standards for the Benchmark, TAKS release test, and TAKS test.	
	2. Emphasize practice in summarization, making inferences, generalizing, and supporting ideas.							
	a) All students will take the STAR test by the end of the first six weeks.			$100.00 from local funds for paper, STAR test	October 10, 2003	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Completion of test by all students and test results.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average on mastery of TAKS objectives in reading at 90% or above (96.5%); maintain Hispanic at 90% or above (92.3%); maintain SCE at 90% or above (96.7%); and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Students are encouraged to participate in AR reading, especially targeting at-risk, SCE, and Hispanic populations.			$7,689.00 from local library funds from regular ed, SCE, ESL, and G/T; more library AR books in all levels.	October 1, 2002	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Students will meet AR established standards.	
	c) Students are encouraged to participate in AR reading, especially targeting at-risk, SCE, and Hispanic populations.			$885.00 from SCE funds; acquire tests for existing AR books.	December 15, 2002	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Students will meet AR established standards.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average on mastery of TAKS objectives in reading at 90% or above (96.5%); maintain Hispanic at 90% or above (92.3%); maintain SCE at 90% or above (96.7%); and maintain Special Ed at 90% or above through comprehensive district curriculum that is aligned vertically and horizontally to meet the needs of all students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	d) Students are encouraged to participate in AR reading, especially targeting at-risk, SCE, and Hispanic populations.			$375.00 Reading assessment materials.	Each 6 weeks	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Student records showing participation, including AR records.	
	3. Utilize peer program for tutorials for Spanish speaking students.							
	a) Use peers on the level of Spanish speaking students to assist those students who have scored low on tests and benchmark tests, and those whom it is presumed will score low due to language barriers and other factors.			$100.00 from local funds for training, G/T and others	On-going throughout the year.	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson, and ESL teachers Tim Teague and Pat Yelverton.	Record of peers who helped.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (94.6%); Hispanic at or above 90% (90.5%); SCE at or above 90% (95.3%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasize practice in writing strategies and sentence construction, along with the use of spelling, capitalization, punctuation, and usage (make this a part of the grade).							
	a) Benchmark testing (pre and post)			$150.00 from local funds, TAKS release test and other available sample tests.	Each 6 weeks	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Spreadsheet of students and objectives to check off mastery.	
	b) Use writing lab and computers to practice composing and editing essays.			$500.00 from local funds for supplies, computer lab, paper, and ink.	3 weeks	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Essay printouts with evidence of a 3 or 4 holistic score in the writing lab.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (94.6%); Hispanic at or above 90% (90.5%); SCE at or above 90% (95.3%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Interdisciplinary writing assignments - work with science and history.			Science and History curriculum and teachers and portfolios of projects. No additional costs expected.	Each 6 weeks	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson, Connie Youngblood, Leslie Lee, Cynthia Pigg, Dirk Suitt, Corey Baird, Scott Carpenter, Cathey Hartmann, Kathy Lebby, Marilyn Hayworth, Chad Gandy, Ron Petty, and Shelby Milam.	Lesson plans, timeline for projects, and essay results.	
	2. Move 1's and 2's to 3's							

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (94.6%); Hispanic at or above 90% (90.5%); SCE at or above 90% (95.3%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Take practice tests each 6 weeks			$100.00 from local funds for paper	Each six weeks period.	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Test scores.	
	b) Have tests graded by independent people.			No added expenses expected.	Each six weeks period.	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Test scores.	
	3. Emphasize SCE and Hispanic students, working with students individually.							

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (94.6%); Hispanic at or above 90% (90.5%); SCE at or above 90% (95.3%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Pull students out during elective classes to work with them one-on-one.			No added expenses expected. Utilize parent and community volunteers.	Daily as needed.	Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, and volunteers.	Log showing students with whom teachers have worked.	
	4. Utilize writing curriculum and ideas created/gathered from workshops			No added expense expected.	Each six weeks.	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Benchmarks, student portfolios, TAAS exams	
	5. Collect current resource list of all AMS teachers for sharing.							
	a) Create a list of resources on hand and update as needed.			No added expense expected.	Check at weekly meetings.	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Current list of resources.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain mastery of TAKS objectives in writing at or above 90% (94.6%); Hispanic at or above 90% (90.5%); SCE at or above 90% (95.3%); and increase Special Ed above last year.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Look for additional resources in needed areas.			$1550.00 from local funds in language arts budget.	Discuss at weekly meetings.	Shirley Magness, Calvin Turnage, Lesli Goodin, Polly Whelchel, Connie Leonard, Karan Enlow, Wade Wilson.	Purchase orders for new materials and materials added to resource list.	
	6. Make a total school project of capitalization, punctuation, and spelling.			No added expense expected.				
	a) Give teachers other than language arts teachers guidelines on how to grade capitalization, punctuation, and spelling.			No added expense expected.	Beginning of the year.	Entire AMS faculty.	Graded papers with errors marked or corrected.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Strive towards maintaining a school average on mastery of all TAKS objectives in math to 90% or above (97.6%), Hispanic at 90% or above (95%); SCE at 90% or above (96.6%); and Special Ed at 90% or above .

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasis in probability, statistics, use of division to solve problems, estimation, reasonableness, problem solving skills, and geometry.						Benchmark scores and TAAS scores	
	a) Cover TAKS objectives through activities, packets, computers, and textbooks.			$885.00 from math SCE funds, Math curriculum funds, TAKS preparation software, calculators, batteries, computer software, manipulatives, release TAKS tests, new materials that address TEKS, offer incentives for progress on TAKS, and worksheets.	September, December, & March	Becky Evart, Rhonda Wilcox, Julie Morris, and Stacie Brown.	Check of lesson plans, Department meeting minutes.	
	2. Provide remediation in math (include study/organizational skills).							
	a) Target SCE and Hispanic students who have been low on TAKS math objectives on past tests or benchmark tests.			$885.00 from SCE funds, Step Up to TAAS, rewards, and manipulatives (games).	May 1, 2003	Becky Evart, Rhonda Wilcox, and Julie Morris.	List of students in TAKS class and objectives they mastered.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Strive towards maintaining a school average on mastery of all TAKS objectives in math to 90% or above (97.6%), Hispanic at 90% or above (95%); SCE at 90% or above (96.6%); and Special Ed at 90% or above .

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Reschedule students with low TAKS scores (not just failing) from an elective to a TAKS class by teacher recommendation and parent approval.			No additional expenses; Test grades, class work, and TAKS scores	May 2003, and on going throughout the year.	Becky Evart, Julie Morris	List of students in TAKS class and objectives they mastered.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Add the use of calculators to math programs, helping the students be competent in technology.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Meet state requirements in algebra by use of graphing calculators.							
	a) Ongoing use of graphing calculators throughout the year.			$2800.00 in math supplies from local funds, $750.00 in G/T funds, and $885.00 in SCE funds - allocate part to this; Math curriculum funds, Graphing calculators and batteries.	October 1, 2003	Becky Evart, Margaret Sawyer, Steve Hartzoge, Julie Morris, Rhonda Wilcox, and Stacie Brown.	Possession and use of calculators	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain science skills in preparation for exit-level test.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasize practice in communicating data; drawing conclusions; and making inferences, generalizations, and predictions.						TAKS "Benchmark" results and TAKS scores	
	a) Administer TAKS benchmarks established by science department.			$200.00 for paper from local funds, TAKS release test and Benchmark material.	October 1, 2003	Cynthia Pigg, Connie Youngblood, Leslie Lee, Calvin Turnage, Dirk Suitt, Corey Baird, and Scott Carpenter.	Evaluation of results and student performance	
	b) Incorporate "TAKS" style questions into unit tests for science.			TAKS release test and TEKS. No additional cost expected.	April 1, 2004	Cynthia Pigg, Connie Youngblood, Leslie Lee, Calvin Turnage, Dirk Suitt, Corey Baird, and Scott Carpenter.	Copy of Unit test	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain science skills in preparation for exit-level test.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Update supplies and materials for "hands on" activities, problem solving and TEKS application.			$8000.00 from local funds for science, consumable supplies and update equipment, equipment repair, TAKS/TEKS materials.	December 1, 2003	Cynthia Pigg, Connie Youngblood, Leslie Lee, Calvin Turnage, Dirk Suitt, Corey Baird, and Scott Carpenter.	Copies of purchase orders and payment authorizations	
	d) Utilize differentiated curriculum to meet needs of all students, including at-risk, G/T, SCE, and ESL.			$885.00 from SCE funds, lists of special needs students from PEIMS data.	September 1, 2003	Cynthia Pigg, Connie Youngblood, Leslie Lee, Calvin Turnage, Dirk Suitt, Corey Baird, and Scott Carpenter.	Curriculum and lesson plans	
	e) Update safety equipment to meet "state requirements".			$600.00 from local funds for science	September 1, 2003	Cynthia Pigg, Connie Youngblood, Leslie Lee, Calvin Turnage, Dirk Suitt, Corey Baird, and Scott Carpenter.	Possession and use of safety equipment, copies of purchase orders and payment authorizations	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Increase mastery of TAKS objectives in social studies from 85.6% to 90%; Hispanic from 66.7% to 90%; SCE from 77.1% to 90%; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Emphasize practice in civil rights and responsibilities, American and economic systems, American and other political systems, geographical concepts, sociological and cultural factors, analyzing relationships in social studies, making generalizations/drawing inferences and conclusions, problem solving/decision making through the use of thinking maps.							
	a) Plan special events such as government week during an election year and a spring social studies enrichment day, commemorative days of historical events.			$250.00 from local funds, use local resources such as guest speakers – Reenactors, etc.	Monthly	Chad Gandy, Cathey Hartmann, Kathy Lebby, Marilyn Hayworth, Ron Petty, and Shelby Milam.	Log of special events held, mock election results, TAKS scores, and evaluations of each activity.	
	b) TAKS practice test, analysis, and evaluation.			$200.00 for paper from local funds, released TAKS test	Fall & Spring	Chad Gandy, Cathey Hartmann, Kathy Lebby, Marilyn Hayworth, Ron Petty, and Shelby Milam.	Evaluation of objectives and summarize.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Increase mastery of TAKS objectives in social studies from 85.6% to 90%; Hispanic from 66.7% to 90%; SCE from 77.1% to 90%; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Short Benchmarks tests throughout the year.			$200.00 for paper from local funds, Benchmark test	Throughout the year	Chad Gandy, Cathey Hartmann, Kathy Lebby, Marilyn Hayworth, Ron Petty, and Shelby Milam.	Benchmark test results	
	d) Assess and address needs of special populations; purchase TAKS materials to work on specific areas.			$885.00 in SCE funds, TAKS materials	On-going throughout the year	Chad Gandy, Cathey Hartmann, Kathy Lebby, Marilyn Hayworth, Ron Petty, and Shelby Milam.	Completed assignments in TAKS materials.	
	2. Address needs of G/T students through extended curriculum.							
	a) Provide Pre-AP History classes.			Pre-AP curriculum, G/T certified teachers (money for certification if necessary)	August 2003	Bobby Mabery, Denise Watson, Troy Green	Master schedule with Pre-AP classes scheduled.	
	b) Recruit G/T students to participate in Jr. Historians in 7th grade after school program.			PEIMS list of G/T students No additional cost expected.	March 2003	Denise Watson, Cathey Hartmann.	Number of Jr. Historians in G/T program.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Increase mastery of TAKS objectives in social studies from 85.6% to 90%; Hispanic from 66.7% to 90%; SCE from 77.1% to 90%; and maintain Special Ed at 90% or above through the use of alternate resources which supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Increase supplies of "hands-on" activities and manipulatives.			$1500.00 from local funds and $885.00 in SCE funds for history.	August 2003	Cathey Hartmann.	Number of teaching materials on hand and copies of purchase orders and payment authorizations.	
	d) Educational trips offered to students (fall trip, trip to The Colony, etc.)			Jr. Historians Activity Fund	October & Spring	Cathey Hartmann.	Travel authorizations and itinerary of trips.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

All ESL students scheduled in a separate ESL class and with teachers who have been adequately trained in second language learning techniques.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase staff with ESL certification (having more staff with ESL certification.)							
	a) Campus and school training to prepare teachers for EXCET ESL test.			$200.00 from ESL funds, presenters, fund for travel expenses and test expense.	Annually	Debbie Richey, Bobby Mabery, and Troy Green	Increase in number of ESL certified teachers and increased usage of ESL strategies.	
	b) Introduce Sheltered Instruction, four teachers from each grade level (core subject areas).			No additional expenses expected.	Fall 2003	Bobby Mabery	Master Schedule with four teachers in each grade level trained in Sheltered Instruction, ESL students scheduled in these teachers' classes. Compare improvement in test scores.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Maintain the school average of the Hispanic student population's mastery of TAKS objectives in all areas at 90% or more (92.5%).

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Utilize an ESL class for training students to take TAKS tests (Reading, Writing, and Math).							
	a) Math activities: Tutorials over homework, conversion of units (cm-m, tsp.-c)			$250.00 from ESL funds, software ordered and appropriate material for grade level and interest.	Each 6 weeks	LPAC Committee and Patricia Yelverton, Tim Teague.	Improvement of students' knowledge of subject matter and grades. Growth by student.	
	b) Reading activities: Guessing Reading as prediction, free reading time, and Easy English News.			$150.00 from ESL funds, Scott Foresman ESL texts, student's texts from core classes, and appropriate material for grade level and interest.	Each 6 weeks	LPAC Committee and Patricia Yelverton, Tim Teague.	Improvement of students' knowledge of subject matter and grades. Growth by student.	
	c) Writing activities: Various LEA activities			$300.00 from ESL funds, ready to use ESL activities for the school year and appropriate material for grade level and interest.	Each 6 weeks	LPAC Committee and Patricia Yelverton, Tim Teague.	Improvement of students' knowledge of subject matter and grades. Growth by student.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School students will meet or exceed minimum expectations and higher standards on the TAKS test.

Study Skills scheduled class included in both 7th and 8th grades.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To increase study skills for students who have specific needs, including SCE students.							
	a) Students will have increased organization through weekly notebook organization check.			$205.00 from SCE funds, 3-ring binder, pencil pack, and 1 set of dividers per student. Rewards.	Weekly	Lesli Goodin, Tammy Jones, Tim Teague, and Bill Coward.	Increased organization and improved grades, teacher weekly evaluation.	
	b) Students will have weekly locker check to reinforce positive organization skills.			$50.00 for paper from local funds, locker check sheet.	Weekly	Lesli Goodin, Tammy Jones, Tim Teague, and Bill Coward.	Increased organization and improved grades, teacher weekly evaluation.	
	c) Daily work on assignments from core classes with tutorials from teachers and peers.			Classroom teachers, lesson plans, and PALs classes. No additional cost expected.	Daily	Lesli Goodin, Tammy Jones, Tim Teague, and Bill Coward.	3 week and 6 week grade checks will show improved grades.	
	d) Mini lessons on time management, organizational skills, test taking, and accepting responsibility.			"Getting Smarter", "I Need to Get Organized", "You and School Survival Guide", "Study Skills Connection", rewards from local funds.	Weekly	Lesli Goodin, Tammy Jones, Tim Teague, and Bill Coward.	Weekly grade check, 3-week grade check, 6-week grade check, and first semester grade check.	

GRANBURY ISD
STRATEGIC GOALS

*An established, effective communication network exists.
*A supportive community and staff are involved in our schools.
*Alternative resources supplement tax revenues.

AMS GOAL #2

Acton Middle School
will increase the
average daily attendance to 96%.

Granbury Independent School District

Campus Improvement Plan

Acton Middle School will increase the average daily attendance to 96%.

All students present at school 96% of the time, using alternative resources to supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide incentives and to improve overall attendance opportunities.						Increased student attendance to 96% or better, with less number of unexcused absences.	
	a) Identify students with high absenteeism, notifying parents/guardians of students whose absences exceed 3 days per six weeks.	PEIMS data.		$100.00 for paper and forms from local funds,	End of each 6 weeks	Jackie Thompson	Student attendance and copies of letters sent to parents/guardians.	
	b) Turn student names in to authorities at 3 or more unexcused absences in a 4-week period and write letters to parents.			$100.00 for paper from local funds, PEIMS data	Weekly	Jackie Thompson, Bobby Mabery, Marc Malloy, and Edwin Young	Copies of reports and letters, list of names and follow-ups with city and county disposition.	
	c) Students in the grade level with the highest attendance and meets or exceeds goal of 96% for the week will be allowed to leave 3 minutes early for lunch the following week.			PEIMS data No additional cost expected.	Weekly	Jackie Thompson	Logs showing attendance records for each week.	
	d) Students in each grade level with perfect attendance for the 6 weeks will receive a reward.			P.T.O. funds and volunteers, PEIMS data	End of each 6 weeks	Jackie Thompson, Bobby Mabery, and Deborah Nichols.	List of Perfect Attendance for each 6 weeks period.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School will increase the average daily attendance to 96%.

All students present at school 96% of the time, using alternative resources to supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	e) Perfect attendance assembly.			$25.00 from local funds, Awards and PEIMS data	Annually	Jackie Thompson and Bobby Mabery	List of students with perfect attendance.	

Granbury Independent School District

Campus Improvement Plan

Acton Middle School will increase the average daily attendance to 96%.

Recognize attendance for teachers, using a supportive community involved in our school.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Improve teacher attendance, therefore improving student attendance.						Number of teacher absences will decrease and list of teachers with perfect attendance.	
	a) Offer incentives for individual perfect attendance (excluding school business and jury duty), as this will improve student attendance by example.			P.T.O. volunteer parents, teacher incentives to be determined at a later date, and AS400 Records of Staff Attendance. (If monetary awards are used, use CF funds)	End of each 6 weeks	Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, and Jane Ann Blasingame	Record of winners.	

GRANBURY ISD
STRATEGIC GOALS

*An adequate, trained staff exists to meet the needs of our students.
*Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.
*Alternate resources supplement tax revenues.
*Student safety and well being.
*A supportive community and staff are involved in our schools.

AMS GOAL #3

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills and a continuation of a consistent discipline plan in order to pursue exemplary status.

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All gifted and talented students will have teachers who are adequately trained to address the needs of G/T students.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide continued G/T/Pre-AP training for certification.						Increased number of G/T certified staff from 23 to include all teachers and administrators.	
	a) Attend G/T workshops, staff development days, university, and conventions.			$1000.00 from G/T fund, Appropriate budgeted funds	Annually	Bobby Mabery and Leadership Team: Julie Morris, Scott Carpenter, Steve Hartzoge, Cynthia Pigg, Greg Doss, Cathey Sims Hartmann, Marc Malloy, James Faith, Scott Baker, Glenda Collins, Bill Martin, Rita Tilley, Penny Smith, Carmen Flores, Rodney Casey, and Martin Yarborough; Vicki Thomas.	List of teachers with new certification and/or workshops attended.	

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Offer opportunities for training sessions to increase teacher effectiveness.							
	a) Staff development on campus to include Gifted and Talented, technology, ESL strategies, vertical alignment of curriculum, discipline, and TAKS.			$1500.00 from local funds for speakers, refreshments.	Staff developme nt days per approved calendar.	Bobby Mabery, Holli Howard, Diane Fullerton, and Leadership Team: Julie Morris, Scott Carpenter, Steve Hartzoge, Cynthia Pigg, Greg Doss, Cathey Sims Hartmann, Marc Malloy, James Faith, Scott Baker, Glenda Collins, Bill Martin, Rita Tilley, Penny Smith, Carmen Flores, Rodney Casey, and Martin Yarborough.	Sign-in sheets, teacher evaluations, use in classrooms, and list of staff development days with programs offered.	

Granbury Independent School District
Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Staff development on campus to include on-site observations by new teachers and off campus to include site visits, going to several centers and universities, taking EXCET tests, and going to conventions.			$1000.00 from local travel fund for registration fees and travel expenses. $1600.00 from local funds for TMSA expenses.	Calendar	Bobby Mabery, Holli Howard, Diane Fullerton, and Leadership Team: Julie Morris, Scott Carpenter, Steve Hartzoge, Cynthia Pigg, Greg Doss, Cathey Sims Hartmann, Marc Malloy, James Faith, Scott Baker, Glenda Collins, Bill Martin, Rita Tilley, Penny Smith, Carmen Flores, Rodney Casey, and Martin Yarborough.	Sign-in sheets, teacher evaluations, and use in classrooms, and travel authorizations.	

Granbury Independent School District
Campus Improvement Plan

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All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Participate in the Effective School Project offered through Tarleton State University.	.	.	$600.00 from local funds for professional services, $2000.00 in administrative travel for CLT to attend Planning Retreat in Kerrville, Registration info from Tarleton State University	As programs are offered.	Bobby Mabery, Jane Ann Blasingame.	Travel authorizations with program descriptions.	Evaluation of school program.
	d) Provide training in strategies for identifying and eliminating gender and racial bias in materials, methods, and practices.			No additional expenses expected. Previous years AEIS reports	Begin Fall of 2003, Staff Dev. days, faculty meetings throughout the year	Diane Fullerton and Holli Howard	Staff Development and faculty meeting records.	
	e) Provide training to increase skills in identifying student needs: • Disaggregation of scores • TAKS talks • Dyslexia • Learning disabilities • Emotional disturbance • Gifted and Talented			No additional expenses expected. Previous years AEIS reports. Special Education and Curriculum personnel.	Begin Fall of 2003, Staff Dev. days, faculty meetings throughout the year	Diane Fullerton and Holli Howard	Staff Development and faculty meeting records.	

Granbury Independent School District
Campus Improvement Plan

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All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	f) Provide training in Special Education (inclusion, confidentiality)			No additional expenses expected. Special Education personnel.	Begin Fall of 2003, Staff Dev. days, faculty meetings throughout the year	Tammy Moorhead, diagnostician	Staff Development and faculty meeting records.	
	g) All teachers trained in "Thinking Maps" to target learning strategies for all groups, including SCE and ESL students.			$3500.00 in local funds to purchase additional training manuals for all teachers.	October 2003	Bobby Mabery, and Diane Fullerton	Manuals in all teachers' possession, sign-in forms from training sessions, and lesson plans including "Thinking Maps" strategies.	
	2. Provide training in the use of parent volunteers and the value of parent contributions to enhance student learning.							
	a) One-on-one help with ESL students.			No additional expenses expected. PTO volunteers.	Begin Fall of 2003, Staff Dev. days, faculty meetings throughout the year	Bobby Mabery, Holli Howard, and Diane Fullerton	Staff Development and faculty meeting records.	

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by implementation of successful teaching strategies that will include higher level thinking skills in order to pursue exemplary status.
All students benefit from teachers who stay current with proven teaching strategies. A supportive community and staff are involved in our schools.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Benchmark testing.			No additional expenses expected. PTO volunteers.	Begin Fall of 2003, Staff Dev. days, faculty meetings throughout the year	Bobby Mabery, Holli Howard, and Diane Fullerton	Staff Development and faculty meeting records.	

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.

Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Coordinate discipline plans and office policy.							
	a) Use "The Book" in every classroom for effective discipline classroom management.			$300 for notebooks from local maintenance funds; $100 for paper from paper funds	First day of school, August 2003.	All classroom teachers, Bobby Mabery, Edwin Young, and Marc Malloy.	Notebooks from each teacher with student discipline entries. Compare the ratio of office referrals from 2001-02 to 2002-03. Teacher survey at end of 5th six weeks to allow for effectiveness feedback.	
	1) Students sign the book for minor infractions.			No additional expenses expected.	First day of school, August 2003.	All classroom teachers	Notebooks from each teacher with student discipline entries.	
	2) After School Detention (ASD) assigned by teachers through parent notification as earned by students.			ISS Aide to host class (arrange schedule so no extra salary required) $200 for printing ASD forms	First day of school, August 2003.	All classroom teachers, Cynthia Neale, Bobby Mabery, Edwin Young, Marc Malloy, and Jane Ann Blasingame.	ASD slips, ASD sign-in sheets	

Granbury Independent School District

Campus Improvement Plan

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Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	3) Use the card system for major offenses which need immediate administrative attention. If a student leaves the class with a card, he/she would take the class assignment also.			$50 for cardstock and laminating film from local maintenance funds	First day of school, August 2003.	All classroom teachers, Bobby Mabery, Edwin Young, Marc Malloy, and Jane Ann Blasingame.	Notebooks from each teacher with student discipline entries.	
	4) Administrators assign ISS as needed, depending on the nature of the offense.			$150 for Discipline slips from local maintenance funds	First day of school, August 2003.	Bobby Mabery, Edwin Young, Marc Malloy, and Jane Ann Blasingame	Discipline slips, ISS sign-in sheets	
	5) Use of AMS behavior modification/character building trait packet system in ISS instead of study hall/class assignments.			$100 for printing packets and paper for students from local maintenance funds	First day of school, August 2003.	Cynthia Neale	Completed ISS packets in student folders in ISS room.	

Granbury Independent School District

Campus Improvement Plan

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Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) The leadership team will evaluate any proposal sent to them and accept and/or change.			Leadership Team, Principal, Assistant Principals No additional cost expected.	May, 2003	Bobby Mabery and Leadership Team: Julie Morris, Scott Carpenter, Steve Hartzoge, Cynthia Pigg, Greg Doss, Cathey Sims Hartmann, Marc Malloy, James Faith, Scott Baker, Glenda Collins, Bill Martin, Rita Tilley, Penny Smith, Carmen Flores, Rodney Casey, and Martin Yarborough.	Discipline Procedure incorporated into A.M.S. handbook. Compare the ratio of office referrals from 2002-03 to 2003-04.	Teacher survey at end of 5th six weeks to allow for effectiveness feedback.
	2. To decrease the number of office referrals, In -School Suspension, and suspensions, offer rewards for good behavior school-wide.							

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.

Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Pirate Pride Awards given each week to one student per grade level whose name is drawn from nominated students, recognizing students who have met Pirate Pride criteria.			$225 for printing Pirate Pride nomination slips from Principal's Fund; PTO funding for rewards.	First day of school, August 2003	Entire AMS staff, Rita Tilley and PTO members.	Pirate Pride criteria, nomination slips, list of weekly award winners.	
	b) Teachers and Leadership Team to combine efforts to plan effective reward days.			$2800.00 from local funds and CF funds, Leadership Team, Principal, and Assistant Principals	May, 2003	Bobby Mabery and Leadership Team: Julie Morris, Scott Carpenter, Steve Hartzoge, Cynthia Pigg, Greg Doss, Cathey Sims Hartmann, Marc Malloy, James Faith, Scott Baker, Glenda Collins, Bill Martin, Rita Tilley, Penny Smith, Carmen Flores, Rodney Casey, and Martin Yarborough; and all teachers.	Written effective plan for rewards. List of award winners/awards.	

Granbury Independent School District

Campus Improvement Plan

All learning will be enhanced by a continuation of a consistent discipline plan in order to pursue exemplary status.

Discipline plan that is consistent throughout the school, promoting student safety and well being. Use alternative funds for rewards and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Collect and analyze disciplinary data			AS400 discipline records. No additional cost expected.	Yearly	Bobby Mabery, Edwin Young, and Marc Malloy.	Reduction of severe discipline referrals.	

GRANBURY ISD
STRATEGIC GOALS

*An established, effective communication network exists.
*An adequate, trained staff exists to meet the needs of our students.
*Alternative resources supplement tax revenues.
*Student safety and well being.
*A supportive community and staff are involved in our schools.

AMS GOAL #4

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

School wide promotion of drug awareness through the use of alternative resources to supplement tax revenues.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase awareness of drug related issues.							
	a) Red Ribbon Week.			Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed. (Total estimate of $950.00)	October 1, 2003	Holli Howard and Diane Fullerton	Student evaluations to log evidence of completion of activities.	
	b) Speakers to promote positive attitude for students' self-image.			Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed.	October 1, 2003	Holli Howard and Diane Fullerton	Student evaluations to log evidence of completion of activities.	
	c) Classroom guidance activities to increase drug prevention.			Safe and Drug Free funds as per allocated amounts per campus or CF funds if needed. Drug Free curricula.	October 1, 2003	Holli Howard and Diane Fullerton	Student evaluations to log evidence of completion of activities and to demonstrate awareness of drug prevention.	
	d) Incorporate character qualities into school activities.			No added expenses anticipated	October 1, 2003	Holli Howard and Diane Fullerton	Log of activities indicating character qualities incorporated.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

School wide promotion of good social behavior, good manners, and conflict resolution, using alternative resources to supplement tax revenues and supportive community members.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase awareness of appropriate behaviors.							
	a) Classroom guidance and small group activities to increase appropriate social skills.				Annually	Holli Howard and Diane Fullerton	List of classroom and small group presentations.	
	b) Implement peer mediation program.			$100 for training and materials from counseling funds.	First day of school, August 2003	Holli Howard and Diane Fullerton	Reduction in counseling and office referrals, compare the ratio of office referrals from 2002-03 to 2003-04. Teacher survey at end of 5th six weeks to allow for effectiveness feedback.	
	c) Pirate Pride Awards given each week to one student per grade level whose name is drawn from nominated students, recognizing students who have met Pirate Pride criteria.			$225 for printing Pirate Pride nomination slips from Principal's Fund; PTO funding for rewards.	First day of school, August 2003	Entire AMS staff, Rita Tilley and PTO members.	Pirate Pride criteria, nomination slips, list of weekly award winners. Compare the ratio of office referrals from 2003-03 to 2003-04.	Teacher survey at end of 5th six weeks to allow for effectiveness feedback.

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Provide opportunities to increase student communications.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Increase communication skills through curriculum-based support groups.							
	a) Target students for groups and provide groups for targeted students.			Input from students, parents, and teachers used for identification. Videos and group materials used to provide services for groups. No additional cost expected.	October 1, 2003	Holli Howard and Diane Fullerton	Formation of groups.	
	b) Continue career and technology awareness program for 8th and 9th grades, initiating a new elective "Career Investigation".			$1,000.00 from CATE funds, community volunteers for speaking on careers	August 2003 and on-going throughout the year.	Maritia Sparks, Diane Fullerton, Holli Howard, Barbara Calhoun.	Master schedule with students scheduled in classes, lesson plans with guest speakers.	
	2. Utilize peer, student, and faculty for potential dropouts.						Prevention of dropouts, number of dropouts through PEIMS data.	
	a) Use information garnered through peer mediation program and teacher input to identify potential dropout students.			Student and faculty information. No additional cost expected	Individual occurrence	Holli Howard, Diane Fullerton, Bobby Mabery, Marc Malloy, and Edwin Young.	List of students working with students.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Provide opportunities to increase student communications.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Contact parents of potential dropout students and conference with them, making a plan to prevent the student from dropping out.			List of potential dropouts. No additional cost expected.	Individual occurrence	Holli Howard, Diane Fullerton, Bobby Mabery, Marc Malloy, and Edwin Young.	List of parents contacted.	
	3. Improve communication skills for students with special needs (low reading skills).						Improve students' achievements, TAAS scores go up.	
	a) Provide taped text in subject areas to accommodate individual special needs.			Tapes, recorders, headsets, and tape recorders. Special Ed equipment funds as needed (some on hand).	September 2003	Volunteers, Lyn Goodgion, Julie Morris.	Tapes in library inventory.	
	4. Provide to all middle school students information on curriculum choices, TEXAS and Teach for Texas grant programs, and higher education admission and financial aid opportunities and sources of such information.							
	a) Show Power Point video to AMS students, providing information on all areas to students.			No additional expenses expected	Spring 2004	Holli Howard and Diane Fullerton	Notices and log of video shown.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Provide opportunities to increase student communications.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Give information to 9th grade regarding the need for making informed curriculum choices to be prepared for success beyond high school.			No additional expenses expected.	Spring 2004	Holli Howard and Diane Fullerton	Notices of pre-registration, registration packets	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Recognize good citizenship at Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. To provide parent/student awareness of positive behavior by students.							
	a) Mail positive notes home.			$500.00 from G.I.S.D. postal funds and local funds, postcards, stationary, envelopes, and stamps.	Weekly	Jane Ann Blasingame and all teachers.	Logs or copies of notes.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Provide communication with parents concerning school events.							
	a) Parent Newsletter each 6 weeks to provide communication with parents concerning school events.			$100.00 from local funds, District calendar and related supplies; $800.00 for postage from local funds.	Each 6 weeks	Bobby Mabery, Jane Ann Blasingame, Kathy Ramsour, and Ann Imes.	Maintained folder of newsletters	
	b) Upcoming events posted on marquee.			Marquee. No additional cost expected.	Weekly		Log of marquee messages.	
	c) Important messages sent with report cards. Short messages can be printed on report cards. Other data will be sent home on separate flyers with report cards.				6 weeks	Denise Watson and all faculty.	Surveys will be answered; parents attend important events, and responses to messages and/or flyers.	
	2. Provide communication with parents concerning student achievement.							
	a) Mail report cards home to students each 6 weeks.			$1700.00 from local funds for mailing expenses	Each 6 weeks	Denise Watson	Documentation from post office of mailing, direct pays for checks to pay for mailing	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Conduct parent-teacher conferences at least 3 times a year for parents of students at risk of failing any subject to discuss what the school will do to help and what parents can do to help.			No additional expenses expected.	Each 6 weeks	All faculty, Denise Watson, Bobby Mabery, Edwin Young, and Marc Malloy.	Failure reports, conference logs.	
	3. Maintain a web page to include current events, athletic events, fine arts dates, maps to schools, and faculty with individual pages and/or e-mail access. Teachers provide information.							
	a) Update all information on web site.			No additional expenses expected.	August 2003 and on-going	Jane Ann Blasingame, Martin Yarborough, David Boyd, and all staff	Parent feedback; use of maps, schedules, and data; e-mails received.	
	b) Add additional pages and information as needed.			No additional expenses expected.	August 2003 and on-going	Jane Ann Blasingame, Martin Yarborough, David Boyd, and all staff	Parent feedback; use of maps, schedules, and data; e-mails received.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	4. Increase opportunities for parent participation							
	a) Increase opportunities for participation through written invitation.			No additional expenses expected.	Fall 2003 and on-going throughout the year.	All faculty	Copies of invitations.	
	c) Increase opportunities for participation through follow-up phone calls.			No additional expenses expected.	Fall 2003 and on-going throughout the year.	All faculty	Copies of phone logs.	
	d) Increase opportunities for participation through e-mail.			No additional expenses expected.	Fall 2003 and on-going throughout the year.	All faculty	Copies of e-mail.	
	d) Provide information to parents regarding G/T enrichment activities.			No additional expenses expected.	Fall 2003 and on-going throughout the year.	Pre-AP teachers	Copies of flyers and announcements.	
	5. Increase Hispanic population parent participation.							

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	a) Translate materials and informational flyers sent home to Spanish.			No additional expenses expected.	August 2003 and on-going	Jane Ann Blasingame, Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and all staff.	Flyers in Spanish.	
	c) Translate Parent Newsletter into Spanish.			No additional expenses expected.	August 2003 and on-going	Jane Ann Blasingame, Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and Ann Imes.	Parent Newsletters in Spanish.	
	e) Translate report card comments into Spanish.			No additional expenses expected.	August 2003 and on-going	Denise Watson, Tim Teague, Patricia Yelverton, and Janna Daniels.	Report Card comments in Spanish.	
	f) Contact parents by Spanish speaking employees and invite them to school to get to know the campus, meet personnel, and become comfortable with the school environment.			No additional expenses expected.	August 2003 and on-going	Jane Ann Blasingame, Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and Ann Imes.	Call log of calls to parents, visitor sign-in sheets.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain communication between parents and Acton Middle School through an established, effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	g) Have a Cinco de Mayo celebration involving parents by having them present cultural information to students.			No additional expenses expected.	May 2004	Tim Teague, Patricia Yelverton, Janna Daniels, Virginia Cortez, and all staff.	Cinco de Mayo flyer.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

To have a safe environment in which to provide educational opportunities.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Campus will increase student/staff safety awareness.						Increased safety, fewer injuries/mishaps.	
	a) School-wide assemblies (Introduction of school personnel, present safety tips through skits, etc.) presented by Theater Arts classes, etc.	.		Crisis Management Committee, Instructional materials No additional cost expected.	August 22 (Introduction Of school personnel)	Crisis Management Coordinators/ Team Leaders: Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, Cynthia Pigg, Becky Evart, Ginger Hodges, and Kathy Ramsour.	Various other assemblies throughout year List of assemblies.	
	b) Monthly meeting of Crisis Management Committee.			$75.00 from CF funds for refreshments, Crisis Management Plan	Monthly	Crisis Management Coordinators/Team Leaders: Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, Cynthia Pigg, Becky Evart, Ginger Hodges, and Kathy Ramsour.	Crisis Management Committee minutes/agendas and Crisis Management Plan with updates.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

To have a safe environment in which to provide educational opportunities.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	c) Meet twice during year with Director of Facilities			$25.00 from CF funds for refreshments, Crisis Management Plan	Semi-annually.	Larry Anderson and Crisis Management Coordinators/Team Leaders: Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, Cynthia Pigg, Becky Evart, Ginger Hodges, & Kathy Ramsour.	Crisis Management Committee minutes/agendas and Crisis Management Plan with updates.	
	d) Implement violence intervention, conflict resolution and social skills strategies: • Investigate implementation of character education program • Investigate bullying program			Character education videos, possible local counseling funds for new programs	Fall 2003.	Diane Fullerton and Holli Howard, Bobby Mabery, Edwin Young, Marc Malloy.	Staff Development and faculty meeting records.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

To have a safe environment in which to provide educational opportunities.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	e) Add a resource officer to provide safety for the students and address safety issues with the students. • Teach drug and alcohol prevention • Refusal skills • Avoiding gangs			$28050.00 salary $1000 for desk, chair, & filing cabinet $300 for supplies	August 2002	Bobby Mabery, Troy Green, Granbury Police Dept.	Resource officer in place. Log of officer's activities, including safety issues and classes taught.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Maintain and improve communication between faculty, staff, and administration through an established , effective communication network.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Provide opportunity for faculty feedback.							
	a) Develop surveys regarding concerns and interests of the school.			$200.00 from local funds for paper, surveys	September 2003	Bobby Mabery, Holli Howard, Diane Fullerton, and Leadership Team: Julie Morris, Scott Carpenter, Steve Hartzoge, Cynthia Pigg, Greg Doss, Cathey Sims Hartmann, Marc Malloy, James Faith, Scott Baker, Glenda Collins, Bill Martin, Rita Tilley, Penny Smith, Carmen Flores, Rodney Casey, and Martin Yarborough.	Copies of surveys and results of surveys.	
	b) Evaluate information provided from December and May surveys and distribute to administration and staff.			Surveys No additional cost expected.	September 2003, as surveys are needed and completed.	Bobby Mabery, Edwin Young, Marc Malloy, Diane Fullerton, Holli Howard, and Jane Ann Blasingame.	Copies of survey evaluations, use of feedback to improve campus efficiency, morale, and student success.	

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	1. Promote a spirit of camaraderie and boost school spirit.							
	a) Staff meal with families to get to know one another.			$500.00 Principal's Fund	August 2003	Bobby Mabery, Jane Ann Blasingame		Purchase orders and direct pays.
	b) Provide staff with items in school colors with school mascot (i.e. bags, note pads, etc.)			$1000.00 Principal's Fund	August 2003 and on-going	Bobby Mabery, Jane Ann Blasingame		Purchase orders and direct pays.
	2. Provide incentives for staff attendance.							
	a) Staff drawings for 3 $50 awards for perfect attendance each 6 weeks.			Principal's Fund $900.00, 3 $50.00 drawings per six weeks AS 400 Staff attendance records	End of each six weeks.	Bobby Mabery, Jane Ann Blasingame		Signatures for winners, staff records showing attendance.
	b) Incorporate teacher/staff recognition program, ABCD, nominating those who go Above & Beyond the Call of Duty.			$100 for printing forms from local funds; PTO providing gift certificates for monthly drawing	August 2003 and on-going	Marc Malloy, Edwin Young		Teacher survey at end of 5th 6 weeks to measure program effectiveness.

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	3. Continue to incorporate new staff into leadership roles on campus.							
	a) Campus Leadership Team			No additional expenses	August 2003	Bobby Mabery, AMS staff		List of Campus Leadership Team members
	b) Department Heads			Department Head stipends	August 2003	Bobby Mabery		Master schedule showing department heads
	c) UIL literary and extra-curricular coaches			UIL stipends	August 2003 and spring 2004 for UIL literary	Bobby Mabery		Lists of coaches
	d) Committee members			No additional expenses	August 2003	Bobby Mabery, AMS staff		Lists of committees
	e) Attend workshops and staff development				August 2003 and on-going throughout the year	Bobby Mabery, Jane Ann Blasingame		Travel authorizations, purchase orders, registrations
	4. Provide transition activities to assist students in moving from one campus to another.							
	a) 6th graders visit AMS campus.			$500 in local funds for transportation	Early May 2004	Bobby Mabery, "feeder school" principals, Diane Fullerton, Holli Howard, Denise Watson, Jane Ann Blasingame.		Transportation requests, flyers.

Granbury Independent School District

Campus Improvement Plan

The campus will continue collaboration of administration, teachers, families, and support services to contribute to the overall success of students.

Fold in new staff and students, and foster a spirit of camaraderie and working together for the good of the students, using alternative resources to supplement tax revenues and supportive community.

SW Comp	Activities/ Implementation	Needs Assess	Sp. Pop	Resources Required/Budget	Timeline Start/End	Person Responsible	Formative Evaluation	Documentation
	b) Send supply list and dress code to intermediate schools to send home in last report card of 6th graders.			No additional expenses	May 2003	Bobby Mabery, Diane Fullerton, Holli Howard, Denise Watson.		Supply lists and dress code.
	c) "Meet the Teacher" Night			No additional expenses	September 9, 2003	All faculty.		Flyers
	d) 7th grade orientation			No additional expenses	First week in August, 2003	Bobby Mabery, Diane Fullerton, Holli Howard, Denise Watson, all faculty.		Flyers

We, the members of the Acton Middle School Campus Improvement Team, respectfully submit the Campus Improvement Plan for your consideration. It has been a privilege to serve in this capacity.

Bobby Mabery, Principal	**Julie Morris, Member**
Scott Carpenter, Member	**Stephen Hartzoge, Member**
Cynthia Pigg, Member	**Greg Doss, Member**
Cathey Sims Hartmann, Member	**Marc Malloy, Member**
James Faith, Member	**Scott Baker, Member**
Glenda Collins, Member	**Bill Martin, Member**
Rita Tilley, Member	**Penny Smith, Member**
Carmen Flores, Member	**Martin Yarborough, Member**
Rodney Casey, Member	

DATE:_____

Granbury Middle School
2003-2004
Campus Plan



Granbury Independent
School District
Hood County
Granbury, Texas

GRANBURY INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

The mission of Granbury Independent School District, as a partner with our community, is to prepare all students to reach their full potential by providing educational opportunities in a safe and secure environment.

MISSION STATEMENT
GRANBURY MIDDLE SCHOOL

The mission of Granbury Middle School is to provide a safe instructional environment that develops good citizens by equipping students with the knowledge and skills necessary to achieve their potential as lifelong learners.

GRANBURY ISD STRATEGIC GOALS

- Alternative resources supplement tax revenues.
- Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students
- An established, effective communications network exists.
- A supportive community and staff are involved in our schools.
- Students are competent in technology.
- Adequate, trained staff exists to meet the needs of our students.
- Student safety and well being.

GRANBURY MIDDLE SCHOOL GOALS

GOAL # 1

Granbury Middle School students will achieve individual academic excellence.

GOAL # 2

Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 1: Campus on TAKS will attain 90% in Reading

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Students will use Accelerated Reader program to practice reading skills	AR Software and AR Books	Dr. Quam DH	Aug 03 May 04		AEIS			
2. Teachers will use STAR reading Assessment Program and Accelerated Reader program to create a personal reading achievement plan for each student	STAR Software AR Software and Library Books	Dr. Quam DH	Aug 03 May 04		Pre & Post test Reading Records on each student			
3. Offer TAKS Reading classes to improve reading skills on designated students	TAKS remediation materials , Computer Labs, KAMICO materials	Dr. Quam DH	Aug 03 May 04		AEIS			
4. New Jersey Writing Program	Trained Teachers by District Budget	Whitefield	Aug 03 May 04		TAKS Results			
5. Offer ESL classes to those students who qualify	Curriculum AR Materials in Spanish Books on Tape Vocabulary Building Software from ESL Budget	Lopez	Aug 03 May 04		Star Reading & TAKS Results			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 1: Campus mastery on TAKS will attain 90% in Reading

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Identify strengths and weakness in student performance on 2003 TAKS reading objectives.	2003 TAKS results and AEISIT Software	Bishop	Aug 03 May 04		TAKS results			
7. Offer reading Enrichment as an elective for 7th grade	Classroom Teacher	Dr. Quam DH	Aug 03 May 04		Reading records and test results for each student			
8. Provide Benchmark Testing	Released TAKS Test NCS Forms	Bishop	Aug 03 May 04		TAKS results			
9. After school tutoring	Comp ED Funds	Dr. Quam DH	Aug 03 May 04		TAKS & Benchmark Testing			
10. Staff Development & Student Support Services	Comp ED Funds	Dr. Quam DH	Aug 03 May 04		TAKS results Star Reading Assessment			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence

Objective 2: Granbury Middle School will increase its ADA for 95% to 96%

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Provide positive incentives including, but not limited to end of year recognition and 6 week incentive drawings for prizes. One major drawing per year.	Certificates PTO Funding	Assistant Principals PTO	Oct 03 May 04		Comparison/Analysis of Attendance Report			
2. Truancy charges filed against parents of students with excessive unexcused absences	Attendance Records	Paschal	Aug 03 May 04 Aug 03 May 04		Improved Attendance Improved Attendance			
3. Send notices to parents whose children are at risk for failure due to excessive absences	Letters Attendance Records	Paschal Teams	Aug 03 May 04		Improved Attendance			
4. Phone contact with parents regarding student absences	Attendance Records	Paschal Wadley DH	Aug 03 May 04		Evidence of Completion			
5. Pursue Homebound services referrals for chronically ill students	Special Education							

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 3: Campus Mastery on TAKS will be 80% on Math

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Identify strengths and weakness in student performance on 2003 TAKS Math Objectives	2003 TAKS Results	Been DH	Aug 03 May 04		TAKS Results			
2. Offer study skill classes for math to those students with previous low TAKS scores	TAKS Materials	Been DH	Aug 03 May 04		6 weeks grades TAKS Results			
3. Provide practice for TAKS test	Released Materials	Been DH	Aug 03 May 04		Comparison of results			
4. Provide tutoring for math classes	Comp Ed Funds	Been DH	Aug 03 May 04		6 weeks math grades			
5. Use various Math software programs to provide individualized Math instruction	Sleek, AR Math Software	Been DH	Aug 03 May 04		Test results and student data records			
6. Provide Benchmarks testing	Released test NCS Forms	Bishop	Aug 03 May 04		TAKS Results			
7. Vertical & Horizontal Team Inservice		Brown	Aug 03 May 04		Student Improvement			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 4; Campus mastery on TAAS will maintain 90%

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Identify strengths and weaknesses on 2003 TAKS Social Studies results	2003 TAKS results	Perry DH	Aug 03 May 04		AEIS			
2. Offer Study Skills		Perry DH	Aug 03 May 04					
3. Provide tutoring for social studies classes	Comp Ed Funds	Social Studies teacher	Aug 03 May 04					
4. Incorporate historical literature studies into the Social Studies Curriculum	Classroom books Library Books	Perry DH	Aug 03 May 04					
5. Staff Development and Student Support Services	Comp Ed Funds	Perry DH	Aug 03 May 04					

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School Students will achieve individual academic excellence.

Objective 5. Campus will provide in-depth Science Curriculum

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Vertical alignment of Science	TEKS Alignment	DaFoe DH	Aug 03 May 04		6 weeks grades			
2. Offer study skills for Science	Student Assessment Results	DaFoe DH	Aug 03 May 04		6 weeks grades			
3. Provide tutoring after school for science classes	Comp ED	DaFoe DH	Aug 03 May 04		6 weeks grades			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 6: Granbury Middle school will provide pregnancy related services to 100% of its pregnant students

Activities/ Implementations	Resources Required/Budget	Person Responsible	Timeline Start/end	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Provide Comprehensive Homebound for pregnant students	Homebound teachers Classroom assignments	Bishop Wadley DH	Aug 03 May 04		Student grade			
2. Provide Special Education Homebound for pregnant students	Homebound teachers ARD committee Special ED	Bishop Wadley DH	Aug 03 May 04		ARD Student grades			
3. Investigate programs and funding for alternative education for pregnant students at the middle school level	TEA Grant Websites	Thompson Dawson	Aug 03 May 04		Report with Recommendations			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 7: Granbury Middle School will provide enrichment for GT students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Offering a Pre AP course in Science for each grade	Pre AP trained teachers Curriculum	DaFoe DH	Aug 03 May 04		PSAT scores, TAKS scores, recommendations for AP program			
2. Offering a Pre AP course in Social Studies each grade	Pre AP trained teachers Curriculum	Perry DH	Aug 03 May 04		PSAT scores, TAKS scores, recommendations for AP program			
3. Offering Pre AP course in Language Arts for each grade	Pre AP trained teachers & Curriculum	Quam DH	Aug 03 May 04		PSAT scores, TAKS scores, recommendations for AP program			
4. Offering Pre AP course in Math for each grade	Pre AP trained teachers & Curriculum	Been DH	Aug 03 May 04		PSAT scores, TAKS scores, recommendations for AP program			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 7: Granbury Middle School will provide enrichment for GT students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
5. offering Academic UIL Literary programs to 7th and 8th grades	Personnel UIL Materials & supplies	Ray	Aug 03 May 04		UIL competition results			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 8: Granbury Middle school will incorporate Inclusion for Special Education students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Selected staff will attend summer institute on inclusion	Institute tuition Institute Materials	Wadley DH Dawson	Aug 03 May 04		Attendance & completion certificates from staff			
2. Inclusion in 8th & 9th grades only extend into areas of science and social studies	Special Education staff	Special Ed Staff	Aug 03 May 04		Six weeks grades TAKS results			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 1: Granbury Middle School students will achieve individual academic excellence.

Objective 10: Campus mastery on TAKS will attain 80%

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Identify strength and weaknesses in student performance on TAKS writing objectives	2003 TAKS results	Dr. Quam DH	Aug 03 May 04					
2. New Jersey Writing Program	Curriculum	Dr. Quam DH	Aug 03 May 04					
3. Provide practice for TAKS test	Released test	Dr. Quam DH	Aug 03 May 04					
4. Provide Benchmark testing	Released Test NCS Forms	Bishop	Aug 03 May 04					
5. Staff Development & student Support Services	Comp Ed Funds	Dr. Quam DH	Aug 03 May 04					

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

Campus improvement plan 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially

Objective 1: Students will be provides with exposure to Foreign Languages and culture.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Spanish will be offered as an elective for 8th and 9th grade to receive high school credit.	Textbooks Curriculum	Vasquez	Aug 03 May 04		Percentage of students successfully completing Spanish I			
2. Spanish Club will be offered as a campus organization	Sponsor PTO	Byles	Aug 03 May 04		Number of students in events			
3. Campus will have a Cinco de Mayo program	Decorations, Music Costumes	Byles	Aug 03 May 04		Campus calendar of events			
4. French will be offered to 8th & 9th grade students to receive high school credit	Textbooks Curriculum	Meyer	Aug 03 May 04		Number of students successfully completing French			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Objective 1: Students will be exposed to a variety of Fine Arts.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Offer Band as an elective	Curriculum, Music, Instruments	Maxwell	Aug 03 May 04		Course completion by at least 25% of student population			
2. Offer Jazz band as an elective	Curriculum, Music, Instruments	Maxwell	Aug 03 May 04		Course completion by at least 25% of student population			
3. Offer Choir as an elective	Curriculum, Music	Fisher	Aug 03 May 04		Course completion by at least 25% of student population			
4.Offer Theatre Arts as elective	Curriculum, props, plays	Mimms	Aug 03 May 04		Course completion by at least 20% of student population			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially

Objective 1: Students will be provides with exposure to a variety of Fine Arts.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
5. Offer art as an elective	Curriculum, Art Supplies	Henderson	Aug 03 May 04		Course completion by at least 20% of total student population.			
6. Offer Yearbook/Journalism as an elective	Curriculum, materials	Dr. Quam DH	Aug 03 May 04		Course completion by at least 20% of total student populations			
7. Provide music and theatrical performances for the student body and community	Music & Scripts	Maxwell, Fisher, Mimms, Henderson	Aug 03 May 04		Calendar of events			
8. Display art projects on campus and at off campus venues	Lesson Plans	Henderson	Aug 03 May 04		Pictures of displays			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially

Objective 2: Students will be provides with exposure to a variety of Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Keyboarding required as ½ year course for 7th or 9th grade	Curriculum and computer lab upgrades Vocational Teacher	Bearce & Antley	Aug 03 May 04		All 7th graders enrolled, Master Schedule			
2. Have an open lab available for student use during each academic period	Computer Lab upgrades	Ray	Aug 03 May 04		Master Schedule			
3. Offer Tech Applications as an elective for 8th grade.	Computer Lab and Lab upgrades	Bearce	Aug 03 May 04		Master Schedule			
4. Offer BCIS as an elective for 9th grade	Computer Lab and Lab upgrades	Bearce	Aug 03 May 04		Master Schedule			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially

Objective 3: Granbury Middle School will continue to develop a working relationship with our parents and our community.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Mentor program for students at-risk for not being successful in school	PTO, Masonic Volunteers	Thompson	Aug 03 May 04		Volunteer and Student evaluations			
2. PTO will recruit parents to participate in and provide support for student activities	PTO PTO Board	Dawson	Aug 03 May 04		Log of Volunteer hours			
3. Offer campus organizations that sponsor benevolent activities	Organizations, Sponsors	Dawson	Aug 03 May 04		Sponsor/Student Survey			
4. Tutoring in reading by community members	PTO		Aug 03 May 04		Student survey			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Objective 4: Students will receive safety and drug-prevention education.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. DARE Drug prevention	DARE Officer DARE Curriculum	DARE Officer	Aug 03 May 04		Pre and Post Testing			
2. Project DATE (Domestic Violence Education)	Speaker for Women's Haven	Bishop	May 03 May 04		Student/Teacher Evaluation			
3. Red Ribbon Week	Prizes Art & Decoration Supply Guest Speakers	Bishop	Oct 03		Student/Teacher Evaluation			
4. Get Real about Violence	Curriculum	Thompson	May 03 Aug 04		Student/Teacher Evaluation			
5. Surveys will be conducted from students regarding safety and drug use knowledge and views	Texas A & M Survey	Bishop & Thompson	May 03 Aug 04		Student/Teacher Evaluation			
6. Safety and disaster drills will conducted on a regular basis	No Cost	Assistant Principals	May 03 Aug 04		Student/Teacher Evaluation			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2: Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Objective 4: Students will receive safety and drug-prevention education.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. Students will receive instruction regarding appropriate behavior in the area of sexual harassment	Sexual harassment videos and curriculum	Bishop & Thompson	May 03 Aug 04		Log of Incidents reported			
8. Drug testing for extra curricular activity participants	Contact Company	Leach	May 03 Aug 04		Drug test results			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2" Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Objective 5: Student behavior and academic process will be monitored.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Academic Team will monitor student discipline records	Teacher discipline	Academic Team	Aug 03 May 04		Team Records			
2. Conference will be held with students with academic or behavioral difficulties	Grades and Discipline Reports	Classroom teacher	Aug 03 May 04		Log of conferences			
3. Academic Teams will conference with parents or guardians of students with academic or behavioral difficulties	Academic Team	Counselors	Aug 03 May 04		Log of conferences			
4. Progress reports will be sent home in the middle of the grading period for students with a grade of 75% or lower	Progress Reports from Grade Quick	Subject area teachers	Aug 03 May 04		Copy of report sent to Assistant Principals			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2" Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Objective 6; Students will be recognized for behavioral and academic success.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. End of Year Awards Assembly	Certificates, Pins, Medals	Dawson	May 04		List of students receiving awards			
2. A-B Honor Roll Parties and outstanding discipline	Refreshments	PTO, Assistant Principals	Aug 03 May 04		List of students participating			
3. National Honor Society	Applications, Refreshments Certificates	Thompson	Aug 03 May 04		List of students participating			
4. GMS Teams will recognize 2 students from each grade each six weeks with a lunch with the principal	Local restaurants	Academic Teams	Aug 03 May 04		List of students participating			

Granbury Independent School District

GRANBURY MIDDLE SCHOOL

CAMPUS IMPROVEMENT PLAN 2003-2004

Goal 2" Granbury Middle School will provide opportunities for students to develop physically, academically, emotionally, and socially.

Objectivre7: Granbury Middle School will provide a safe learning environment.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. A police officer will attend athletic events and school sponsored dances at GMS campus	District Funding	Dawson	Aug 03 May 04		Safe and drug free schools annual report.			
2. Students involved in violent incidents at school will be provided with anger management education	Counselors budget	Bishop & Thompson	Aug 03 May 04		Safe and drug free schools annual report. Students will complete ISS assignments			
3. Canine dog detection will be utilized on the GMS campus	District Funding	Dawson	Aug 03 May 04		Log of incident reports			

We, the members of the Acton Middle School Campus Improvement Team,. respectfully submit the Campus Improvement Plan for your consideration. It has been a privilege to serve in the capacity.

Jimmy Dawson, Principal	Randy Leach, Member
Melinda Ray, Member	Stephen Evans, Member
John Dafoe, Member	Sue Thompson, Member
Rhonda Shipp, Member	Jerry Hibbs, Member
Bruce Lockwood, Member	Kerrie Myers, Member
Martha Weyandt, Member	Jack Little, Member
Glenn Erskine, Member	Sam Malone, Member
Shirley Hooks, Member	John Myatt, Member

DATE: _____

DR=discipline records, O=others, DH Department Heads

SPECIAL POPULATIONS **(Sp.Pop.)** :GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity, LSE=Low Socio Economics

SCHOOL WIDE COMPENSATORY **(SW Comp**): PD= professional Development, PI=Parent Involvement, T=Ttansition, A=Assessment, M=Mastery, HQ=Highly Quality Instruction FSP= Federal & State Programs

GLOSSARY

AEIS	Academic Excellence Indicator System
CIP	Campus Improvement Plan
DIP	District Improvement Plan
CLT	Campus Leadership Team
PEIMS	Public Education Information Management System
SAT	Student Assistant Team
SCE	State Compensatory Education
SOM	School Observation Measure
TAKS	
TEKS	

GRANBURY HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2003-2004

GRANBURY HIGH SCHOOL

CAMPUS LEADERSHIP TEAM (CLT)
SY 2002-03

Bob Small	**Principal**		
Vicki Thomas	**GISD Representative**	**2nd Year**	**1st Term**
Jana Reid	**Classroom Teacher**	**1st Year**	**2nd Term**
Rachel Kammerer	**Classroom Teacher**	**1st Year**	**1st Term**
Terry Adkins	**Classroom Teacher**	**1st Year**	**1st Term**
Gary Best	**Classroom Teacher**	**1st Year**	**1st Term**
Nancy Peterson	**Classroom Teacher**	**2nd Year**	**1st Term**
Brenda Daskam	**Classroom Teacher**	**1st Year**	**2nd Term**
Connie Sanderson	**Non-Teaching Prof.**	**1st Year**	**2nd Term**
Gloria Canales	**Parent**	**1st Year**	**1st Term**
Kendra McDonald	**Parent**	**1st Year**	**1st Term**
Crystal Miller	**Business**	**1st Year**	**1st Term**
Ric Brown	**Business**	**1st Year**	**1st Term**
Dixie Lee Hedgecock	**Community**	**2nd Year**	**1st Term**
Barry Clark	**Community**	**1st Year**	**1st Term**

GRANBURY HIGH SCHOOL
MISSION STATEMENT

To provide a safe and caring environment where a highly qualified and dedicated staff prepare students for the future through pursuit of excellence in all areas of campus life.

GRANBURY HIGH SCHOOL

Goals and Objectives

ABREVIATED COLUMN CODES

Needs Assessment: **AEIS=Academic Excellence Indicator System; CLT=Campus Leadership Team; SC=Student Council; SI=Staff Input; TPC=Teacher/Parent Conferences; DI=Discipline Indicators; FSD=Federal/State Directive**

SW Comp (Schoolwide Component): **PD=Professional Development; SS=Student Supported; SR=School Reform; SI=Strategic Initiative; A=Assessment**

SP Pop (Special Population): **GT/AP=Gifted and Talented/Advanced Placement; ESL=English as a Second Language; AR=At Risk; SE=Special Education; ED=Economically Disadvantaged; NA=Not Applicable**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2003-04

GOAL #1: Alternative resources supplement tax revenues

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Monitor resources generated by Booster Clubs and organizations to supplement budgeted fund in accordance with GISD policy.	**None**	**Bob Small**	**8/03-5/04**	**CLT**	**Activities are conducted to raise funds**	**SS**	**NA**	**All funds raised are used to benefit students.**
b. Allocate school activity fund (Coke Fund) to benefit students and staff.	**$17,900 (Coke Fund)**	**CLT**	**6/03-5/04**	**CLT**	**Funds are approved for expenditure by the CLT**	**SS**	**NA**	**All funds are used to benefit students and staff members.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2003-04

GOAL #2: Comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. The percentage of students passing the TAKS will meet or exceed the TEA pass projections with at least 70%.		**Small**	**7/03-4/04**	**AEIS FSD**	**Students scores from pilot exam.**	**A**	**NA**	**Scores on TAKS exit.**
a.1. Necessary materials purchased for preparation.	**$3,000 (local)**	**Mitchell Brown Finley Adkins**	**9/03-4/04**	**AEIS**	**Identified materials received.**	**A**	**NA**	**Materials are used to benefit student preparation.**
a.2. Counselors confer with parents of students failing TAKS and provide them prep materials.	**None**	**Sanderson Schmidt Seilheimer Spencer**	**9/03-4/04**	**AEIS**	**Failures identified**	**A**	**AR**	**Parents notified and materials provided.**
a.3. TAKS prep/remediation classes required for all students failing exams.	**$500 materials Salaries for FTE teacher (comp ed)**	**Sanderson Mitchell Brown Finley Adkins**	**7/03-4/04**	**AEIS**	**Students scheduled into classes**	**A**	**AR**	**Students improve scores to passing level.**

a.4. Accelerated Reader is available to all students.	**$500 license (local)**	**Mitchell McKamy Stewart, K.**	**8/03-5/04**	**AEIS**	**Program is on computers in labs and classrooms**	**A**	**NA**	**Students use program to improve reading skills.**
a.5. Schedules of at-risk students are manipulated to ensure core courses taken during first and second trimester.	**None**	**Sanderson Schmidt Seilheimer Spencer**	**6/03-3/04**	**AEIS**	**Students are placed in core courses in first and second trimesters.**	**SI**	**AR**	**Students are better prepared for TAKS exams and scores reflect preparedness.**
a.6. TAKS training will be conducted for all staff on at least two staff development days.	**$1,000 stipend for trainer (local)**	**CLT Small Sanderson**	**6/03-3-04**	**AEIS**	**TAKS training is conducted**	**PD**	**NA**	**Staff members have greater understanding of TAKS prep.**
b. Decrease the dropout rate.		**Small**	**6/03-5/04**	**AEIS CLT**	**Dropout rate decreases.**	**SR**	**AR**	**Objectives for all sub-groups and campus are met.**
b.1. Constantly review student needs for enrollment in STARS and HSEP	**None**	**Small Sanderson Schmidt Seilheimer Spencer**	**8/03-5/04**	**CLT SI**	**Dropout rate decreases.**	**SR**	**AR**	**Objectives for all sub-groups and campus are met.**
b.2. Reduce Special Education dropouts to equal or	**None.**	**Sanderson Burden**	**6/03-5/04**	**FSD**	**Dropout rate decreases.**	**SI**	**SE**	**Objective for special educa-**

below the overall rate by identifying ultra-high risk students and mentoring them.		**McKamy**						**tion is met.**
b.3. Identify and recruit students who can be most successful in the VAC program.	**None.**	**Sanderson Burden Best McKamy**	**6/03-5/04**	**AEIS DI**	**Students enroll in VAC.**	**SR**	**SE**	**VAC students complete school and graduate.**
b.4. Provide pregnancy related services to all eligible students.	**$1,000 (sp. ed.)**	**Schmidt Seilheimer Spencer**	**8/03-5/04**	**FSD**	**All eligible students offered services.**	**SI**	**AR**	**All students are provided PRS.**
b.5. Provide extracurricular buses for student activities.	**$5,000 (local)**	**Small Lebby**	**8/03-5/04**	**CLT SC SI**	**Buses provided.**	**SS**	**AR**	**Students served.**
c.1. Increase the percentage of students on the recommended and distin-guished achievement graduation plans.	**None**	**Sanderson Schmidt Seilheimer Spencer**	**7/03-5/04**	**AEIS**	**All students begun on plans.**	**SI**	**NA**	**Recommended >52%; Distinguished Achievement >8%.**
c.2. Increase the number of students completing AP courses.	**None**	**Schmidt Seilheimer Spencer**	**8/03-5/04**	**AEIS**	**Enrollment in AP courses increases.**	**SI**	**GT/ AP**	**Completions exceed 310 students.**
c.3. Increase the number of students taking AP exams.	**None**	**AP teachers.**	**12/03-5/04**	**AEIS**	**Students ordering exams**	**SI**	**GT/ AP**	**At least 160 students take AP exams.**

					increase.			
c.4. Increase the percentage of student passing AP exams.	**None**	**AP teachers**	**4/4-5/4**	**AEIS**	**Student preparation is improved.**	**SI**	**GT/ AP**	**At least 50% of AP exams are passed.**
c.5. Offer juniors and selected sophomores the PSAT at GISD expense.	**$3,000 (local)**	**Sanderson Schmidt**	**8/03-11/03**	**AEIS CLT SI**	**All students contacted**	**SR**	**NA**	**At least 140 students take PSAT.**
c.6. Increase ACT/SAT scores by increasing prep course enrollment.	**$300 training fees (local)**	**Sanderson Schmidt Seilheimer Spencer**	**6/03-5/04**	**CLT SI**	**All students advised of course value.**	**SI**	**NA**	**At least 70 students take prep course.**
c.7. Increase percentage of students taking ACT/SAT.	**None**	**Schmidt Seilheimer Spencer**	**8/03-4/04**	**CLT AEIS**	**All students contacted in group session.**	**SI**	**NA**	**At least 75% students take ACT/SAT.**
c.8. Conduct vertical team meetings to coordinate plans and actions.	**$2,000 for subs, materials (local)**	**Mitchell Brown Finley Adkins Daskam**	**8/03-5/04**	**CLT SI**	**At least three meetings are conducted.**	**SR**	**NA**	**Teams are trained and plans and actions are coordinated.**
c.9. Review and refine CATE curriculum with emphasis on vocations and current and future technology.	**$4,000 for summer conferences (CATE)**	**Calhoun, B. CATE Teachers**	**8/03-6/04**	**CLT SI**	**Courses identified for addition and deletion.**	**SR**	**NA**	**Course catalog reflects align-met for student needs.**

d. Reduce the student failure rate.								
d.1. Offer core department tutorials before and after school each day.	**None**	**Mitchell Brown Finely Adkins**	**8/03-5/04**	**FSD CLT SI**	**Tutorials are provided and students benefit.**	**A**	**AR**	**Student performance reflects improvement with tutorials.**
d.2. Incentives are offered for passing grades.	**None**	**SWORD Committee of Academic Booster Club**	**9/03-4/04**	**CLT SC**	**Students take advantage of offerings.**	**SS**	**AR**	**Passing rate for six weeks improves to 82%.**
d.3. Maintain the exam exemptions policy based on attendance, grades and discipline.	**None**	**Teaching Staff.**	**9/03-5/04**	**CLT SC SI**	**Students strive to meet exemption requirements**	**SS**	**NA**	**Percentage of exemptions increases each six weeks.**
d.4. National Honor Society members provide peer tutoring to other students.	**None**	**Colvin McKamy**	**9/03-5/04**	**SI SC**	**Log of number of students receiving assistance.**	**SS**	**NA**	**Number of students receiving assistance increases each six weeks.**
d.5. Achieve class size maximum of 30 students.	**None**	**Sanderson Pendergrass Schmidt Seilheimer Spencer**	**6/03-4/04**	**CLT SI**	**Initial enrollment rosters for courses and sections.**	**SR**	**NA**	**Final enrollments after leveling has been completed.**

d.6. Maintain a reading program for all students (resource through AP).	**None**	**Mitchell McKamy**	**8/03-5/04**	**CLT SI**	**Program is in effect.**	**SS**	**NA**	**Reading skills are improved as demon-strated on TAKS results.**
d.7. Maintain acceptable standards for libraries as determined by Texas State Library and Archives Commission.	**$12,000 (local)**	**Stewart, K. Small Mitchell Adkins Hadley**	**6/03-5/04**	**CLT FSD**	**Holdings are reviewed and culled.**	**A**	**NA**	**New holdings are purchased to meet needs of students and staff.**
e. Provide support systems to students with special needs.								
e.1. Assign Hispanic Club members as mentors for LEP students.	**None**	**Herrera Hadley Daskam**	**8/03-5/04**	**AEIS SC**	**Log of students assisted is maintained.**	**SI**	**ESL ED AR**	**Feedback from students assisted reflects value.**
e.2. Priority to TAKS prep and remediation classes will be provided to LEP, 504, economically disadvantaged students.	**None**	**Sanderson Schmidt Seilheimer Spencer**	**7/03-3/04**	**AEIS CLT SI**		**A**	**SE ESL ED AR**	
e.3. Expand /improve vocational programs for students who need direct job skills after HS.	**As necessary for program changes**	**Small Sanderson Calhoun, B. Hadley**	**10/03-5/04**	**CLT EI**	**Identification of targeted students and needs.**	**SR SI**	**AR ESL ED SE**	**Enrollment in vocational programs includes at**

		McKamy						**least 80% of targeted students.**
e.4. Provide Sheltered Instruction to LEP students in all core courses.	**$5,000 for instructional materials, textbooks and training (Comp Ed, ESL)**	**Small Sanderson Hadley Schmidt Seiheimer Spencer**	**6/03-5/04**	**AEIS CLT SI**	**All identified students in Sheltered Instruction**	**SI**	**ESL**	**LEP student attendance and failure rate improve and dropouts decrease.**
e.5. Continue the Accelerated Learning Program for Students (ALPS) with multiple course failures.	**Salaries and materials (Comp Ed)**	**Sanderson Schmidt Seilheimer Spencer**	**6/03-11/03**	**AEIS SI CLT DI**	**All targeted students scheduled**	**SI**	**AR**	**Students earn an average of two credits each with at least 50% earning sophomore status.**
e.6. Plan and implement learning activities in support of Hispanic Heritage Month (9/15-10/15).	**$2,000 materials for activities (local, ESL)**	**Hadley Herrera Sanderson**	**8/03-10/03**	**CLT**	**At least six events are implemented.**	**SR**	**ESL**	**Events are successfully completed.**
f. Improve student attendance to a minimum of 94.5%.								
f.1. Regularly brief students on attendance expectations.	**None**	**Small Grissom**	**8/03-5/04**	**CLT**	**At least monthly**	**SI**	**NA**	**Attendance improves to**

		Calhoun, B.			**briefings are provided.**			**94.5%.**
f.2. Notify parents of absences by phone on day of absence.	**None**	**Fletcher Grissom Calhoun, B.**	**8/03-5/04**	**CLT SI**	**Daily notification is made by Autocall or in person.**	**SI**	**NA**	**Attendance improves to 94.5%.**
f.3. Teachers will call parents of students absent 3 or more consecutive days.	**None**	**All teachers**	**8/03-5/04**	**CLT SI**	**Calls are completed.**	**SI**	**NA**	**Attendance improves to 94.5%.**
f.4. Assistant Principals take disciplinary action on all students having unexcused absences.	**None**	**Grissom Calhoun, B. Mancini**	**8/03-5/04**	**CLT SI**	**Disciplinary action consistently taken.**	**SI**	**NA**	**Attendance improves to 94.5%.**
g. Provide personnel to support all compensatory education programs (CM, ALPS, TAKS prep, Sheltered Instruction, PLATO lab, ISS, HSEP)	**Salaries for 7.6 FTE, plus $20,000 materials, software, etc. (Comp Ed)**	**Small Sanderson Grissom**	**8/03-5/04**	**CLT FSD AEIS**	**Positions are filled with qualified personnel**	**A**	**AR**	**Students are provided the range of services essential for success.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2003-04

GOAL #3: An established, effective communication network exists.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. The GHS web page will include events, activities, personnel information, awards and other information of importance.	One teacher period is made available to regularly update the site.	Yarborough Small Bodine	8/03-5/04	CLT SI	The site will be updated at least twice weekly	SI	NA	All significant information will be on the site.
b. Open houses will include a presentation on school status and activities, counselor presentations, as well as student performances.	$200 for materials and refreshments (local)	Small Counselors	9/03-3/04	AEIS CLT	Two open houses will be conducted in Sep and Mar	SI	NA	Parents will indicate the open houses were of high value.
c. Report cards will be mailed to parents each six weeks.	$3,000 postage (local)	Sanderson	9/03-6/04	CLT SI	Parents receive grades	SI	NA	Grade issues are identified and resolved.
d. The community will be informed of GHS activities on Channel 7, KPIR and Hood County News.	None	Small Grissom Coaches Sponsors	8/03-7/04	CLT	News is monitored on various media.	SI	NA	Community is aware of events and activities.

e. A parent newsletter is published each trimester and put on the website.	**$1,000 postage (local)**	**Small Bodine**	**9/03-5/04**	**CLT SI**	**Newsletters reach 100% of parents.**	**SI**	**NA**	**Parents use the information to make decisions about their students.**
f. Counselors will provide students with information on college admissions, scholarships, financial aide and grant programs.	**$500 for speakers and travel (local)**	**Schmidt Seilheimer Spencer**	**9/03-5/04**	**SI**	**All senior students receive the information by Mar 2004.**	**SS**	**NA**	**Students and parents have the information necessary to make decisions.**
g. Develop and execute a Public Relations plan.	**None**	**Small Grissom**	**9/03**	**CLT**	**Plan is completed**	**SI**	**NA**	**Plan is implemented.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2003-04

GOAL #4: A supportive community and staff are involved in our schools

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Work with law enforcement and judicial personnel on truancy and refer all students meeting criteria for court resolution.	Police, Sheriff, Juvenile Probation, Resource Officer, $0	Small Grissom Calhoun Mancini Hunstable	8/03-5/04	AEIS CLT	Truants ID'd and charges filed in a timely manner.	SR	AR	Court action taken. Attendance % improves from prior year.
b. Reward academic excellence with Academic Blanket/Jacket.	Academic Booster Club (ABC), $13,500 (local)	Small Pendergrass ABC	8/03-10/03	CLT SC SI	Roster of eligible students generated.	SS	NA	Students receive recognition.
c. Two open houses and a college night are hosted at GHS each school year.	Faculty, $500 (local)	Small Schmidt	9/03-4/04	CLT TPC	Events hosted.	SI	NA	At least 20% of parents and 50% of senior students take part.
d. Use parent volunteers in support of specific events (e.g., 1st day, awards)	Faculty, ABC, parents, community members	Small Grissom	8/03-5/04	CLT SI	Events identified.	SR	NA	Volunteers are adequate to support events.

e. Examine the feasibility of a service learning program for juniors and seniors.	**Training and course materials, $2,000 (local and CATE)**	**Schmidt CLT**	**11/03**	**CLT SI**	**Recommend-ation developed.**	**SR**	**NA**	**Program approved by Board.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2003-04

GOAL #5: Students are competent in technology.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Provide each department computer projection capabilities for two classrooms.	$10,000 (local)	Small Dept Chairs	8/03-6/04	SI	Teachers identified.	SI	NA	Equipment purchased and in use.
b. Replace computers in one classroom.	$25,000 (local/CATE)	Yarborough Calhoun Small	7/03-5/04	SI	Obsolete or non-function-al equipment identified.	SI	NA	Equipment purchased.
c. Review and update technology curriculum offerings.	None	Small Sanderson Calhoun	10/03-1/04	SI	Courses identified to add or delete.	SR	NA	Courses approved by the Board.
d. Provide access to computer labs for tutorials before and after school.	$5,000 for teacher/aide overtime. (local)	Small Hadley Homan	8/03-5/04	SI	Lab made available.	SR	ESL AR ED	Student use warrants continuance.
e. Purchase software for TAKS prep instruction.	$4,000 (local)	Calhoun Mitchell Brown	8/03-5/04	AEIS SI	Software identified and	A	NA	Students use software and improve skills.

		Finley Adkins			**purchased.**			
f. Train two teachers in the Region XI ESC Master Technology Teacher program.	**$3,000 (local)**	**Calhoun**	**8/03-5/04**	**SI CLT**	**Teachers identified and enrolled.**	**PD SI**	**NA**	**Teachers complete training and begin work.**
g. Purchase sufficient laptops for a portable lab of 30 stations.	**50,000 (local)**	**Calhoun**	**2/04-6/04**	**SI CLT**	**Laptops approved for purchase.**	**SS SI**	**NA**	**Lab available for teachers.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
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GOAL #6: Adequate facilities and equipment exist to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Install lowered ceiling and drop-in fixtures in the photography room.	$10,000 (local)	Small Olson Anderson Gehrke	May 2004	CLT SI	Project approved and scheduled.	SI	NA	Project complete.
b. Install bench seating at various sites on campus.	$3,000 (Coke Fund)	Small CLT	Sep 2003	CLT	Sites identified.	SS	NA	Benches installed.
c. Remove wall in choir practice room.	$500 (local)	McMahan Anderson	Nov 2003	SI	Project approved and scheduled	SS	NA	Project complete.
d. Install ceiling fans in computer labs.	$1,000 (CATE)	Calhoun	Dec 2003	SI	Project approved and scheduled	SS	NA	Project complete.
e. Enlarge choir office	$2,500 (local)	McMahan Anderson	Jun 2004	SI	Project approved and	SS	NA	Project complete.

					scheduled			
f. Install JROTC obstacle course.	**$500 (activity fund)**	**Lenard Anderson**	**Dec 2003**	**SI**	**Project approved and scheduled**	**SS**	**NA**	**Project complete.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
SY 2003-04

GOAL #7: An adequate, trained staff exists to meet the needs of our students.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Train selected staff members to provide Sheltered Instruction for LEP students.	None	Small	8/03-5/04	CLT SI	Teachers trained in all core course areas	PD	ESL AR	Teachers able to effectively train LEP students.
b. Provide training on TAKS examination preparation.	$1,000 for materials (local)	Small Sanderson	8/03-5/04	AEIS	Training is conducted	PD	NA	Teachers demonstrate knowledge of TAKS exams.
c. Provide staff development on character education strategies.	None	Small	8/03	CLT SC	Training completed.	SR SI	NA	Character education program successfully implemented.
d. Provide staff training in inclusion, accommodations, and modifications for special program students (e.g., sp ed, 504, ESL).	$2,500 for materials and trainers (federal, local)	CLT Sp Ed staff ESL staff	8/03-5/04	SI FSD	Training completed.	PD	SE ESL ED AR	Staff understanding verified and implementa-tion completed

								successfully as determined by observations and student performance.
e. Provide staff development on strategies influencing security and safety (e.g., conflict resolution, mentoring, student drug use).	**$1,500 for materials and trainers (local)**	**CLT Mancini**	**8/03-5/04**	**CLT SC SI**	**Training completed.**	**PD**	**NA**	**Staff understands methods to deal with safety and security issues.**
f. Provide appropriate technology training on software, equipment, and instructional materials.	**None**	**Calhoun**	**8/03-5/04**	**SI**	**Training completed.**	**PD**	**NA**	**Staff can use all necessary software and equipment.**

GRANBURY HIGH SCHOOL
Campus Improvement Plan
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GOAL #8: Student safety and well being.

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
a. Continue the random drug testing for students which is mandatory for students in extracurricular activities and other volunteer students.	$18,000 (local)	Calhoun Leach	8/03-5/04	CLT SI SC DI	Tests administered to randomly selected students.	SR SI SS	NA	Students identified who are in violation.
b. Administer a voluntary drug survey to students.	$1,500 (local)	Small Sanderson	4/04-5/04	CLT SC DI	All students complete the survey.	SI	NA	Results available to review programs.
c. Renew the drug dog contract for at least three visits per month.	$5,500 (local)	Small Mancini	9/03-5/04	CLT SC SI	Contract secured.	SI	NA	Visits completed and appropriate action taken.
d. Randomly use hand-held metal detectors at school activities and during high alert periods.	None	Small Grissom Calhoun Mancini	8/03-5/04	CLT SC SI	Detectors are in use as appropriate.	SI	NA	Use of detectors deters weapon possession.

e. Continue the Crimestopper program.	**$1,000 (Crimestopper Fund)**	**Mancini**	**8/03-5/04**	**CLT SC**	**Announce-ments are made as appropriate.**	**SS**	**NA**	**Perpetrators are identified and action taken.**
f. Conduct conflict resolution training for all staff.	**$1,000 for trainers. (local)**	**Calhoun**	**8/03-5/04**	**CLT**	**Training is scheduled & conducted.**	**PD**	**NA**	**Staff members can deal with conflict.**
g. Communicate emergency evacuation plan to students and staff at the start of each school year.	**None**	**Small**	**8/03**	**FSD CLT**	**Plan communi-cated.**	**SI**	**NA**	**Plan is understood by all concerned.**
h. Train the staff and Crisis Management Team on plans.	**None**	**Small Mancini**	**8/03**	**FSD CLT**	**Training conducted.**	**PD**	**NA**	**Plan is under-stood by all.**
i. A character education program is implemented.	**None**	**Small**	**8/03-5/04**	**CLT SC**	**Program implemented.**	**SR**	**NA**	**Student character improves as indicated by behavior.**

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 1: Alternative Resources to Supplement Tax Revenues

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Organize a grant committee on the BTC campus to pursue any and all Federal and State grants	Staff development on grant writing $200.00	Counselor	August 1, 2003		Federal and State grants that are issued to BTC	**NA**		

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 2: A Comprehensive District Curriculum is Aligned Horizontally and Vertically to meet the needs of all students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue 80% mastery of all written academic daily assignments	* Daily assignment sheets * After school detention * Phone calls to parents	Classroom Teacher	August 18, 2003		Daily Grades	**NA**	**All**	
2. Continue to provide tutoring for one-on-one or small group instruction	Tutors	Counselor	August 18, 2003		Daily/Weekly Grades		All	
3. Continue to provide all students a reading and math entry level test that will be evaluated to attain student level of ability	Computers	Mrs. Camacho	August 18, 2003		Alignment of Curriculum to students ability will increase their success in the classroom (grades)		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 2: (Continued) A Comprehensive District Curriculum is aligned Horizontally and Vertically to meet the needs of all students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Provide all students (gifted, low SES, ESL, Hispanic, African American, At-Risk, Special Education and Regular Education) a District-wide scope and sequence content in all core curriculum classes that will allow them to increase scores in all State-mandated tests	* Curriculum Department * Special Education Department (ARD's) * Ed Soft, Phone Calls, E-mail, Proper paperwork that follows student, Inspiration Software * Textbooks	* Principal at BTC and from Home Campus * Home Campus Teachers * BTC Teachers	August 18, 2003		* State mandated test scores * Report Card Grades			
5. Provide all teachers the Accelerated Reader Program for their students	5. Provide all teachers the Accelerated Reader Program for their students	Alan Ford	August 18, 2003		AR Reading Test Scores		All	
6. Provide all students' benchmark tests in all cores Curriculum content areas in order to measure student progress	* Ed Soft Software * Paper * AR Book Title Sets	Core Curriculum Teachers	August 18, 2003		Benchmark Test Scores		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 2: (Continued) A Comprehensive District Curriculum is aligned Horizontally and Vertically to meet the needs of all students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. Provide students with an art program that will allow them the opportunity to express their emotions	Art Supplies Staff Development	Teachers/Staff	August 18, 2003		* Number of office referrals are reduced * Number of counselor referrals are reduced		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 3: An Established Effective Communication Network Exists

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to meet with home campus staff to align curriculum	* Phone * Computer * Ed Soft; E-mail * Cumulative Folder	Debbie Perkins	August 18, 2003		* Paperwork and communication is consistent * Chart communication	NA		
2. Continue daily phone calls to students not in attendance	* Phone Calls * Attendance form to principal daily	Teachers/Staff	August 18, 2003		* Increase attendance to 95%			
3. Continue to follow up on excessive absences with letter and if necessary,	* Phone call * Letter * Juvenile Probation	Mary McCullough	August 18, 2003		Increase Attendance to 95%			
4. Continue Parent Meetings every six weeks	* Speakers * Letters sent home $150.00	Counselor	August 18, 2003		90% of parents attend meeting			
5. Continue Parent-Teacher meeting once a semester if needed	* Phone call * Letter	Teachers	August 18, 2003		Number of students failing a class decreases			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 3: An Established Effective Communication Network Exists

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Continue to participate in District decision making by staff members serving on Superintendent's Advisory Committee	2 Teachers 1 Paraprofessional	2 Teachers 1 Paraprofessional	August 18, 2003		* 100% Attendance at meetings			
7. Continue to maintain unity and effectiveness with students and parents by discussing needs and accomplishments in weekly staff meetings	Campus staff meeting notification	Principal	August 18, 2003		Staff meeting agenda sent to Mrs. VanDorn's office			
8. Continue to provide parents with information regarding their child's progress and needs through daily behavior chart	* Parent Conference * Charts * Phone Calls	Teachers	August 18, 2003		Decrease in the number of office referrals			
9. Continue to hold Intake Meetings to fully inform student and parent of BTC Rules and Procedures	* Intake Packets * Phone Calls * BTC Rules and Procedures Packet	Principal	August 18, 2003		* Intake Agreements and signatures * Placed in student folder			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 3: An Established Effective Communication Network Exists

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
10. Continue Exit Review Meetings with student, parent and home administrator to review student's progress and the return to the home campus	* Phone Calls * Leaver Documentation * Exit Form * Home Campus Administrator * Behavior Check List Form * Long Distance Learning	Debbie Perkins	August 18, 2003		Reduce recidivism rate at BTC			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 4: A Supportive Community and Staff are Involved in our Schools

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue providing students at BTC a mentor to decrease percentage of students returning to BTC	* Mentor Packets * Phone Calls * Letters * Meal for Appreciation $250.00	Counselor	August 18, 2003		Number of mentors that serve the BTC students increases	**NA**	**All**	
2. Continue to bring in community agencies to educate students in social skills areas	Letters	Counselor	August 18, 2003		Decrease number of school office referrals, as well as community arrests		All	
3. Continue to work with law enforcement agencies	* Phone Calls * Letters	Principal	August 18, 2003		Decrease in number of arrests of BTC students			
4. Continue meeting with Campus Leadership Committee to design and implement Campus Improvement Plan	* Phone Calls * Letters * Meal $150.00	Principal	April, 2003					

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 4: A Supportive Community and Staff are Involved in our Schools

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
5. Continue to seek community resources for counseling with families, which develops a sense of belonging and a family atmosphere	MH/MR STAR Council Family Care Mission Granbury CRCG Committee	Counselor	August 18, 2003		Increase in the number of family referrals		All	
6. Continue to provide referrals for families in financial need	* Christmas for Children * School Supplies * Health Care * Transit Transportation $700.00	Principal	August 18, 2003		Increase in the number of families that received assistance		All	
7. Expand community service program for students	Grant writer	Counselor	August 18, 2003		Money received from State and Federal funds		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 5: Students Are Competent In Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to utilize technology assisted instruction and other computer technology equipment at the BTC to improve academic and social skills	API Supplemental Software $350.00	Principal	August 14, 2003		Provide additional elective credits on the BTC campus	NA	All	
2. Continue the use of parents' resource video library	* Boys Town Parent Video * Parenting Skills Video	Counselor	August 14, 2003		Increase the number of parenting videos being checked out to parents			
3. Continue to utilize multi-sensory instructional materials	* Tapes/Cassettes * Tape Recorder * Books on Tape * Books in Spanish * Spanish Books on Tape	Teachers	August 14, 2003		Increase the number of instructional materials on campus		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 5: (Continued) Students Are Competent In Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Students will continue to use Inspiration software for writing assignments	* Computer * Inspiration software	* English Teacher * All Teachers	August 14, 2003		Writing scores on State mandated tests will increase		All	
5. Provide a minimum of three computers for each classroom	Purchase of 9 computers	Principal	April 2003		Each Classroom has a minimum of three computers			
6. Provide all students the opportunity to participate in the Accelerated Reader Program	* Computer software * Books	English Teacher	August 14, 2003		Increase the number of reading tests students participate in		All	
7. Students will learn how to log onto the Internet	Computers	All Teachers	August 14, 2003		All students will demonstrate their ability to log onto the Internet and implement usage		All	
8. Students will take benchmark tests on line	* Computer * Ed Soft	* All Teachers *Curriculum Department	August 14, 2003`		All benchmark tests will be taken online		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 5: (Continued) Students Are Competent In Technology

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
9. Students will interact with computer software in social skills curriculum		Level 3 Teacher	August 14, 2003		Students will actively participate in this program and work will be turned in to Level 3 Teacher		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 6: Adequate facilities and Equipment Exist to Meet the Needs of Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to provide forms that are used for student progress	* Green Sheet * Orange Sheet * Assignment Sheet * Assignment Folders * Graduation Plans * Copier	Debbie Perkins	August 14, 2003		All student progress is documented	NA	All	
2. Continue to provide classroom equipment for students that will enable them to be successful both academically and socially	* Computers * Desks * Crates * Pencil Sharpener * Encyclopedias * Textbooks * Software * Trash cans * Binders * Maps/Globes	Principal	August 14, 2003		* All student classrooms will be fully equipped * Inventory will be completed by classroom teacher		All	
3. Continue to provide physical education equipment to meet the needs of the students	* Volleyball * Tennis * Basketball * Badminton * Kickball	P.E. Teacher	August 14, 2003		All students will be able to participate in the 5 sports		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 6: (Continued) Adequate facilities and Equipment Exist to Meet the Needs of Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
4. Provide 3 new classrooms to meet the needs of increasing population	* Move to two-story building * Make the building safe for students and faculty A. Maintenance	Principal	July 1, 2003		All BTC equipment moved to new site and all safety precautions taken			
5. Provide teacher (3) classroom equipment that will enable the teacher to provide a positive learning environment	* Desk * Computer * Chair * Filing Cabinets * Shelves * Tables * Masonite Board * Cabinets * Bulletin Board * Clocks * Hole Punch * Phone * Radio (Hand Held)	Principal	August 14, 2003		All items provided for each classroom (checklist)			
6. Provide additional office space for part-time secretary/office worker	New Facility	Principal	August 14, 2003		Space is provided			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 6: (Continued) Adequate facilities and Equipment Exist to Meet the Needs of Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. Provide office equipment of additional part-time secretary	* Desk * Chair * Filing Cabinet * Shelves * Computer * Tables * Clock	Principal	August 14, 2003		Equipment in office			
8. Provide a copier that meets the needs of increasing population	New and larger copier	Principal	August 14, 2003		New and larger copier			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue staff development to enhance strategies for District and State reading, math, social studies, science, and language arts objectives and initiatives.	* Membership Professional Organization * Workshops Region XI * Vertical and horizontal alignment with curriculum and home campus	Principal	August 14, 2003		Certificates of Participation			
2. Continue Staff development for special education, 504, ESL, Texas Behavior Support Initiative and sheltered instruction that will allow different methods of presentation and modifying at work	Workshops statewide and Region XI	Principal	June, 2003		* Certificate of Participation * Increase scores in State and local tests			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: (Continued) Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
3. Continue to provide all staff the opportunity to attend conventions for disciplinary alternative schools and conferences	* Dues * Registration * Travel * Lodging	Principal	August 14, 2003		Certificates of Participation			
4. Continue to meet the needs of changing student population with flexible staffing	* Substitutes * Training of substitutes * Part-time employees	Debbie Perkins	August 14, 2003		Decrease the number of office referrals when substitutes are used			
5. Continue to provide special education instruction with full-time certified special education teacher	Certified Special Education Teacher	Principal	August 14, 2003		Special Education Teacher on campus full time			
6. Continue to provide counseling services with full-time certified counselor	Certified Counselor	Principal	August 14, 2003		Counselor on campus full time			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: (Continued) Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
7. Provide a full time certified math teacher to meet student academic needs	* Certified Math Teacher * Educational Supplies	Principal	August 14, 2003		* Full time certified math teacher on campus * State mandated test scores increase			
8. Provide a full-time certified science teacher to meet student academic needs	* Certified science teacher * Educational supplies	Principal	August 14, 2003		* Full time certified science teacher on campus * State mandated test scores increase			
9. Provide a full time certified English teacher to meet student academic needs	* Certified English teacher * Educational Supplies	Principal	August 14, 2003		* Full time certified English teacher on campus * State mandated test scores increase			
10. Provide a full time certified social studies teacher to meet student academic needs	* Certified social studies teacher * Educational supplies	Principal	August 14, 2003		*Full time certified social studies teacher * State mandated test scores increase			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 7: (Continued) Adequate Trained Staff Exists to Meet the Needs of G.I.S.D. Students

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
11. Provide a part-time certified reading specialist to meet student academic needs	* Certified reading specialist * Educational supplies	Principal	August 14, 2003		* Part time certified reading specialist on campus * State mandated test scores increase			
12. Provide a part-time secretary to assist in the handling of paperwork with the increase in student population	Part-time secretary	Principal	August 14, 2004		Part-time secretary on campus			
13. Provide packet to substitutes on rules and procedures at BTC	Rules and Procedures packet with additions and deletions	Debbie Perkins	August 14, 2003		Packets finished and ready to distribute			
14. Provide staff training in behavioral and academic strategies	Staff Development	Principal	August 12, 2003		Teachers have more time to work with teaching of students and not in paperwork			

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
1. Continue to hold student and parent orientation meeting (Intake) prior to student enrollment	* Intake Packet * Conference Room	Principal	August 14, 2003		* All families participate * Office referrals decrease	NA		
2. Continue daily assessment of student behavioral process through evaluation by staff	Daily evaluation charts	Teachers	August 14, 2003		Office Referrals Decrease		All	
3. Continue weekly assessment of student behavioral progress through evaluation of staff	Weekly staff meeting	Principal	August 14, 2003		Office Referrals Decrease			
4. Continue to integrate social skills in daily program	Boys Town Curriculum	Teachers	August 14, 2003		Office Referrals Decrease		All	
5. Continue to decrease off-task behaviors and eliminate undesired communication between students in Level 3 and Level 2	Partitions	Level 3 Teacher	August 14, 2003		* Office Referrals Decrease * Daily Grades Increase		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: (Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
6. Continue to provide a counseling program for students that are assigned to the BTC for substance abuse	SASSI Forms	Counselor	August 14, 2003		All students are actually counseled		All	
7. Continue to provide an environment conducive for studying, increase student ability to remain on task and independent	Teacher/student ratio of 1 to 10 (12 at most)	Principal	August 14, 2003		Student ratio stays under 12		All	
8. Continue to hold exit review meetings to determine completion of success criteria before being dismissed from BTC	* Exit Packet * Conference Room * Parent/Student * All staff	Debbie Perkins	August 14, 2003		Recidivism rate drops at BTC		All	
9. Continue to provide immediate response to volatile situations	* Hand held radio * Surveillance Camera in room * Emergency buttons	Principal	August 14, 2004		Decrease number of office and police referrals		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: (Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
10. Continue to provide parking lot monitoring security in afternoon upon request	Security Officer	Principal	August 14, 2003		Decrease in security calls to police			
11. Continue to discourage drug possession on campus with periodic searches by sniff dogs	Drug dogs	Principal	August 14, 2003		Decrease in the number of times drugs are brought on campus			
12. Continue to meet all required district guidelines regarding safety, crisis management and inspection of facilities	* District-wide safety, crisis management and inspection of facilities manuals	Principal	August 14, 2003		All safety, crisis management and inspection of facilities manuals turned in to facilities manager			
13. Continue to wand students upon entering the BTC campus	* Walk-through metal detector *Hand-held metal detectors	Debbie Perkins	August 14, 2003		Decrease attempts by the students to bring weapons on campus		All	

GRANBURY INDEPENDENT SCHOOL DISTRICT

BEHAVIOR TRANSITION CENTER

Goal 8: (Continued) Provide Techniques, Strategies, and Procedures to Ensure Safety and Behavioral Success of Students Enrolled in BTC

Activities/Implementations	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	SP. Pop.	Documentation
14. Provide a suicidal prevention program for students	* Suicide prevention program * Staff development	Counselor	August 14, 2003		This is a Pro-Active Program		All	
15. Provide an anger management program for students	* Anger management program * Staff training	Counselor	August 14, 2003		Pro-Active Program		All	
16. Provide adequate alarm warning of fire or tornado	Alarm system	Principal	August 14, 2003		Alarm system installed on campus			

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #1: Alternate Resources Supplement Tax Revenues

Campus Goal: Obtain alternative funding of benefit to at-risk students.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Obtain community sponsorships (for graduate luncheons)	$700 (Granbury Police Assoc., First Nat'l Bank – Acton, PLATO, Granbury Optimist Club	Staff, CLT	12/03 & 6/04	Budget Needs	Receipt of donation	Yes	At-Risk	Budget Amendments
2. Obtain community mentorships (sponsoring graduation receptions; student gifts/lunches, etc.)	None (Acton Baptist Church - AGAPE;	Staff, CLT	12/03 & 6/04 and, throughout the school year	Budget Needs	Notification from benefactors	Yes	At-Risk	Evidence of Events

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #1: Students will participate in an academically challenging curriculum that employs effective instructional strategies ensuring scholastic success.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Alignment of American History with American Literature.	Staff Development Days (No Costs)	History/ English Teachers	8/03 thru 6/04	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
2. Alignment of mathematics with Microsoft Excel (BCIS).	Staff Development Days (No Costs)	Math / Business Teachers	8/03 thru 6/04	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
3. Alignment of mathematics with economics.	Staff Development Days (No Costs)	Math / Business Teachers	8/03 thru 6/04	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
4. Alignment of economics with government.	Staff Development Days (No Costs)	Social Studies Teacher	8/03 thru 6/04	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
5. Horizontally align English I,II,III, & IV.	Staff Development Days (No Costs)	English Teachers	8/03 thru 6/04	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
6. TAKS/TEKS, standards aligned.	Staff Development $500/teacher/SCE	Teaching Staff	8/03 thru 6/04	TEKS / TAKS Review	Revision of course syllabi	Yes	At-Risk	Amended Syllabi
7. Integrate & coordinate between grade levels & subject areas.	Staff Development Days (No Costs)	Teaching Staff	8/03 thru 6/04	TEKS / TAKS Review	Staff Development sign-in sheets	Yes	At-Risk	Amended Syllabi
8. Opportunities for collaboration among teachers and staff.	Staff Development Days (No Costs)	Staff	8/03 thru 6/04	TEKS / TAKS Review	Staff Development sign-in sheets	Yes	At-Risk	Staff Meeting Agendas
9. Assess student performance & create database & correlate test scores, demographics, etc. for individualized curriculum.	Review individual student performance records (No costs)	Principal/ Teachers	8/03 thru 6/04	TEKS / TAKS Review	Completion of database	Yes	At-Risk	Transcript Analyses

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #2: STARS will maintain the highest level with regard to state accountability indicators.

1. TAKS – 2. Dropout Rate – 3. Attendance – 4. Course Completion %

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Improved study skills.	PLATO Maintenance & upgrading software ($2,000 SCE)	Principal	9/03	Past Grades	#of graduates; course completions	Yes	At-Risk	Purchase Order
2. Maintain individualized instruction.	None	Teachers	8/03 – 6/04(Daily)	Student Transcript	# of credits earned	Yes	At-Risk	Student Schedules
3. Mastery learning for earning more credits.	None	Teachers	8/03 – 6/04(Daily)	Student Transcript	# of credits earned	Yes	At-Risk	Course Completion Certificates
4. TAKS Breakout Sessions.	None	Principal/ Teacher	Fall,03; Spring, 04	Student Transcript	Percent passing TAKS	Yes	At-Risk	Student Schedules
5. Reporting of absences on progress report.	None	Secretary	8/ 03 – 6/04 (every three weeks)	Attendance Records	Data generated from daily attendance / attendance rate	Yes	At-Risk	Attendance Reports (every 6 weeks)
6. Incentives for perfect attendance.	$100 per month (Campus Fund)	Principal	8/03-5/04	Attendance Records	Data generated from monthly attendance	Yes	At-Risk	Attendance Reports
7. Provide Pregnancy Related Services (PRS) offered: CEHI; Counseling, School services; Parenting/Child Devel courses; job readiness; case mgmt.	$4,428 per student (SCE)	Principal; Secretary And Counselor	8/03 –6/04 (Immediately after statement from physician)	Identify PRS Student(s)	Number of students receiving services; Verification of Pregnancy; PRS Entry date;CEHI Instructor's log; Date of delivery; Physician's statement; Exit Date	Yes	At-Risk	PRS Documentation
8. Maintain flexible scheduling	None	Principal	8/03-6/04	Student Transcripts	Number of graduates	Yes	At-Risk	Student Schedules
9. Reduce Dropout Rate	Campus SCE Budget	Staff	8/03-6/04	AEIS	% Of dropouts for 2002-03	Yes	At-Risk	PEIMS Report

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #2: A comprehensive district curriculum is aligned vertically and horizontally to meet the needs of all students.

Campus Goal #3: Students will be able to transfer school skills to job skills and higher education learning.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Students will be taught a variety of learning strategies, time management, and personal skills to enhance their learning.	$250 supplies and materials (SCE)	Teachers	8/03 – 6/04	At-Risk Identifi-Cation	Course completions; schedule of assembly	Yes	At-Risk	Student Transcripts; Course Completion Certificates
2. Conduct Peer Mediation & Conflict Resolution Seminars	$250 supplies and materials (SCE)	Counselor	8/03 – 6/04	As needed	Log of student participation; student surveys	Yes	At-Risk	Student Sign-in Sheets
3. Emphasize success through motivational exercises; Excellence in the Workplace; Leadership	$150 supplies and materials (SCE)	Teachers	8/03 – 6/04	Survey	Student; participation; surveys	Yes	At-Risk	Surveys
4.Military Career Day – Armed Forces' reps on campus for student information	No Costs	Military Recruiters	Spring, 2004	Survey	Evidence of project completion; log of student participation	Yes	At-Risk	Survey; Sign-in sheets
5. Weatherford College Field Trip – Visit college / reps	$300 Travel (SCE)	Teachers	Spring, 2004	Survey	Evidence of student participation	Yes	At-Risk	Student Roster of attendees
6. Career Inventory Testing / ASVAB	$500 (SCE) for Career Inventory tests; ASVAB at no cost	Military Recruiters	Fall, 2003 & Spring, 2004	Grades 10-12	Evidence of student participation; results of tests	Yes	At-Risk	Student Test Reports

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #3: An established, effective communication network exists

Campus Goal: Maintain efficient and appropriate communication with parents and students.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Progress Reports sent to parents/guardians every three weeks.	Printing/Postage ($500 – SCE)	Principal Secretary Teachers	8/03 – 6/04 (every 3 weeks)	Survey	Printing & mailing of progress reports	Yes	At-Risk	Three-week reports
2. Open House- Meet Staff/AEIS Reports	Invitations;refresh-ments ($200-SCE)	Principal Secretary	9/03	Survey	Roster of parents/students attending	Yes	At-Risk	Sign-in sheets
3. Dare-to-Share – Parents/guardians to spend time with student during school day.	Invitations; refreshments ($100-SCE)	Principal Secretary	9/03 & 2/04	Survey	Roster of parents attending	Yes	At-Risk	Sign-in sheets
4. Follow procedure for Referrals for Special Education Services.	Printing – Sp Ed	Principal Teachers Diagnost.	8/03- 6/04	Referral	Tracking of referrals in referral logs	Yes	At-Risk	ARD
5. Develop Individual Transition Plans for Special Education students.	Printing – Sp Ed	Diagnost. Teachers Principal	8/03 – 6/04	Referral	Completion of report, distribution and scheduling	Yes	At-Risk	ITP
6. Provide hands-on training to ensure utilization of current technology to enhance communication both internally & externally.	None	Principal Staff	8/03 – 6/04	Trans-Cripts	Documentation for technology training; Sign-in sheets; certificates of completion	Yes	At-Risk	Student Schedules
7. All “at-risk” students will be identified, monitored, & supported to their highest levels of academic success.	At-risk identification code sheets	Principal Teachers	8/03 – 6/04 (on student entry)	PEIMS	Documentation of those at-risk students	Yes	At-Risk	At-Risk I.D. Sheets

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #4: A supportive community and staff are involved in our schools.

Campus Goal: Develop activities to increase awareness in the community.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Parent Involvement – Open House, Dare-to-share Day.	$200-(SCE) - Invitations/ Refreshments	Principal Staff	11/03 & 2/04	Survey	Completed parent surveys; sign-in sheets	Yes	At-Risk	Sign-in Sheets
2. Support Groups – Granbury Police Assoc., 1St National Bank-Acton, AGAPE, Granbury Optimist Club	Financial contributions	CLT Staff	8/03 – 6/04	Budget	Receipt of donations	Yes	At-Risk	Evidence of donation
3. Community Involvement – Acton Baptist Church (Over 55 group) – Career Awareness.	None	CLT Staff	Fall, 03 & Spring, 04	Budget	Participation;contribution	Yes	At-Risk	Evidence of donation
4. Career Day: Guest speakers from community; Military Recruiters	None	Principal Counselor	Fall, 03 & Spring, 04	Survey	Student participation (surveys)	Yes	At-Risk	Sign-in Sheets
5. Develop Individual Transition Plan for Special Education Students.	Correspondence	Diagnost. Principal Counselor	8/03 - 6/04	Referral	Scheduling of students and completion of ITP's	Yes	At-Risk	ITP
6. Student recognition ceremonies.	Certificates - $75 paper (SCE)	Secretary Teachers Principal	8/03 – 6/04	Student Survey	Number of courses students complete and number of graduates	Yes	At-Risk	Course Completion Certificates
7. Tutoring Program – Acton Elementary	None	English Teachers Principal	Fall, 03 & Spring, 04	Acton Elem. Student Needs	Number of participants; individual evaluations	Yes	At-Risk	Sign-in sheets; Course Completion Certificates

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal # 5: Students are competent in technology.

Campus Goal: Students will be able to use a variety of technological tools to enhance their future success as students and workers.

Objectives/Activities/Steps to Accomplish the Goal	Resources Required/ Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Schedule Bus.Computer Info Systems so that students learn how to use the computer properly before having to use for other classes.	None	Principal	8/03- 6/04	Grad Plan	Scheduling of students in BCIS	Yes	At-Risk	Student Schedules
2. Students will use technology to access, retrieve, interpret, & evaluate visual & auditory information.	None	Teachers	8/03 – 6/04	Grad Plan	Evidence of requirements completed; syllabi revisions	Yes	At-Risk	Student Schedules; Course Syllabi
3. Add licenses / software; Extend service contracts with PLATO/Sleek.	$7,500 (SCE)	Principal	9/03	Survey	Evidence of Purchase Order to renew service contracts; additional software	Yes	At-Risk	Purchase Order
4. Add two scanners to student computer laboratory	$1,000 (SCE)	Principal	9/03	Survey; # of Students	Evidence of Purchase Order / receipt of equipment	Yes	At-Risk	Purchase Order
5. Purchase necessary hardware/software for implementation	$2,500 (SCE)	Principal	8/03 – 6/04	Replace. Schedule	Evidence of student completion of TEKS requirements	Yes	At-Risk	Purchase Order
6. Staff development in uses of technology.	Staff development days	Principal Teachers	8/03 – 6/04	Survey	Staff surveys; sign-in sheets	Yes	At-Risk	Sign-in Sheets
7. Add CD-Writer (Internal) to 2 student stations	$2,000 (SCE)	Principal	9/03	Equip. Survey	Installation of equipment	Yes	At-Risk	Purchase Order
8. Upgrade one-third of student computers	$15,000 (SCE)	Principal	9/03	Replace. Schedule	Evidence of purchase; Receipt of equipment	Yes	At-Risk	Purchase Order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #6: Adequate facilities and equipment exist to meet the needs of our students.

Campus Goal: Improved facilities and equipment.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Add scanner to student computer laboratory	$1,000 (SCE)	Principal	9/03	Survey / Needs	Evidence of purchase of printer	Yes	At-Risk	Purchase Order
2. Replace administration computer (1)	$2,000 (SCE)	Principal	9/03	Outdated Equip-ment	Evidence of purchase of computers	Yes	At-Risk	Purchase Order
3. Add sidewalk to front of campus	$2,000 (Local Maint)	Principal Maintenance	9/03 – 5/04	Complete Bond Project	Evidence of project completion	Yes	At-Risk	Work Order
4. Fire-proof file cabinets for student records	$2,000 (SCE)	Secretary Principal	9/03	Added Student Files	Evidence of purchase of cabinets	Yes	At-Risk	Purchase Order
5. Replace one-third of student computers	$15,000 (SCE)	Principal	9/03	Outdated Equip-ment	Evidence of purchase of computers	Yes	At-Risk	Purchase Order

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #7:An adequate, trained staff exists to meet the needs of our students.

Campus Goal: Enhanced student instruction and support services.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Training for Video Conferencing	No Cost	Principal Technology	8/03 – 6/04	Survey	Successful completion of training (sign-in sheets)	Yes	At-Risk	Sign-in Sheets
2. Continue Summer Workshops; TAAE Conf.; PLATO Conference; other training opportunities	$2,500 (SCE)	Principal Teachers	8/03 – 6/04	Survey	Sign-in sheets; conference certificates	Yes	At-Risk	Sign-in Sheets
3. 4 FTE's provide accelerated instruction to students who are at-risk.	$169,000 SCE (See attached budget summary)	Business Office	8/03 – 6/04	At-Risk Campus	Salary / Contracts through Business Office; Time and Effort Worksheets	Yes	At-Risk	Contract; Salary Receipts

Granbury Independent School District

STARS Academy Campus Improvement Plan

District Goal #8: Student Safety and Well Being

Campus Goal: STARS Academy will be a safe and drug free environment.

Objectives/Activities/ Steps to Accomplish the Goal	Resources Required/Budget	Person Responsible	Timeline Start/End	Needs Assess	Formative Evaluation	SW Comp	Sp. Pop.	Documentation
1. Develop a comprehensive crisis management plan.	Manuals	Staff	8/03 – 6/04	Safety Committee	Crisis Management Plan is in place and all staff members	Yes	At-Risk	Safety Mgmt. Plan
2. Continue the conflict resolution and peer mediation program.	$250 (SCE)	Counselor	11/03 & 4/04	Survey	Roster of students who complete course	Yes	At-Risk	Sign-in sheets; Schedule
3. Develop & implement Suicide Prevention Program.	Training $500 (SCE)	Counselor	8/03	Survey		Yes	At-Risk	Counselor log
4. Train counselor in National Organization for Victims Assistance (NOVA) crisis response training.	Staff Development fees (GISD)	Counselor	6/04	Survey	Counselor trained in the NOVA program as evidenced by training rosters	Yes	At-Risk	Sign-in sheets
5. Provide students with Violence Prevention & Intervention Strategies through selected programs.	Safe & Drug Free Schools funds;	Counselor Health Teacher	8/03 – 6/04	Survey	Student surveys	Yes	At-Risk	Counselor log
6. School Safety Program.	Breakout Sessions	Staff	8/03 – 6/04	Survey	Student surveys	Yes	At-Risk	Sign-in sheets
7. Drug Dog will continue to visit campus.	$1,500 – (Local Funds)	Principal	8/03 – 6/04	Student Surveys	Documentation of visits	Yes	At-Risk	Payment Authorization
8. Monthly Fire Drills	No Costs	Principal	8/03 – 6/04	Fire Marshall	Documentation of drills	Yes	At-Risk	Annual Report
9. Severe Weather / Tornado Drills	No Costs	Principal	9/03 & 3/04	Safety Plan Requirement	Documentation of drills	Yes	At-Risk	Monthly Report

GRANBURY

INDEPENDENT SCHOOL DISTRICT

2003-2004
PARENT – STUDENT
HANDBOOK

600 WEST PEARL
GRANBURY, TEXAS 76048
(817) 408-4000
www.granbury.k12.tx.us

(La versión en español puede obstenerse en la oficina escolar)

GRANBURY INDEPENDENT SCHOOL DISTRICT
GRANBURY, TEXAS 76048

BOARD OF TRUSTEES

Mickey Shearon	President
Charlie Cloud	Vice-President
Mark Graves	Secretary
Jerry Campbell	Member
Brad Johnson	Member
Gene Ellis	Member
Brian Condit	Member

ADMINISTRATION

William Harris	Superintendent (817-408-4007)
Jan Van Dorn	Assistant Superintendent (817-408-4009)
~~Dale Taylor~~	~~Assistant Superintendent (817-408-4008)~~
Troy Green	Executive Director of Human Resources (817-408-4185)
Martin Yarborough	Executive Director of Technology (817-408-4100)
Sharay Boynton	Executive Director of Finance (817-408-4015)
Sharon Whitefield	Director of Curriculum and Instruction (817-408-4035)
Cheryl Meger	Director of Special Education (817-408-4050)
Randy Leach	Director of Athletic/Community Education 817-408-4080)
Larry Anderson	Director of Facilities (817-408-4075)
Larry Gehrke	Director of Maintenance (817-408-4170)
Terry Slemmons	Director of Transportation (817-408-4150)
Laine Meek	Aramark Food Service/Custodial Director (817-408-4085)
Vicki Thomas	Advanced Academics/Science & Testing Coordinator (817-408-4035)
Nancy Peterson	English/Language Art & Social Studies Coordinator (817-408-4035)
Stacie Brown	Math & Science Coordinator (817-408-4035)
Debbie Richey	At Risk Coordinator (817-408-4035)
Carolyn Thomas	Extended Day Coordinator (817-408-4072)
Holli Benton	Special Programs Coordinator (817-408-4070)
Robert (Bob) Small	Principal, Granbury High School (817-408-4600)
Bobby Mabery	Principal, Acton Middle School (817-408-4800)
Jimmy Dawson	Principal, Granbury Middle School (817-408-4850)
Carolyn Horton	Principal, Brawner Intermediate School (817-408-4950)
Roger Morgan	Principal, Crossland Intermediate School (817-408-4700)
Heather Allen	Principal, Oak Woods Intermediate School (817-408-4750)
Rebecca Johnson	Principal, Mambrino School (817-408-4900)
Ralph Purget	Principal, Acton Elementary School (817-408-4200)
Nancy Alana	Principal, Baccus Elementary School (817-408-4300)
Kathy Haynes	Principal, Roberson Elementary School (817-408-4500)
John Shreve	Principal, STARS Academy (817-408-4450)
Biff Peterson	Principal, Behavior Transition Center (817-408-4400)

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This student handbook contains information needed by both students and parents during the school year. It is organized alphabetically by topic. Students are addressed as "the student," "students," "the child," or "children." The term "the student's parent" refers to the parent, legal guardian, or other person who has agreed to assume the school-related responsibility for the student and filed the appropriate documents thereto.

READ THIS CAREFULLY, IT CONTAINS INFORMATION THAT LEGALLY AFFECTS YOU AND YOUR CHILD.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Rights and Responsibilities of Administrators: References in this handbook to "administrator" or "principal" may include the superintendent, assistant superintendent, principal, assistant principal, or the principal's designee as named on each campus. During the absence of the campus principal, the principal's designee will assume all responsibilities, rights, and duties of the principal. Administrators have the responsibility to:

1. Implement and assess the discipline management program in that school. (SBOE Rule)
2. Respond to discipline problems referred to them by teachers.
3. Assume responsibility and leadership to implement and assess the Discipline Management Plan. Refer appropriate students to school-community guidance programs. (SBOE Rule)
4. Require the development of a student code of conduct that clearly describes the district expectations with respect to student conduct.
5. Promote effective training and discipline of all students.
6. Provide appropriate assistance to students in learning mature self-discipline.
7. Encourage parent communication with the school, including participation in required parent-teacher conferences.
8. Serve as appropriate role models for the students on their campuses in accordance with the standards of the profession.

Rights and Responsibilities of Teachers: Teachers have the responsibility to:

1. Use discipline management techniques developed in the District's Discipline Management Plan.
2. Ensure good student discipline by being in regular attendance and on time.
3. Perform their teaching duties with appropriate preparation, assignments, and resource materials.
4. Comply with State, District and School policies, directives, rules and regulations.
5. Maintain an orderly classroom atmosphere conducive to learning.
6. Teach to the standards of performance required by the District.
7. Establish rapport and an effective working relationship with parents, students, and other staff members.
8. Teach students to strive toward self-discipline.
9. Encourage good student work habits that will lead to the accomplishment of personal goals.
10. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession.
11. Be available to students and parents before and after the instructional hours, as appropriate.

Remember - a child spends the majority of his/her waking hours at school. The school and home must work together to make this a positive experience for everyone concerned. Talk positively about school and encourage your child to come to school every day, prepared for class.

ADMISSION

The Granbury ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. The District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Parents or legal guardians of students under 18 years of age will be required to provide information establishing the student as a legal resident of the District for the purpose of enrollment.

Students who leave the STARS Academy and who desire to re-enter Granbury High School may enroll only during the last week or during the first three weeks of the trimester. This is necessary due to the transition from a self-paced modular curriculum to a structured trimester schedule.

Jan Van Dorn has been designated to coordinate compliance with these legal requirements and should be contacted at 600 W. Pearl, Granbury, Texas 76048 or 817-408-4009 for information.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who does not follow District rules of conduct during an assembly will be subject to disciplinary action.

ATTENDANCE

Compulsory Attendance: A person who is at least five years of age and under 21 years of age on the first day of September of any school year is entitled to the benefits of the available school fund for that year. **Students who are less than six years old who elect to enroll in school are required to attend school and are subject to the compulsory attendance laws**. Students who are within the compulsory attendance age range but who have already graduated from high school or received a high school equivalency certificate are exempt. Students must complete the school year in which they become 18. School employees must investigate and report violations of the state compulsory attendance law. These attendance requirements also apply to any District-required tutorial sessions.

Attendance Requirement for Credit: To receive credit or be promoted in a class, a student must attend at least 90 percent of the days the class is offered**.** The actual number of days a student must attend in order to receive credit will vary, depending on whether the class is for a semester or a full year. A student who attends fewer than 90 percent of the number of days the class is offered cannot be given credit for the class or be promoted to the next grade unless the student petitions the attendance committee for relief because the absences are the result of extenuating circumstances and that committee grants that relief**. If a petition for credit is denied, the student or parent may appeal the decision to the Board by completing a written request to the Superintendent**.

Parents should notify the school when their child or children are absent for any reason. When a medical appointment or some other pre-scheduled event is planned, parents should notify the school before such absence so that arrangements can be made for class work. A student who must leave school during the day must bring a note from his or her parents that morning or the parents must notify the principal's office by telephone.

Excused Absences/Extenuating Circumstances: The district accepts student absences, with the knowledge and consent of the parents, for one of the following reasons as excused and/or extenuating circumstances and for the purpose of granting credit for a class:

1. An excused absence based on personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, any reason which the principal judges an emergency beyond the control of the student or parent and any other unusual cause acceptable to the superintendent, teacher or principal
2. Days of suspension
3. Participation in court proceedings or child abuse/neglect investigation
4. A migrant student's late enrollment or early withdrawal
5. Days missed as a runaway
6. Completion of a competency-based program for at-risk students
7. Late enrollment or early withdrawal of a student under Texas Youth Commission
8. Teen parent absences to care for his or her child
9. Participation in a substance abuse rehabilitation program
10. Homelessness, as defined in federal law

Partial Day Absences for Medical Appointments:

Students who miss a portion of a school day to visit a health care professional should provide documentation of the visit from the office of that health care professional to the school attendance office. When documentation is provided the student will be excused for the absence. ~~and, in accordance with state guidelines, the absence will be deleted from the record.~~ However, for grades 7-12 the absence will be listed on the report card for each period missed and will be included in the calculation of *Attendance For Credit* in policy FDD(LOCAL). For grades Pre-Kindergarten – 6, if the student was not present at 10:00 a.m. the absence will be listed on the report card.. This type of absence will not be considered when determining perfect attendance.

A student may be excused for temporary absence:

- Resulting from any cause acceptable to the teacher, principal, or superintendent
- A student will not be counted absent for funding for the purpose of observing religious holy days, including traveling for that purpose, if before the absence the parent submits a written request for the excused absence
- For treatment by health care professionals if the student begins classes or returns to school on the same day of the appointment or treatment and brings documentation of the appointment or treatment.

Make-Up Work for Absentees: A student whose absence is excused shall be permitted a reasonable

time within which to make up work missed. **A reasonable time is generally defined as the number of days absent, plus one.** Make-up assignments will be graded and averaged with other grades according to the values in Section I of GRADING PROCEDURES. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. Parents may contact the campus office for assignments. In order for assignments to be ready on the day requested, the request must be made before 10:00 a.m. For work not requested prior to the student's return to school, immediately upon the student's return to school the student should ask his/her teachers for detailed assignments covering the work missed and arrange to complete such make-up work promptly. The responsibility for requesting and completing make-up work rests entirely upon the student.

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. Notes signed by the student, even with the parent's permission, will be considered a forgery and the student will be disciplined. Administration may require a doctor's signature for 3 consecutive days or a pattern of absences.

If the attendance committee finds there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. If a petition for credit is denied, the student or parent may appeal the decision to the Board of Trustees by completing a written request to the Superintendent and following the appeal procedure as set forth for student complaints in Board Policy FNG(LOCAL).

The District shall provide the following alternative ways for students to make up work or regain credit lost because of absences:

1. Complete additional assignments, as specified by the committee
2. Satisfy time-on-task requirements before and/or after school
3. Attend tutorial sessions as scheduled
4. Attend Saturday or evening classes
5. Maintain the attendance standards for the rest of the semester
6. Successfully complete summer school program for K-8

A student absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Absences and Extra-Curricular Activities: A student must be in attendance at least one-half day to participate in school-related activities on that day or evening. Should the activity be scheduled on Saturday or a school holiday, the student must be in attendance at least one-half day the last day of instruction prior to the activity.

Unexcused Absences and Truancy: A student absent from school or from any class, without permission, including required tutorials, will be considered truant and subject to disciplinary action. A zero may be recorded for all work missed because of an unexcused absence.

School employees investigate and report violations of the state compulsory attendance law. Truancy is now a Class C misdemeanor, with the courts having greater flexibility in prosecuting truancy cases and in sentencing persons convicted of truancy. The school *will* file a complaint against parents when children are in violation of the compulsory attendance law. **A student who has accrued more than three days of unexcused absence in 4 weeks or more than ten days or parts of days of unexcused absence in a 6 month period shall have a complaint of truancy filed with local authorities.** A parent or guardian's failure to attend a hearing under the truancy statutes is a Class C misdemeanor.

Tardies: Students who are tardy to class shall be disciplined according to campus procedure. Repeated instances of tardiness shall result in more severe disciplinary action. Excessive tardies and missed D-Halls may result in assignment to ISS.

BUS TRANSPORTATION

Providing transportation to and from school is a service offered by Granbury ISD to all students who will abide by the rules and regulations designed to produce a safe and efficient transportation system. **Riding a school bus is a privilege which will be withdrawn for inappropriate behavior as outlined in these school bus passenger guidelines and conduct rules.** Transportation services on privately owned streets and roadways will be at the discretion of the Granbury ISD.

School Bus Passenger Guidelines:

1. Parents must sign and return Code of Student Conduct within two weeks of registration. Failure to do so will result in the suspension of the bus riding privileges until such time as the signed code is returned.
2. Students will ride their assigned bus unless otherwise approved **in writing by the Principal.**

3. Students are expected to be at their assigned bus stop before the bus is scheduled to arrive. Walking distance to bus stop may be up to 1/4th mile for PK-6 and ½ mile for grades 7-12. The bus must maintain a schedule and **will not wait for late arrivals.**
4. All students must board the bus at their designated stop and be discharged at the same location. Any permanent changes must be approved by the Transportation Director. Emergency changes are approved by the principal.

Bus Conduct Rules:

1. Students will remain seated at all times when bus is moving.
2. Absolutely no shoving, tripping, scuffling or fighting will be tolerated.
3. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
4. Talking to a seat neighbor in a normal voice is acceptable. Loud talking or yelling creates a distraction for the driver and will not be allowed.
5. Students are to keep all parts of their bodies inside the bus at all times.
6. Possession or use of tobacco, alcohol, or drugs in any form is prohibited.
7. Eating and drinking on the bus is prohibited.
8. Musical instruments, playground equipment, and other items too large to be held in the student's lap may be allowed on the bus provided there is sufficient room to place them on the seat. If a bus is crowded, such items will not be allowed. No item may be placed in the aisle at any time.
9. The driver is charged with the safety and control of all students on the bus and is authorized to assign seats. Students are expected to be cooperative and responsive to driver's requests. Being argumentative and rude will be grounds for disciplinary action.
10. The bus is an extension of the school and students are expected to exhibit the same type of behavior that would be acceptable in a classroom.
11. The rules of safety and good conduct are common sense rules. No attempt will be made to list all of the undesirable behaviors or all of the appropriate behaviors. Therefore, any activity not listed that is disruptive, dangerous, in bad taste, or creates unnecessary distraction to the driver will be reported and will be subject to disciplinary action.

Disciplinary Procedures Relating to School Bus Conduct:

The principal has the authority to use his/her discretion to supersede the disciplinary punishment listed for bus violations. The principal may consider the age of the student as well as other factors, including whether the violation is a nuisance or a safety factor. **The principal or designee may suspend a student immediately and for a length of time he/she deems appropriate, regardless of the number of times of offense if a student is fighting on the bus, using foul or abusive language, showing disrespect to the driver, or any other flagrant violation.**

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program, as agreed upon in the Admission-Review-Dismissal (ARD) Committee meeting.

1. Misconduct or Violation of Safety Procedures:

First Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee, who will notify the parents that a second offense will normally result in suspension. The principal or designee will meet with the student to discuss the problem behavior and to review all bus conducts rules. It is the parent's responsibility to discipline the student.

Second Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee, who will notify the parents of a suspension from riding the bus for up to five (5) days.

Third Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee who will notify the parents of suspension from riding the bus for ten (10) to thirty (30) days.

Fourth Offense: A written "Bus Conduct Report" will be filed with the appropriate school principal or designee who will notify the parents that the student is suspended from riding the bus for the remainder of the semester or the remainder of the school year.

2. Damage to Seats or Other Equipment:

First Offense: Student(s) or student's parents or guardians will be held responsible for all costs related to repair or replacement of the damaged equipment.

Second Offense: Student(s) or student's parents or guardians will be held responsible for all costs related to repair or replacement of the damaged equipment and may be suspended from riding the bus for the remainder of the school year.

One copy of the "Bus Conduct Report" will be sent to the parent. One copy will go to the Transportation Director, and a copy will be kept in the principal's office.

People who observe misconduct on school buses or school buses in violation of the law are encouraged to report such conduct to the Director of Transportation.

CHEATING/PLAGIARISM/ACADEMIC DISHONESTY

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Original work includes, but is not limited to, other students' works, published material, or material displayed on electronic media. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

COMPLAINTS BY STUDENTS/PARENTS

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. All complaints should be voiced first at the level at which the problem has arisen and it is the District's intent that all complaints be resolved at the campus level, if possible. When resolution at this level is not possible, student/parents will follow appropriate procedures. To review relevant policies or obtain further information, see the principal.

A student and/or parent should contact Jan Van Dorn at the Administration Office at 600 W. Pearl or call 817-408-4009 with a complaint regarding:

- possible discrimination in any school program on the basis of sex;
- the placement of a student with disabilities who is not eligible for special education or about the District's programs and services available to the student.

On all other matters, a student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested within seven calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested within seven calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board policy.

COMPUTER ACCESS - ACCEPTABLE USE AND CODE OF CONDUCT

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications services such as the Internet. Prior to such authorization, the student and his/her parents must sign and return the District Acceptable Use Policy acknowledging their responsibilities and the consequences. Students and parents are warned that unauthorized or inappropriate use of District computers may result in loss of privileges, as well as criminal charges.

CONFERENCES

Students and parents may expect teachers to request a conference:

1. if the student is not maintaining passing grades or achieving the expected level of performance;
2. if the student presents any other problem to the teacher, or
3. in any other case the teacher considers necessary.

A student or parent who wants information or wants to raise a question or concern is encouraged to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment during the teacher's conference period or request that the teacher call the parent during a conference period or at another mutually convenient time.

COUNSELING

Students are encouraged to talk with a counselor, teachers, and principal in order to learn

about the curriculum, course offerings, graduation requirements, and the differences between graduation programs. All students in grades 7-12 and their parents will be notified annually about the recommended courses for students preparing to attend college. Students who are interested in attending a college, university, or training school or pursuing some other advanced education should work closely with the counselor so that they take the high school courses to best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, or chemical dependency needs. Unless consent is refused by an order of a court, a physician, psychologist, counselor, or social worker licensed or certified by the state may consult with a child without the consent of the child's parents, managing conservator, or guardian when that professional has reasonable grounds to believe that a child has been sexually or physically abused, is contemplating suicide, or is involved in chemical addiction, dependency, or abuse. **Because of the limited resources of the school district, clinical counseling by the school counselors is limited. The counselor may make available information about community resources to address personal concerns.**

CREDIT BY EXAMINATION

Granbury Independent School District will provide Credit by Exam in grades one (1) through twelve (12) for the purpose of grade acceleration. Students in grades Kindergarten through six(6) may be accelerated one grade level upon successful completion of the exam and school recommendation. With no prior instruction, students in grades seven (7) through twelve (12) may earn credit for an academic subject with a grade of at least 90 on the approved exam. With prior instruction, students in grades seven (7) through twelve (12) may earn credit with a grade of at least 70 or above on the approved exam.

Testing for grade acceleration is contracted through the Region XI Education Service Center in Fort Worth. Applications are available at each campus and the central administration testing office and must be filed at the students' own campus with the counselor.

Fall Semester Test Dates:

Testing Dates	**Registration Deadlines**
September 12, 2003	August 15, 2003
September 13, 2003	August 15, 2003
November 24, 2003	September 19,2003

Spring Semester Test Dates:

Testing Dates	**Registration Deadlines**
March 26, 2004	February 24, 2004
June 4, 2004	May 3, 2004
June 24, 2004	May 21, 2004

DETENTION

Students may be assigned detention hall (D-Hall). Teachers may assign only one day of detention for any single offense. If the offense requires more than one day of detention, the teacher must refer that student to the principal. Students may be detained after school hours or on Saturday for detention. Before assigning a student to after-school detention, the teacher shall inform the parents of the reason for the detention and permit parents to make arrangements for the necessary transportation of the student. All students detained for disciplinary purposes shall be under the direct supervision of professional staff.

Excessive detention assignments or refusal to serve the assigned noon or after-school detentions may result in additional days in D-Hall, placement in Saturday detentions or placement in In-School Suspension (ISS). There are no set numbers of detention assignments that result in reassignment to ISS. The principal has the authority to assign students to ISS or to suspend students for not serving their assigned D-Halls.

Members of extra-curricular organizations or teams who are assigned D-Hall and fail to serve that D-Hall will not be permitted to participate in the next activity scheduled for that organization or team.

DISCIPLINE

The District developed a Student Code of Conduct as required by law, which governs student discipline and supersedes policies adopted by the Board within the context of previous law, a copy of which is an exhibit to this handbook. Except in cases specifically cited by state law which mandate required discipline actions for violations of the Student Code of Conduct, the principal is authorized to consider the circumstances of each disciplinary situation, including the following factors:

1. The seriousness of the offense.
2. The age of the student.
3. The frequency of the misconduct.
4. The attitude of the student.
5. The potential effect of the misconduct on the school environment.

Any adult employed by the District has authority to correct, and shall be required to correct, any student at any time while on campus or at any school function. Any action by a student contrary to teacher or adult authority will result in disciplinary action.

Placement Review Committee: Each school shall establish a three-member committee to determine placement of a student when a teacher refuses the return of a student to the teacher's class and to make recommendations to the district regarding readmission of expelled students. This committee shall be composed of two teachers selected by the campus faculty and one teacher to serve as an alternate member and one member of the administrative staff of each campus. The teacher refusing to readmit the student may not serve on the committee.

Placement of Students with Disabilities: The placement of a student with a disability who receives special education services may be made only by a duly constituted Admission, Review, and Dismissal committee. A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes if the student does not also meet the criteria for alternative placement under "Removal for Certain Conduct" or "Expulsion for Serious Offenses."

Discipline Management Techniques: Discipline management techniques are always available when assessing penalties for violations of the code of conduct, regardless of the offense. Discipline management techniques shall include:

1. Verbal correction
2. Cooling-off or time-out
3. Counseling by teachers, special services, or administrative personnel
4. Parent-teacher conferences
5. Rewards or demerits
6. Behavioral contracts
7. Assigned school duties other than class tasks
8. Removal of the student to the office or other assigned areas
9. Withdrawal of privileges, including participation in extracurricular activities and honorary positions
10. Probation
11. Detention (See "Detention" for details.)
12. Grade penalties for unexcused absences when students may not make up missed assignments
13. Referral to outside agency or authority for criminal prosecution
14. Temporary confiscation of items that disrupt the educational process
15. Saturday/Evening School: All students assigned to Saturday School must present a picture identification when they arrive at school. The District does not furnish transportation to Saturday School
16. **Corporal Punishment**
17. **Removal to Alternative Education Program**
18. **Removal to In-School Suspension (ISS)**. This is a form of discipline in which the student will be permitted to come to school but will not be permitted to attend regular class. It is the responsibility of the student to make up work missed in his/her regular classes. To be released, students must complete all assignments.
19. **Suspension**. A student may be suspended for no more than 3 consecutive days for an offense. There is no limitation on cumulative totals. When a student is suspended from school, the parent or guardian is to be notified immediately that the student is suspended and is to be picked up at the school principal's office. When parents cannot be located to be notified, the student is to be kept in isolation until the end of the school day, at which time the student is to be sent or taken home and the parent notified. No student is to be released from school without the parent's prior notification. Students that have been suspended from school are prohibited from being on any school property or school event.
20. **Expulsion**. A student who has been expelled will be prohibited from attending classes and will lose credit for the semester or year. Expelled students are also prohibited from being on any Granbury ISD campus or attending any extra-curricular activities that involve Granbury ISD.

Consequences for Expulsion:

- The student looses credit for the semester of expulsion.
- The student may not attend another public school during the time of expulsion.
- The student may be required to complete his assigned time in a discipline alternative education program before returning to a regular campus.
- The student may forfeit his/her driver's license or be prevented from applying for a driver's license during this time he is expelled.
- The school district is required to notify the Juvenile Probation Department of all expulsions. The student is considered by the Juvenile Probation Department as "a child in need of supervision" and appropriate supervision will be assigned to the child by the Juvenile Probation Department.

It is the responsibility of each student and parent to read the Student Code of Conduct attached hereto. When your signature is affixed to the verification form, you are also verifying that you are aware of the Student Code of Conduct and consequences of behavior. ~~The Student Code of Conduct reflects changes enacted by the 1997 legislature~~.

DISRUPTIONS BY STUDENTS OR OTHERS

Disruption of classes or any school activities by a student or others is prohibited and is subject to disciplinary action and/or referral for criminal prosecution.

The District may pursue a criminal charge against and/or discipline any person inciting, promoting, or participating in a protest demonstration, riot, sit-in, walk-out, blocking of entrances, threatening force, etc.

Disruption of Classes: For purposes of this rule, "school property" includes the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities, and "public property" includes any street, highway, alley, public park, or sidewalk.

No student shall be permitted, on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts the educational activities of a school includes:

1. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
2. Enticement or attempted enticement of students away from classes or other school activities that students are required to attend.
3. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
4. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud, profane, vulgar language or obscene gestures causing disruption of class activities.

DISTRIBUTION OF MATERIAL

Delivery to Students: ***No balloons or flowers will be delivered to students at school. Parents are to receive permission from the principal for delivery of any other objects to their own children or other children.***

School Materials: All school publications are under the supervision of the teacher, sponsor and principal.

Non-school Materials: Written material, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. If the material is not approved within two school days of the time it was submitted, it should be considered disapproved. Disapproval may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board in accordance with policy FMA(LOCAL). Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.
The principal will designate the location for approved non-school materials to be placed.

DRESS/GROOMING CODE

There is a close relationship between high standards of dignity and pride and proper grooming. Personal appearance is important. The student and parents share in the responsibility for proper grooming of the student. The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. Modesty will be the dominant feature in all clothing. Behavior, attitude and community standards take precedence over individual clothing and hairstyle. While the enforcement of the student dress code rest with the principal, teachers and other staff should be familiar with the dress code and be cognizant of student dress and grooming, referring violations to the principal. **The campus principal is the final authority concerning propriety of clothes, hairstyle, and jewelry.**
The following dress code will be enforced:

Pants

- Pants/Jeans/ Shorts will be worn at the natural waistline, not below or above (no sagging/baggy will be permitted)
- Pants/Jeans/Shorts must be appropriately sized, fitting in the waist, crotch, and leg; not baggy, oversized or excessively tight

- Jeans must be regular/original/classic straight-legged or boot cut (May not be wide-legged, wide-bottomed, full thigh, or loose fit)
- Pants/Jeans/Shorts must be hemmed, free of holes, splits, fraying, patches

Shirts

- Shirts will be short or long sleeve in grades 4 - 12
- Shirts must be appropriately sized in the shoulders, sleeves, and length; not baggy or excessively tight in grades 4-12
- Shirt/top must be cut straight across the bottom (e.g., T-shirt, sweatshirts and Hawaiian print shirts) to be worn outside. Shirt/top cut with tails or otherwise designed to be worn tucked in, must be tucked in.
- The untucked shirt/top must cover the midriff at all times (e.g., standing, sitting, stretching and bending)
- The untucked shirt/top can not be oversized/undersized and may not extend below the natural crotch on boys and girls
- Sweaters, sweatshirts, and vests do not have to be tucked in

Shorts, Skorts, Skirts

- Shorts are permitted in grades Pre K – 3
- In grades 4-12, shorts are allowed as follows:
- ~~Navy blue, khaki or denim~~
- No shorter than 3 inches above the top of the knee
- May not be oversized, wide-legged, full thigh or wind shorts
- Dress and skirt length must be no shorter than 3 inches above the top of the kneecap
- Dress and skirt slit must not exceed 3 inches above the top of the kneecap

Shoes

- Shoes must be worn at all times

Hair

- Hair must be a natural human color
- A neatly trimmed mustache above the lip that does not extend beyond the lip line is the only facial hair permitted
- Sideburns must be cut above the bottom of the ear

Miscellaneous

- Clothing items must be free of pictures, emblems and/or writings that are lewd or obscene
- Clothing items must not advertise or depict tobacco products, alcoholic beverages, drugs, or and substance prohibited under policy FNCF (LOCAL)
- Clothing items or style may not be construed as gang related or indicative of gang identification, including bandannas
- All clothing and grooming should conform to standards that may not, in the principal's opinion, cause disruption of or interference with normal school operations
- Body piercing jewelry may only be worn in the ears

The Following Will Not Be Permitted:

- JNCO, BOSS, ZONZ. L2, and other similar brand jeans/pants
- Overalls
- Muscle shirts
- Tank tops
- Garments with spaghetti straps
- Crop tops
- Halters
- Midriffs
- Bicycling or spandex shorts/pants
- Tight fitting dresses or skirts
- See "through" or see "in" garments
- Any clothing that reveals skin or undergarments
- Bathing Suits
- Torn, ripped or cut-off clothing
- Cleats ~~or thong flip flop shoes~~
- Caps, hats, or sunglasses during school hours
- Chains or jewelry that have the potential to be used as a weapon (Examples; heavy neck chains, double or triple rings, wallet chains, chain belts, etc.)
- Leather collars or collars intended for use on animals may not be worn on school property
- Black lipstick
- Black nail polish
- Decorative facial art
- Shoes with pop out rollers

Spirit Days

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action. [See FNCA(LOCAL)] A sponsor, coach, or other person in charge, with the principal's approval, may establish dress standards for students who participate in these activities.

The dress and grooming code may be modified with administrative consent to accommodate extracurricular activities and special events.

DRILLS - FIRE, TORNADO, AND OTHER EMERGENCY DRILLS

Students, teachers, and other District employees will participate in drills of emergency

procedures. When the alarm is sounded, students should follow the direction of teachers or Marshall quickly, quietly, and in an orderly manner.

Emergency alarms will be established by the campus principal.

Procedure:

1. The fire alarm will be the signal for a fire drill.
2. The students will file out in a single file behind the appointed leader and will follow him/her to the assigned exit.
3. The class will move to a safety zone at least 100 feet from the building.
4. The class will turn around, face the building, and wait for the signal to return to class.
5. All teachers will be responsible for appointing a leader in each class, informing each class as to the manner and behavior of leaving the building, and showing the proper route to follow.
6. Teachers will be the last to leave the classroom and see that doors are closed. The teacher will stay with his/her class.
7. No books or other articles should be carried out. Girls may take their purses.
8. Teachers will take their grade books with them and take roll at the assembly location to verify accountability of students.
9. The class members will walk when leaving the building and when entering the building. No student will be permitted to leave the line.
10. There must be no talking during emergency drills in order that signals and instructions may be heard by all.

EARLY ARRIVALS AND LATE PICK-UPS

Granbury ISD provides before school and after-school child care for a fee at all elementary campuses. This service is available at a weekly or monthly tuition rate only. The tuition covers extended care for students between the hours of 6:30 a.m. and 6:30 p.m. Parents may contact the principal's office to make arrangements for this service.

Before-school and after-school childcare ***will not*** be provided for students who do not subscribe to the tuition service. School facilities are open with adult supervision fifteen (15) minutes before school starts and fifteen (15) minutes after school is dismissed. Students should not be at school facilities before or after these times unless they are involved in an approved, supervised activity. Students not picked up, in a timely manner, may be turned over to local law enforcement officials.

NOTE: This section does not pertain to students utilizing school transportation to get to and from school. Bus students will be supervised from the time the bus arrives at the school until the time the bus departs from the school.

ELECTRONIC ITEMS PROHIBITED

During the instructional day, students shall not bring into a school building or have in their possession in a school building electronic items such as cellular phones, pagers, radios, CD/tape players, games, or toys. Such items can be disruptive and are susceptible to theft, damage and destruction. Items found in possession of students during the instructional day will be confiscated and returned only to the parent. School personnel cannot be held responsible for investigation or recovery of lost or damaged items. Parents may be charged a fee for the return of cellular phones and pagers. Appropriate disciplinary action will be taken for the possession.

EMERGENCY MEDICAL TREATMENT (Policy FFAC)

Parents are asked to complete an emergency care form that includes a place for parental consent for school officials to obtain medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by the parents as often as necessary.

EMERGENCY SCHOOL CLOSING INFORMATION

Campus Emergencies or Disasters: If a campus should experience a major emergency or disaster, the District asks that parents **NOT** go to the campus. This is very important, as it will be necessary for emergency vehicles to move freely to and from the site of the crisis. Traffic jams can develop quickly and the safety of everyone can be jeopardized.

The District will provide information as deemed necessary to the school web page, www.granbury.k12.tx.us, and WBAP AM 820. Whenever possible, the information could include the nature of the emergency and the status of the situation, evacuation locations, and requests for parental action.

In the event of an emergency at the Comanche Peak Steam Electric Station requiring evacuation of the students, they will be taken to either Cleburne High School at 1501 Harlin Drive in Cleburne or to Stephenville Junior High School at 2798 Frey St in Stephenville. Information

concerning any evacuation of the schools can be heard on WBAP 820 AM radio.

Bad Weather:

1. On bad weather days, a decision will be made by 6:00 a.m. to close schools or delay the start of school. This information will be broadcast on the school web page, www.Granbury.k12.tx.us, and WBAP AM 820. It may possibly be broadcast on Television Channel 5. Since weather and road conditions can change quickly, this decision will be made during the early morning hours rather than during the evening hours the night before.
2. The most efficient means of informing everyone, including school staff, of weather-related school scheduling changes is through the radio and television stations. It is also essential that telephone lines within the school district remain open. Therefore, please do not call the schools, school personnel, the transportation department, the administration building, or the radio or television station for normal communication and emergencies.
3. A decision to start late will be communicated as an amount of time. EXAMPLE: "School will start one and one-half hours late." This means that all schedules, including buses, will be running one and one-half hours later than normal. If your child's bus normally comes by at 7:20 a.m., then on that day the bus would be expected to arrive at 8:50 a.m.
4. The District's primary concern will always be the safety of the children. Even at times when school is in session, a child who is unable to be in school or who is tardy due to hazardous roads, the absence or tardy will be excused.
5. School personnel, including the superintendent and transportation director, will be driving the most difficult roads to determine safety in running school buses.

EXTRA-CURRICULAR ACTIVITIES

A student shall be permitted to participate in extra-curricular activities subject to the following restrictions:

1. During the first grading period, a student is eligible if he/she was promoted at the end of the previous year, or has accumulated the required number of units toward graduation. See PROMOTION and GRADE CLASSIFICATION in this handbook or the principal for further information on promotion.
2. During subsequent grading periods, a student who receives, at the end of any grade evaluation period, an average grade below 70 in any academic class other than an identified honors or advanced class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extra-curricular activities for at least three weeks. A student may practice or rehearse while suspended. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes and (2) completed three weeks of suspension.
3. A student is allowed up to **15** activity-related absences during a year in order to participate in school-related or school-sanctioned activities on or off campus. All UIL activities come under this provision, as do other Board sanctioned activities. A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Since participation in athletics, band, choir, and other UIL activities is voluntary, those students who choose to participate are choosing also to submit themselves to the rules of that particular sport or organization and may be dismissed for violations of those rules. Students found in violation of school policies or state laws with regard to the use of drugs, and/or alcohol are subject to disciplinary action, which may include suspension from the organization.

FIELD TRIPS

Field trips may be co-curricular or extra-curricular. Field trips offer an opportunity for instructors to bridge the gap between the classroom instruction and observation of the real world application of the information taught or locations. Trips to historic sites instill pride, character and patriotism, while assisting students to understand historical events.

Out-of-district field trips will be limited to one trip per grade level or subject area each year. Monies will not be collected from students to cover admission fees. When special events or exhibits are offered which will be educationally beneficial to students, teachers may request special consideration for a trip, defining the benefit to the students' education. Such requests will be submitted to the Superintendent for final approval.

The locations for out-of-district field trips in grades 1-6 will be determined by the administration and teachers to assure that classes are not scheduled to visit locations previously visited at a prior grade level, unless a repeat visit is deemed appropriate because of the instructional level.

Field trips/student activities **may not** be taken in May except in extenuating circumstances.

In-district field trips will be approved by the campus principal on an individual basis and request for such trips will be submitted at least two weeks in advance so that parent notification and transportation arrangements may be made.

Many students are involved in two or more extracurricular activities and, from time to time, requirements of these activities may conflict. When such a conflict occurs, the following guidelines will be used to resolve the issue:

- An actual event or competition will have priority over a practice or rehearsal.
- UIL events shall have priority over non-UIL events (e.g., student council, JROTC, National Forensic League, Future Problem Solvers).
- Higher level UIL competitions will have priority over lower level events (the ascending order is district, bi-district, area, region, state).
- District competitions or representation will have priority over non-district events.
- School sponsored events will have priority over non-school sponsored events.
- Where activities have equal priorities, or agreement cannot be made because they are outside the guidelines above, the student shall make the decision based on personal preference. No punishment (e.g., extra running or exercises) will be assessed for the student's decision.

In the event conflicts occur in interpretation, the athletic director will resolve athletic conflicts and the principal will resolve other conflicts. When athletic and non-athletic conflicts cannot be resolved by the guidelines, the athletic director and the principal will confer and develop a consensus on the resolution of the issue.

FEES

Check Acceptance Procedure: In the event that a check written to any GISD campus, club or organization is returned unpaid by your bank, GISD or its agent will redeposit your check electronically. Additionally, you understand and agree that we may electronically collect a returned check fee of $25.00 plus applicable sales tax. The use of a check for payment is your ACKNOWLEDGEMENT and ACCEPTANCE of this procedure and its terms.

Materials that are part of the basic education program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:

1. Costs for the materials for a class project that the student will keep.
2. Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
3. Security deposits.
4. Personal physical education and athletic equipment and apparel.
5. Voluntary purchases of pictures, publications, class rings, yearbooks, graduation announcements, etc.
6. Musical instrument rental and uniform maintenance, when provided by the District.
7. Personal apparel used in extracurricular activities that becomes the property of the student.
8. Parking fees and replacement student identification cards.
9. Fees for lost, damaged or overdue library books and school-owned equipment.
10. Fees established for driver training courses.
11. Fees for optional courses offered for credit that requires use of facilities not available on District premises. (Fees shall not be charged, however, if parents of at least 22 students request a transfer to another school in the District to take required curriculum courses, other than fine arts or career and technology not offered at the original school.)
12. Summer school courses. Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal.

FOOD AND DRINK

Food or drink is not to be taken into the classroom. The only exceptions to this rule are special teacher-directed activities, which must be cleared by the principal. Supervised snack time at Kindergarten –3 level is acceptable.

FOOD SERVICES

Lunchroom: The District participates in the National School Lunch Program and offers free and reduced-price breakfast and lunch based on a student's financial need. Information can be obtained from each campus cafeteria manager or Laine Meek, Food Service Director. Wholesome,

well-balanced meals are served to all children each day in the lunchroom. At lunch, all grade levels will be given a choice of at least two (2) entrees. The salad bar is an option for students in grades 7-12. Milk will be offered with all tray lunches. All students are expected to be quiet and courteous in the lunchroom.

PK-6th grade students are permitted to charge on an emergency basis. Students who accumulate **two unpaid** charges will not be permitted to charge again. These students will be served a peanut-butter sandwich as their meal. High School and Middle School students will not be allowed to charge under any circumstances.

Prices for Cafeteria Meals:

	PK-6	7-8	9-12	Staff	Adult Visitor
Breakfast					
Regular	$.75	$.75	$.75	$1.00	$1.25
Reduced	$.30	$.30	$.30	N/A	N/A
Lunch					
Regular	$1.60	$1.75	$2.00	$2.50	$3.00
Reduced	$ .40	$ .40	$ .40	N/A	N/A

Grades PK-12: Granbury ISD maintains a closed campus for all students in grades PK-12. All lunches, whether bought at school or brought from home must be eaten in the lunchroom~~.~~ ~~**Fast foods may not be delivered to the school or brought to school in original containers.**~~

FUND RAISING

Student clubs or classes, outside organizations and parent groups may occasionally be permitted to conduct fund-raising activities. An application for permission to conduct a fund-raising event must be made to the principal. These events must also be approved by the Assistant Superintendent. Except as approved by the process indicated, fund-raising is not permitted on school property. No door-to-door or brochure sales will be approved.

GENERAL RULES OF CONDUCT

Rights and Responsibilities of Students: All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and District staff. The District's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others, or who violate District or school rules, shall be subject to disciplinary measures designed to correct the misconduct and to promote responsibilities of citizens in the school community.

Students are responsible for conducting themselves properly, in a manner appropriate to their age and level of maturity. Student responsibilities for achieving a positive learning environment at school or school-related activities include:

1. Attending all classes, daily and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being appropriately dressed and groomed.
4. Showing courtesy and respect toward others.
5. Behaving in a responsible manner.
6. Paying required fees and fines, unless the fees are waived.
7. Avoiding violation of the Code of Student Conduct.
8. Obeying all school rules, including safety rules.
9. Seeking changes in school policies and regulations in an orderly and responsible manner through appropriate channels.
6. Cooperating with staff in investigation of disciplinary cases and volunteering known information relating to a serious offense.

Jurisdiction: The District has jurisdiction over its students during the regular school day and while going to and coming from school on District transportation. This jurisdiction includes any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location. This Code of Conduct applies to all school-sponsored and school-related activities, on or off campus. Students who violate these rules will be subject to disciplinary action and, when appropriate, will be referred to legal authorities for criminal prosecution for violations of the law. A violation of the law and the student code of conduct involving retaliation against an employee, even though it occurs off school grounds and not at any school-related activity, is also subject to District jurisdiction as described at "DISCIPLINE" below.

General Rules of Conduct: Any item prohibited in school is prohibited on the bus.
Students at school, school-related activities, or on the bus are prohibited from:

1. Cheating or copying the work of another
2. Throwing objects, outside supervised school activities, which may cause bodily injury or damage property

3. Leaving school grounds or school-sponsored events without permission
4. Directing profanity, vulgar language, or obscene gestures toward other students
5. Insubordination, such as disobeying directives from school personnel or school policies, rules and regulations
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers, other school employees, students, or visitors
7. Playing with matches or fire, or committing arson
8. Stealing from students, staff, or the school
9. Damaging or vandalizing property owned by the District, other students, or District employees
10 Disobeying school rules about conduct on school buses
11 Fighting, committing physical abuse, or threatening physical abuse
12. Committing extortion, coercion, or blackmail; that is, obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force
13. Name-calling, ethnic or racial slurs, or derogatory statements that school officials have reasonable cause to believe will substantially disrupt the school program or incite violence
14. Engaging in inappropriate physical or sexual conduct disruptive to other students or the school environment.
15. Assaulting a teacher or other individual
16. Selling, giving, or delivering to another person, possessing, using, or being under the influence of: marijuana or a controlled substance; a dangerous drug, abusable glue, aerosol paint, other volatile chemical or an alcoholic beverage
17. Possessing a knife of any size or other object that could be considered a weapon (such as a stun gun or cattle prod)
18. Bringing a firearm to school. Federal and state law requires expulsion for this conduct
19. Possessing or using tobacco products
20. Hazing
21. Bullying
22. Possessing a paging device or cellular telephone.
23. Behaving in any way that disrupts the school environment or educational process (See page 11 for dress and grooming standards)
24. Engaging in any conduct constituting felony criminal mischief as defined by law
25. Membership or participation in any secret society, fraternity, sorority, or gang
26. Engaging in unruly, disruptive, or abusive behavior that seriously interferes with the teacher's communication with students or with the ability of students to learn
27. No chewing gum is allowed on campus

GRADING

PK: The District shall utilize report cards based on TEA Pre-kindergarten Curriculum Guidelines. There will be an adjustment period for the 1st six weeks. Additionally, teachers should schedule a parent conference during that time period. Teachers will use the grading system key on the report card for academics and social and emotional behavior.

Kindergarten: The District shall utilize report cards based on Texas Essential Knowledge & Skills (TEKS). Teachers will use the key on the report card for academics, and social ~~and work skill~~ development and work habits. PE and Fine Arts will use E (90-100), S (80-89), N (70-79), U (69 and below). There will be an adjustment period for the 1st six weeks. Additionally, teachers should schedule a parent conference during that time period.

Grade 1st – 6th Grades: There is no adjustment period for 1st grade, as the report card is designed to reflect skills the student demonstrates only.

Numerical scores shall be used for reporting grades in all academic content areas. Grades for physical education, fine arts, and conduct will be reported in E, S, N, and U. Study habits/social development will use a √ or N.

No grade below 50 will be reported on the report cards or permanent records for any average numerical grade that is lower than 50. Grades shall not be recorded in excess of 100.

Conduct Grades: The conduct grade will be entered on the report card in a separate category. It is not intended to reflect any part of the student's academic grade. Study habits and social development are not reflected in the conduct grade, but show the student's progress in the areas shown on the report card. Examples of conduct might include verbal aggression, fighting, and other behaviors. (See page 15 in this handbook under General Rules of Conduct.)

Academic Achievement: Promotion and Retention

Grades 1-8

Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (TEKS) for all subject areas and a grade of 70 or above in ~~three of the following areas:~~ Language Arts and Mathematics and a grade of 70 or above in either Science ~~and~~ or Social Studies. Summer school may be offered for students who do not meet the ~~above~~ specified criteria. Attendance in summer school does not guarantee promotion.

Grades 9-12

- Grade-level advancement for students in grades 9-12 shall be earned by course credit and a grade of 70 or higher shall be considered a passing grade.
- The parent/guardian of a student who has not successfully completed a subject or course for any semester or trimester shall be notified by the District as soon as possible regarding any summer program available in the District that may permit the student to successfully complete the failed subject(s) or course(s).
- Credit for a course shall be awarded if a student had satisfactorily met all state and local requirements. A student shall either:

a) Be enrolled in and complete a course that meets State Board instructional time requirements with a passing grade; or
b) Meet standard requirements of the course, regardless of the time the student has been enrolled in the course.

- A student who makes below a 70 on a scale of 100 must repeat that semester or trimester.

Students with Disabilities: Promotion standards and appropriate assessment and acceleration options, as established by individual education programs (IEP) or grade level classification of students eligible for special education, shall be determined by the ARD committee.

Limited English Proficient Students: In assessing students of limited English proficiency for mastery of the TEKS, the District shall be flexible in determining the methods to allow the student to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in primary language
2. Assessment using ESL methodologies
3. Assessment with multiple varied instruments

Student Success Initiative: In addition to the above standards of mastery and promotion, students in grade 3 must meet the passing standard established by the State Board on the TAKS Reading required under state law in order to be promoted to the 4th grade.

Homework: A suggested time allowance recommended for homework is 10 minutes per grade level. For example, 3rd – 30 minutes; 4th – 40 minutes; 5th – 50 minutes; 6th – 60 minutes. GISD recognizes that family time is important therefore, teachers are encouraged to give special consideration for Wednesday, weekends, & holidays.

Make-up Work: Students may make up assignments and tests if the absence is excused, ~~justifiable but unexcused~~ or with prior approval from the principal if excused, or is the result of school-sponsored activities. Students have the number of days absent, plus one day, to finish makeup work. Long term assignments or projects, assigned well before the absence, may be due upon return.

Late Work: Teachers may deduct up to 10 points daily for late work for 1st – 6th. After the 3rd day, the student may receive a "0". (for example, if the student earns an 80 on a late paper, he/she would receive a 70 if it were one day late.) The teacher shall contact the parent after the 3rd late day.

Minimum Number of Grades Per Period: The teacher will document a minimum of two (2) grades per week in the content areas of Reading/English Language Arts and Mathematics. In all other content areas, the teacher may document only one per week as appropriate.

STUDENT ASSESSMENT

~~Curriculum, instruction, and assessment are closely linked. Assessment is a process that informs or drives instruction by providing information on two fundamental questions: How are we doing? How can we do it better?~~

Granbury ISD uses a variety of assessment ~~strategies to set standards, create instructional pathways, motivate performance, provide diagnostic feedback, evaluate progress, and communicate progress to others.~~ During the school year to assess progress.

~~Assessments will be administered at the end of learning segments or units as appropriate to determine student mastery of the Texas Assessment of Knowledge and Skills (TAKS) as stated in the state documents, district curriculum documents, and/or a student's individual education plan (IEP). These assessments may include portfolios, rubrics, performance-based, observation, and paper/pencil tests.~~

The Texas Assessment of Knowledge Skills (TAKS), a criterion-referenced test, is required in Reading and Mathematics of all students in 3rd through ~~8th and 10th~~ 11th grades. ~~Additional~~ TAKS ~~testing in~~ Writing is required of students in 4th, ~~8th~~ 7th, 10th and 11th grades. TAKS ~~testing in~~ Social Studies and Science is required in 8th, 10th and 11th grades. Please refer to the district calendar for test dates.

Iowa Test of Basic Skills (ITBS), a norm-referenced test, is administered to students in ~~various~~ grades 3-6 to access progress. The Cognitive Ability Test (CogAT)~~, intelligence test~~, is given to students in 3rd grade. These assessment's results are used to evaluate a variety of district programs such as Advanced Academics, Reading, and Math.

Students are also assessed according to each grade level's benchmarking system. Kinder through 2nd grade students are assessed in reading through the Texas Primary Reading Inventory (TPRI). 3rd through 8th grade students prepare for the TAKS by taking TAKS released tests ~~according to the calendar~~. The results of these tests are used to evaluate each individual student's strengths and weakness that will be used in planning instruction.

Additional Guidance:

- All grading standards must be horizontally aligned within the district by department.
- Accelerated Reader points should always be a positive incentive and should never be used to negatively impact a student's academic grade. Extra credit grades may be given for AR.
- No grades will be given in tutorial classes (example: TAKS remediation, language lab).

Permanent Record and Other Purposes: Numerical scores shall be maintained in the permanent records for grades 2-8 and used on all academic achievement records (transcripts) for grades 9-12. Numerical scores shall be used in determining promotion, course credit, and maintenance of a grade of 70 for participation in extracurricular and other activities.

Grade Conversion Scale: When letter grades are used, the following conversion table shall be in effect:

90-100 = A
80-89 = B
70-79 = C
69-below = F

Report Cards: At least once every six weeks, the District shall give written notice to parents of students' grades in each class or subject. ("Parent" includes legal guardian.) For students in alternative programs (see Board Policy EIE) the report shall clearly specify the instruction level at which the student is functioning. The notice shall provide for the signature of the parent and must be returned to the District.

If in any class or subject a student receives a grade of less than 70 on a scale of 100, the grade notice shall state the need for a conference between the appropriate teacher and the parent. Teachers shall advise parents in the grade report whether students are recommended or required to attend tutorials in the subsequent six weeks' grading period. The number of student absences will be included in the report to the parents at the end of each six weeks' period. This shall be reported by the principal's office as the total number of absences per six weeks.

Report cards will be distributed the week following each grading period. Elementary and intermediate report cards will be sent with students and secondary report cards will be mailed. ~~An elementary child's instructional level will be given, where feasible.~~ Kindergarten and pre-kindergarten students' progress shall be reported to parents by checklist.

Three Weeks Reports: At the end of the first three-weeks of a grading period, the teacher shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline by the teacher. This is not intended to be a detailed report, but should be a brief notice of a potential problem. The parent will be requested to schedule a conference with the teacher of that class or subject.

~~**Student Advancement:** A student may be promoted only on the basis of academic achievement or demonstration of proficiency of the subject matter of the course or grade level. In measuring the academic achievement or proficiency of a student who is dyslexic, the~~

~~student's potential for achievement or proficiency in the area must be considered.~~

1. ~~Grades K-8: Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.~~
2. ~~Grades 9-12: Grade-level advancements for students in grades 9 – 12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the school year. (See High School section for more detail.~~

~~The parent/guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as possible regarding any summer program available in the District that may permit the student to successfully complete the failed subject(s) or course(s).~~

3. ~~Grades 9-12: Credit for a course shall be awarded if a student has satisfactorily met all state and local requirements. A student shall either:~~

a) ~~Be enrolled in and complete a course that meets State Board instructional time requirements with a passing grade; or~~

b) ~~Meet standard requirements of the course, regardless of the time the student has been enrolled in the course.~~

~~A student who makes below 70 as a grade must repeat that trimester/semester. A student who is scheduled to take an exam and fails to do so will be required to repeat that entire trimester/semester, unless arrangements are made prior to exam time.~~

HALLS AND CORRIDORS

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from a teacher. The hall pass must be visible while the student is in the hall.

Hallways should be kept clear of books, backpacks, trash and debris.

HAZING

Hazing means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are to include other students. The term includes but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from remaining registered in a District school, or that may reasonably be expected to cause a student to leave the organization or the school rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

Students shall have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Acts of hazing and failure to report known hazing can result in criminal penalties, as well as school discipline.

HOMEBOUND

Students with disabilities that prohibit daily attendance for an extended period of time may be served with homebound services.

Parents' request for homebound services shall be made to an administrator or counselor. A packet will be made available to the parent and the request for homebound services will be processed when the packet is completed by the parent and physician and is returned to the campus. That packet contains 1) Parents Rights Booklet; 2) Consent to Request Information; 3) OHI Eligibility Form; and 4) Request for Homebound Services.

When the completed packet is returned to the campus, the administrator or designee will notify the campus diagnostician and schedule an Admission/Review/Dismissal (ARD) meeting. The ARD committee will determine eligibility for services, extent of services and projected length of

service, and will develop the goals and objectives for an Individual Educational Plan (IEP).

Certified instructional faculty will provide a minimum of four (4) hours of instruction per week. The instructor shall serve as a liaison between the school and home. A weekly attendance sheet will be utilized and shall be submitted to the attendance clerk on the student's home campus.

When homebound services are no longer needed, a dismissal ARD or 504 committee meeting must be scheduled.

HOMELESS

In accordance with the McKinney-Vento Homeless Assistance Act of 2001, Granbury Independent School District will provide services for students who are considered homeless. Parents are required to fill out a Student Residency Questionnaire to determine eligibility. If eligibility is determined, students will be able to immediately enroll without school records, medical records, proof of residency, or other documents. Students will be able to attend school while records are obtained.

Granbury Independent School District's Homeless Liaison will coordinate area agencies to provide clothing, shelter, immunizations, and school supplies for homeless students as needed. The District's Homeless Liaison may be contacted at 600 West Bridge Street, Granbury, Texas 76048 or 817-408-4050.

Parents or guardians who are homeless may choose to enroll their children (or, unaccompanied youth may choose to enroll) in a public school in the attendance area where they are living. Transportation services will be provided to homeless students to the extent feasible with the request made by the parent or guardian regarding school selection. Granbury Independent School District will provide a written explanation of its decision and the right to appeal if a student is sent to a school other than that requested by parent, guardian, or youth.

HOMEWORK

Homework deserves special attention to ensure its value in the learning process and to avoid frustrating the student, teacher, or parent. The assignment should serve as reinforcement of learning at the level of independent practice. The review or grading of the work should provide immediate feedback to the student and inform the teacher of student progress toward mastery. **Students in advanced courses may expect differentiated assignments that could require more time outside the classroom.**

Reason for Homework:

1. To expand, reinforce, or enrich regular class work.
2. To build interest in reading and learning.
3. To hold students accountable for work missed due to absences.
4. To encourage parent-awareness of student learning.
5. To provide an opportunity to pursue special interest or ability areas.
6. To increase learning time.
7. To establish independent study skills.
8. To complete work started in class.

Student Responsibility in Regard to Homework:

1. Make sure he/she understands the homework assignment(s) before leaving school.
2. Take home all necessary homework and materials needed to complete the assignment(s).
3. Have an organized means of keeping and carrying homework to and from school.
4. Arrange for a place to work and have a regular time to study.
5. Schedule time for homework that is compatible with family and/or after school activities.
6. Do homework with a minimum of parental help.
7. Do homework assignments as carefully and neatly as in-school work.
8. Complete homework on time and be sure it is turned in on time.
9. Budget time for long-term projects.
10. Be accountable for all required work that is missed due to absences.

Parent Responsibilities:

1. Provide necessary assistance and a positive, supportive attitude and encourage good study habits.
2. Promptly communicate any concerns or questions regarding homework assignments to the teacher. Encourage the child to seek additional help from the teacher, if needed.
3. Provide an appropriate time and environment for study and learning. A parent should look at the homework and show an active interest in it. DOING the homework for the student will not ~~really~~ help the child learn the necessary skills.
4. Monitor television, radio and outside activities to be sure the student has sufficient study time.

5. Encourage student to attend tutorials before school, during lunch, after-school and evening tutorials for assistance with homework and studying.

IDENTIFICATION CARDS

Because of the large number of students on the secondary campuses and the need to be able to identify any student immediately, all students in grades 7-12 will be required to carry a student identification card. The card will also be used to check out library books and to provide special privileges based upon six weeks grades. The first card will be provided free of charge each year. If the card is lost or stolen, students will be charged $5.00 for a replacement. Identification cards may be issued to students in grades PK-6 to be used for library services**.**

INSTRUCTIONAL TELEVISION

The District provides the opportunity for students in grades 7-12 to view a 12 minute educational program on current events and news items, two minutes of which contain commercial advertising. A parent who prefers that his or her child not view any commercial broadcast at school should notify the building principal in writing. An alternative supervised assignment will be made for the student.

INSURANCE

The school provides student accident insurance for all students when they are participating in UIL or extracurricular activities. At the beginning of the school year, student accident insurance is made available for purchase for any parent who wishes coverage for his/her child. **The school is not liable for any doctor bills, or any expenses incurred as a result of injury to students while at school or engaged in a school activity.**

LAW ENFORCEMENT

Questioning of Students:

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student.
- The principal will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- If the event is part of a child abuse investigation, the principal will cooperate fully regarding the conditions of the interview.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Notification of Law Violations

The District is also required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been

convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

LOCKERS

Lockers, which are provided for convenience and use for students, remain under the jurisdiction of the school even when assigned to an individual student. A student has the full responsibility for the security of the locker and may place a lock on the locker if so desired. A student is responsible for keeping the locker closed, neat and clean. Those who place a lock on their locker must provide the principal's office with a key or combination. If students do not comply with this regulation, the lock will be removed from the locker. The school reserves the right to inspect all lockers and searches of lockers may be conducted at any time there is reasonable cause to do so or to check the health, safety and welfare of students whether or not a student is present. Students shall not place, keep, or maintain any article or material in lockers that is forbidden by District policy.

No locks are permitted in elementary or intermediate school.

LOST AND FOUND

Lost and found articles are to be turned in to the office and the owner may claim these items by making proper identification. Students should never carry large sums of money to school. The school will not be responsible if money is lost or stolen. If an article of value is lost or stolen, it should be reported to the principal's office immediately. **Unclaimed articles will be donated to charity at the end of the semester.**

MEDICAL INFORMATION

Bacterial Meningitis:

What is meningitis? Meningitis is an inflammation of the covering of the brain and spinal cord – also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

There are two common types of bacteria that cause meningitis:

- Strep pneumoniae causes pneumococcal meningitis; there are over 80 subtypes that cause illness
- Neisseria meningitidis – meningococcal meningitis; there are 5 subtypes that cause serious illness – A, B, C, Y, W-135

What are the symptoms? Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have:

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

*In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia),which sometimes happens with meningitis, particularly the meningococcal strain.

How serious is bacterial meningitis? If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability, such as deafness, blindness, amputations or brain damage (resulting in mental retardation or paralysis) even with prompt treatment.

How is bacterial meningitis spread? Fortunately, none of 0the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks or even months. Being a carrier helps to stimulate your body's natural defense system. The bacteria rarely overcomes the body's immune system and causes meningitis or another serious illness.

What is the risk of getting bacterial meningitis? The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, menigococcal meningitis, is highest among children 2 to 18 years old.

How is bacterial meningitis diagnosed? The diagnosis is usually based on combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

How can bacterial meningitis be prevented? Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

Vaccines against pnemococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This vaccine is recommended by some groups for college students, particularly freshman living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

What you should do if you think you or a friend might have bacterial meningitis? Seek prompt medical attention.

For more information: Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

Clinic: Duties of the nurse are to aid in maintaining good health and to take care of injuries that occur at school until a parent can be notified. The nurse is not equipped to care for ill students, but only to provide a place to wait to be picked up when they become ill at school. If a student is not ill enough to leave school, he/she will be returned to his/her classroom. Students who become ill at school are NOT to call home and ask their parent to come after them. This decision and phone call will be made by the school nurse.

Communicable Diseases: Parents of students with a communicable or a contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted. Students with certain diseases are not allowed to come to school when their disease is contagious. These diseases include chicken pox, diphtheria, viral gastroenteritis, head lice, viral hepatitis Type A, impetigo, influenza, measles, German measles, bacterial meningitis, mumps, pink eye, polio, ringworm, salmonellosis, scabies, shigellosis, streptococcal sore throat and Scarlet Fever, pulmonary tuberculosis, and whooping cough, or a fever.

Emergency Medical Treatment: Parents are asked to complete an enrollment card each year that includes parental consent for school officials to obtain medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by parents as necessary, including emergency names and number to contact.

Immunization: *[See Board Policy FFAB(LEGAL)]* All students must be immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. The immunizations required are: diphtheria/tetanus, polio, measles, mumps, and rubella. The school nurse can provide information on the required doses of these vaccines. Proof of immunization may be personal records by a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate, signed by a U.S. licensed physician, which states that, in the doctor's opinion, the immunization required would be detrimental to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed annually unless the physician specifies a life-long contraindication.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent if the student is a minor) that states that the immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed annually.

Vaccine requirements for Texas Children are as follows:

Younger than 2 months:

- No vaccines required

2 months through 3 months:

- One dose polio vaccine
- One dose DTP/StaP vaccine
- One dose Hib vaccine

4 months through 5 months:

- Two doses polio vaccine
- Two doses DTP/DtaP vaccine
- Two doses Hib vaccine

6 months through 11 months:

- Two doses polio vaccine

- Two doses HIB vaccine
- Three doses DTP/DtaP vaccine

12 months through 14 months:

- One dose MMR vaccine received on or after first birthday
- Two doses Hib vaccine
- Three doses polio vaccine
- Three doses DTP/DtaP vaccine

15 Months through 4 years:

- One dose MMR vaccine received on or after first birthday
- One dose Hib vaccine on or after 15 months of age, unless a primary series and booster have been completed.
- Three doses polio vaccine
- Four doses DTP/DTaP (Fourth dose not required until 18 months.)

5 years through 6 years:

- Three doses polio vaccine including one received on or after the fourth birthday
- Four doses DTP/DtaP vaccine including one received on or after the fourth birthday (proof of pertussis vaccination not required for children 5 years of age or older)
- One dose MMR vaccine received on or after the first birthday
- Children born on or after September 2, 1991 must have two doses of measles vaccine (this dose may be received as part of a second MMR)
- (Effective 8-1—98) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine

7 years and older:

- Three doses polio vaccine including one received on or after fourth birthday
- Three doses DTP/DtaP vaccine including one received on or after fourth birthday and one dose within the last 10 years
- One dose MMR vaccine received on or after first birthday
- Children born on or after September 2, 1991 must have two doses of measles vaccine (this dose may be received as part of a second MMR)
- Children born between September 1, 1978 and September 1, 1991 (inclusive) must show proof of two doses of measles vaccine within 30 days after their 12 birthday (this dose may be received as part of a second MMR)
- (Effective 8-1-98) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine

Lice Policy: If live lice are detected on a student, the student will be sent home for treatment. Students may return to school if the nurse does not detect live lice. Nits (egg sacs) need to be removed as thoroughly as possible.

In grades PK-6, parents will be notified if live lice are detected in their children's classroom.

Medication Policy: Prescription drugs, in the original container, will be administered if specific written permission is given by the parent and the medication is delivered to the nurse or principal by an adult. **Non-prescription drugs** such as aspirin, ibuprofen, herbs, and vitamins **will be administered upon presentation of the medication form. Medication may not be transported by the student to or from school on the school bus.**

Meningitis: Acute meningitis may be caused by a variety of organisms including viruses, bacteria, fungi, mycoplasma, and parasites. Viral or aseptic meningitis or meningoenciphalitis is an acute inflammation of the meninges that may or may not involve parts of the brain as well. The most common causative agents are enteroviruses, but no cause is determined in the majority of cases. Severity of symptoms is determined by the extent of tissue involvement. Onset is generally gradual and may be preceded by a nonspecific febrile illness. Headache and hyperesthesia are the most commonly reported symptoms in children and adolescents. Nausea, vomiting, leg pain, and photophobia are also common.

Bacterial meningitis is one of the most potentially dangerous infections in children. The most common causative organisms in children 2 months to 12 years of age are *S. pneumoniae*, *N. meningitides* (see below), and *H. influenzae* type b. Onset of symptoms is usually gradual and may be preceded by several days of upper respiratory symptoms. Increased lethargy and irritability follow.

The bacteria are passed between people who are in close contact through coughing, sneezing, nasal discharge, saliva, and touching of infected secretions. It can be spread by sharing eating utensils, drinking cups, water bottles, and kissing. While household contacts are at the highest risk of contracting this illness, others sharing these exposures are at risk as well.

Stop-spread guidelines:

- The best way to prevent spread of meningococcal disease is to alert everyone that a case has occurred so that appropriate preventive treatment can begin.

- Anyone having close contact with the ill person (e.g., household members and friends sharing eating and drinking utensils, sharing water bottles, or kissing) in the 2 weeks prior to the onset of symptoms should take antibiotics, e.g., refampin, per licensed prescriber's order, to lower the risk of the spread of the disease. Treatment of all close contacts should be done within the first 2 weeks of diagnosis of the first case, but preferably as soon as possible within the first 24 hours. Deciding who is a close contact can be established by consulting with the school nurse, school physician, and/or local board of health.
- Inform parents and staff that antibiotics do not provide absolute protection against disease. Therefore, any student or adult who develops symptoms such as fever or headache requires prompt evaluation by a health care provider.

- **Varicella (Chicken Pox)**: Varicella (Chicken Pox) illness is characterized by a generalized, itchy, blister-like rash, with mild fever and fatigue. The rash appears as red bumps, which quickly become blistered, ooze, and then crust over. New spots continue to appear for about three to four days. The spots will dry up and scab over before falling off.

The Varicella (Chicken Pox) vaccine is now available and is recommended between 12 and 18 months of age, or at any age if a child has not had chickenpox. If a child has not had the illness or vaccine by age 4, they must receive the Varicella (Chicken Pox) vaccine prior to attending school.

Physical Education Classes: The District is committed to the total development of all students, therefore, all students who are enrolled in a physical education class will participate in physical education activities. In response to a parent request, **the principal or designee** may excuse a student from physical education one day at a time. **(Three or more days or a permanent excuse from physical education requires a doctor's statement).** A student's refusal to fully participate by dressing in recommended dress ~~at the secondary schools~~ will result in a reduction in grade.

PARENTAL INVOLVEMENT AND RESPONSIBILITIES

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Throughout this plan, the term "parents" includes single parent, legal guardian, or person having lawful control of the student. The school asks parents to:

- Sign and return to the school the written statement that the parent understands and consents to the responsibilities outlined in the student handbook. Parents with questions are encouraged to contact the principal.
- Maintain up-to-date work, home, and emergency telephone numbers and other pertinent information in the child's school records.
- Encourage their children to put a high priority on education and to commit themselves to making the most of the educational opportunities the school provides.
- Stay informed on school activities and issues. The District newsletter, Open House opportunities, and parent/booster club meetings provide good opportunities for learning more about the school.
- Become a school volunteer. For further information, contact the campus principal.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to the campus committee formulating campus performance objectives fostering improved educational opportunities for all students. The District will provide all parents a copy of the "school report card" containing a comparison of the school's performance in relation to the District, the state, and a comparable group of schools. For further information, contact the school principal**.**
- Monitor their children's progress and contact teachers as needed. Conferences may be arranged as shown in "Conferences."
- Provide for the physical needs of the child.
- Teach the child to be attentive and to obey the rules.
- Ensure regular and prompt school attendance by their child and report and explain absences and tardies to school personnel.
- Encourage and lead the child to develop proper study habits at home.
- Participate in meaningful parent-teacher conferences to discuss their child's school

progress and welfare. One or more conferences is required between teacher and parents of a student if the student is not maintaining passing grades or achieving the expected level of performance or presents some other problem to the teacher. (SBOE Rule)

- Keep informed of school policies and academic requirements of school programs.
- Discuss report cards and school assignments with their child.
- Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
- Cooperate with school administrators, teachers and other school staff.
- Ensure attendance at school tutorials when required of their child, or as the need arises.
- Become familiar with student code of conduct and submit a signed statement that indicates the parents understand and consent to the responsibilities outlined in that code.
- Ensure that student is dressed according to the established school dress code.
- Model appropriate behavior.
- Control their child: Under Family Code 33.01, a student's parent is legally liable for property damage caused by a) the negligent conduct of the student, if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age.

PEST CONTROL AND ASBESTOS INFORMATION

Pesticides: This district periodically applies pesticides. Information concerning these applications may be obtained from ~~Dale Taylor~~ Larry Gerhke at (817) 408-~~4008~~ 4170

Asbestos: The Asbestos Management Plan is available for public inspection in the Central Office. It contains information about inspections, response actions, and post-response action activities**.**

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Students in kindergarten and grades 1, 3, 5, 7 and grade 9 will be screened for vision and hearing problems annually at any time during the reporting year prior to May 31.

Students in grades 6 and 9 shall be screened for abnormal spinal curvature before the end of the school year.

A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member.

A student desiring to participate in the UIL athletic competition shall submit annually a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program.

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

PLEDGES

Students will pledge allegiance to both the United States Flag and the Texas Flag, and be given the opportunity to have a one-minute silent medication period daily. Students may be exempt upon written request from parents.

PROTECTION OF STUDENT RIGHTS

The school will notify parents of the right to inspect all instructional materials to be used in connection with a survey or evaluation as part of a federally funded program. Parents will be notified before such a survey, analysis, or evaluation is administered, and parent consent (or student consent if 18 or older) will be requested if information regarding any of the following is part of the survey, analysis, or evaluation:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family**.**
- Sexual behavior and attitudes**.**
- Illegal, anti-social, self-incriminating, or demeaning behavior**.**
- Critical appraisals of other individuals with whom the student or student's family has close family relationships**.**
- Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers**.**
- Income, other than as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

RANDOM DRUG TESTING

Any student in grades 7-12 who is a member of a campus organization that engages in extracurricular activity competition shall be

subject to mandatory student drug testing. The testing shall be done in accordance with accepted practices and procedures established by the drug-testing laboratory affiliated with the District. The testing parameters shall be set at industry-accepted standards as defined by the National Institute for Drug Use.

The district will also allow any student in grades 7-12 who is not subject to mandatory drug testing to voluntarily be added to the random drug testing pool. A student (with parental consent) or parent may make the request for the student to be included in the random test program.

Student privacy shall be protected to the maximum extent possible. Records of test results shall be kept confidential and provided only to District administrators and other personnel responsible for administering this program.

Students testing positive on a random test will be subject to suspension from extracurricular competition for a period established by district policy, will be required to attend counseling sessions and must complete a written assignment prior to reinstatement of eligibility for competition.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning or have the parent personally appear at the principal's office. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parents.

SEARCHES

School officials may search lockers, personal items or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found.

The District shall use trained dogs to sniff out and alert officials to the presence of concealed prohibited items, illicit substances and alcohol. This action is implemented in response to drug and alcohol related problems in District schools with the objective of maintaining a safe school environment conducive to education.

Students found to be in possession or control of prohibited items will be subject to disciplinary action in accordance with the Student Code of Conduct. A citation may also be issued by law enforcement officers.

SEXUAL HARASSMENT

The District believes that every student has the right to attend district schools and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The district considers sexual harassment of students to be serious and will consider the full range of disciplinary options, up to and including expulsion, according to the nature of the offense.

All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative.

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, the principal or designee, the counselor, or nurse. Students and/or parents may also talk to Jan Van Dorn, in the Superintendent's office at 817-408-4009.

A complaint alleging sexual harassment by another student, or sexual harassment or sexual abuse by a staff member shall be presented by a student and/or parent in a conference with the principal or with the Title IX Coordinator, Jan Van Dorn, who will coordinate an appropriate investigation, which ordinarily will be completed within ten days. The student or parent will be informed if extenuating circumstances delay completion of the investigation.

The student will not be required to present a complaint to the person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent may request a conference with the Superintendent or designee by following the procedure set out in Board policy FNCJ(LOCAL). If the resolution by the Superintendent or designee is not satisfactory, the student or parent may present the complaint to the Board as provided by policy.

SKATEBOARDS ROLLERBLADES/BICYCLES

Bicycles are permitted on GISD property but must be kept on sidewalks. Bicycles are not to be ridden on any grass field, playground, or track. The District is not responsible for bicycles.

Skateboards, skates or rollerblades are ***NOT*** permitted on GISD property at any time. Students with skateboards, skates or rollerblades on school premises after school hours are subject to arrest and charges of trespassing.

SPECIAL PROGRAMS

The District provides special programs for students with special needs. Students or parents with questions about these programs should contact the building principal who can answer questions about programs and services, as well as eligibility requirements. Special programs include:

- Compensatory Education:
  State Compensatory Education is a program designed to improve and enhance the regular education program for students in at-risk situations. The purpose is to increase the achievement and reduce the dropout rate of identified students in at-risk situations.
- ESL (English as a Second Language):
  The goal of English as a second language program is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school. The basic curriculum content of the program is based on the essential skills and knowledge by the state.
- Special Education:
  Special Education services are offered to students with disabilities to meet individual educational needs and are provided without cost to the eligible student or to the parents. A free appropriate public education is available from birth until age 21 for students with auditory and visual impairments and from ages 3-21 for all other eligibilities.
  In order to meet educational needs of all identified children, a full continuum of services is provided. Service delivery alternatives are available ranging from consultation to mainstream teachers, content mastery, resource, speech therapy, life skills, transition services, homebound, preschool programming for children with disabilities, visually impaired services, vocational programming and deaf education services. The district is committed to provide special education services based on best practices.
- Title I:
  Title I is a Federal aid program for schools in the United States. The goal of Title I is to provide a high quality education for every child. The program provides additional help with instruction for students who need it the most. Students who are at risk of not meeting the state's essential skills and knowledge requirements are the most in need. Schools with high poverty levels have access to Title I resources. Funding for each campus is based on the number of low-income families.
- Advanced Academics (formerly Gifted/Talented)
- Career & Technology (CATE)

STUDENT RECORDS

General Record Information: A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. **A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights**. The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of a written request form. The records' custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, or the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational

interests" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Program (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain officials from various governmental agencies may have limited access to the records. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grades in a course through this process. Parents or the student have the right to file a complaint with the U. S. Department of Education if they believe the District is not in compliance with the law regarding student records. Copies of student records are available at a cost of $.10 per page, payable in advance. Parents may be denied copies of a student's records:

1. After the student reaches age 18 and is no longer a dependent for tax purposes;
2. When the student is attending an institution of post-secondary education;
3. If the parent fails to follow proper procedures and fails to pay the copying charge; or
4. When the District is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within 10 school days after the issuance of this handbook.

Directory information includes:

- a student's name,
- address,
- telephone number,
- date and place of birth,
- participation in officially recognized activities and sports
- weight and height of members of athletic teams,
- dates of attendance,
- awards received in school, and
- most recent previous school attended.

Further information with regard to the Family Educational Rights and Privacy Act of 1974 is located in the office of the superintendent and may be examined at the request of the parent.

Special Education Records: Requests to inspect and review the special education records will be directed to the Director of Special Education Services and an appointment with the appropriate school personnel will be scheduled without necessary delay. The appropriate personnel upon request will interpret any information in the records. Amendments to the records will follow operational guidelines established by state and local policies. Student eligibility folders will be maintained within the Special Education Services office at least seven years after the cessation of services to the disabled students. After that time records will be destroyed unless written requests not to destroy the records have been received from parents or adult disabled students.

STUDENT RIGHT TO PRAY

The school recognizes a student's right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

TELEPHONE USAGE AND MESSAGES

Parents should make special transportation or after school arrangements with children before they arrive at school. **Campuses cannot assume responsibility for delivery of messages**.

Students and/or parents of students should plan not to receive or make telephone calls during school hours. **Classes will not be interrupted to deliver messages except in cases of emergency.**

TESTING/STUDENT ASSESSMENT

The District will administer state mandated criterion referenced tests and norm-referenced tests annually and language assessments for students in special programs as mandated by law.

Six Weeks & Trimester: Six weeks and multiple unit tests may be given at grades 7-12. Trimester examinations will be administered in grades 10-12 on a prearranged schedule at the end of each trimester. No early trimester/semester exams will be administered.

Unit Testing: Tests will be given at the end of learning segments or units as appropriate to determine student mastery of the Texas Assessment of Knowledge and Skills as stated in the state documents, district curriculum documents and/or a student's individual education plan.

TAKS Testing: Annual criterion-referenced (TAKS) testing in mathematics and reading is required for all students in grades 3 through 8. Additional TAKS testing in social studies, science and writing is required for all students in grades 4 and 8.

- Students in grade 10 will be tested in writing, reading, and mathematics on an exit level TAKS test, which must be mastered before a student is eligible to graduate from high school. Students not mastering any section of that test when administered in grade 10 will have the opportunity to retest any section(s) not mastered.
- Students on all grade levels who fail to master sections of the TAKS tests may be required to participate in remedial activities designed to assist them in acquiring essential skills needed to master these tests.

End-of-Course Testing: End of course tests will be administered to students according to state law. These test grades may be used to enhance a student's performance grade for the semester or year. Options will be determined for the grade level and may include any of the following

- In lieu of a six weeks' or trimester exam.
- In lieu of some other activity or grade.
- As added points to raise grade.

Under no circumstances will end-of-course test scores be used to lower a student's grade.

NOTE: No school-related activities or building usage may be scheduled on any grade level the evening before or the day of any scheduled TAKS test at any grade level, except exit retest. Parents are encouraged to help students get plenty of rest and come prepared to give their best effort on these days.

2003-04 TESTING SCHEDULE

~~August 22 – Sept 19 Language assessment test to any new student who shows any language other than English as home language (or no later than four weeks after any late enrollments).~~

September 18	ASVAB
September 27	ACT (GHS)
September 30	PLAN (GHS)
October 11	SAT I & II (GHS)
October 21	PSAT Test (Middle School)
October 21	PSAT Test (GHS)
October 14,15 or 16	ITBS, Gr 3, 4, 5 & 6
October 21	TAAS Exit Writing, Gr 11, 12
October 22	TAAS Exit Math, Gr 11 & 12
October 23	TAAS Exit Reading, Gr 11 & 12
October 25	ACT
November 1	SAT I & II
November 12-13	GHS Trimester Exams
December 6	SAT I & II
December 13	ACT
January 24	SAT I & II
February 7	ACT
February 24	TAKS Writing, Gr 4 & 7
February 24	TAKS Reading, Gr 9
February 24	TAKS English Language Arts Gr 10 & 11
February 24	TAAS Exit Writing, Gr 10 - 12
February 24	SDAA Writing, Gr 4 & 7
February 25	TAAS Exit Math, Gr 10 - 12
February 26	TAAS Exit Reading, Gr 10 - 12
Feb 25-26	GHS Trimester Exams
March 3	TAKS Reading, Gr 3,4 & 5
March 24	Reading Proficiency Test in English
March 27	SAT
April 3	ACT (GHS)
April 27	TAKS Math, Gr 3, 4, 5, 6, 7, & 8
April 27	SDAA Math, Gr 3, 4, 5, 6, 7, & 8
April 27	TAKS Social Studies, Gr 10

April 27	TAKS Math, Gr 11
April 27	TAAS Exit Writing, Gr 12
April 28 & 8	SDAA Reading, Gr 3, 4, 5, 6, 7
April 28 8	TAKS Reading, Gr 4, 5, 6, 7 &
April 28	TAKS Math, Gr 10
April 28	TAKS Science, Gr 11
April 28	TAAS Exit Math, Gr 12
April 29	TAAS Exit Reading, Gr 12
April 29	TAKS Social Studies, Gr & 11
April 29	TAKS Math, Gr 9
April 29	TAKS Social Studies, Gr 8
April 29	TAKS Science, Gr 5
April 29	TAKS Scienc,e Gr 10
May 1	SAT I & II
May 3-7 Exams	AP Advanced Placement
May 4, 5 or 6	CogAt Grade 3
May 10-14 Exams	AP Advanced Placement
May 25-26 (Seniors)	GHS Trimester Exams
May 26-27	GHS Trimester Exams (Others)
June 5	SAT I & II
June 12	ACT

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Students:

- are responsible for the care and return of the books. (Students who are issued a damaged book should report that fact to the teacher.)
- are required to use these books carefully.
- are to cover books, and to keep them covered, as directed by the teacher.
- will be charged for damaged textbooks and replacement of lost textbooks**.**

TOBACCO USE/POSSESSION

Students, patrons or staff shall not possess or use tobacco products, including, but not limited to cigarettes, cigars, pipes, snuff, or chewing tobacco, while under the school's jurisdiction, at any school-related activity, on school premises, or within 500 feet of school premises.

In accordance with the law and Board Policy DH, Granbury ISD campuses are smoke-free and employees shall not use tobacco products within District buildings, in District vehicles, or in the presence of students at school or school-related activities.

TRAVEL – SCHOOL SPONSORED

Students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. However, the principal may make an exception to this requirement under the following circumstances:

1. The parent personally requests that the student be permitted to ride with the parent; or
2. On the day before the scheduled trip, the parent presents a written request that the student be permitted to ride with an adult designated by the parent.
3. The principal may determine that extenuating circumstances warrant that the student not be required to travel with the group. This determination will be made on an individual basis for a single trip. Special exceptions will be determined by the principal if written notice from the parent is given to the principal at least 24 hours in advance.

Travel Permits: In order to ride a school bus to and from extracurricular activities sponsored by Granbury schools, a student must have on file, in the principal's office, a travel permit. The permit gives parental consent for a student to go on trips and also states that the student will return by bus unless picked up by the parent or guardian.

TUTORIALS

The District ~~may~~ provides tutorial services at District schools. ~~If the District provides tutorial services~~, It shall require a student whose grade in a subject for a reporting period is lower than 70 to attend tutorials.

VANDALISM & DAMAGE TO SCHOOL PROPERTY

Students shall not vandalize or otherwise damage or deface any property, including furniture and other equipment, belonging to or used by the District or District schools. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law. Students may be subject to criminal penalties.

VEHICLES

All vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so, with or without the presence of the driver. The driver has full responsibility for the security of his or her vehicle and must make certain it is locked and that the keys are not given to others. The driver shall be

held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons, that are found in his/her car and will be subject to disciplinary action by the District, as well, as referred for criminal prosecution.

VISITORS

Parents and other visitors are always welcome to visit District schools and are encouraged to do so. **All visitors** must first report to the principal's office before going to any area on the campus. **Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment**. A parent who wishes to talk to a teacher regarding his/her child shall call the office or write a note to the teacher requesting an appointment. Only parents, guardians or other appropriate adults will be allowed to visit the school. Please do not ask to bring friends from out of town or from other schools to visit classes.

USE OF BUILDINGS

Buildings are not to be occupied by students after school hours unless they are supervised by a teacher or have permission from the school administration.

WITHDRAWALS

Parents should inform the school of their intent to withdraw their children from school at least one day before the student's last day, so that records can be cleared, and a signed report card and book card can be made ready. Each student is involved with several teachers, so it takes time to gather the necessary information.

ADDITIONAL
ELEMENTARY/ INTERMEDIATE INFORMATION

Gum: Chewing gum is not permitted at school.

Supplies: Parents shall provide all supplies necessary for each student to do the best possible work in school. The child's name should be put on all supplies, lunches, coats, sweaters, etc. Each year many good items, which lack identification, are left by students, and never claimed by their owners.

Forms: It is absolutely necessary that certain forms be on file for each student. Read and respond to any notes sent home with the child. Keep the school informed of current address and telephone numbers where parents can be reached. School personnel will not transport your child home, ~~except in case of emergency.~~

Parties: There will be three parties during the year in each classroom. These parties are planned for the pupils in the class. If you are not a room mother/father or helper, please do not plan to attend or bring younger children. Parents are at times asked for donations of party items, but should not be asked to donate cash.

Lunch: Please have the child bring his/her lunch or buy it at school every day. It is disruptive for parents to bring lunches to students after class has started.

Discipline: A list of classroom and campus rules will be sent home. Disciplinary action shall be taken at the teacher's discretion in accordance with set classroom rules (e.g. loss of privileges, time out). The teacher shall make contact with the parent either by phone or in person when discipline problems arise.

Referral to office will be made only after other discipline techniques have failed. Except in extreme cases, a discipline referral form shall accompany the student to the office. Corrective action is made at the principal's discretion. (e.g., removal from class for a specified time, emergency removal from class, referral to outside agencies, behavior contracts, assigned work tasks, detention, I.S.S. - length of stay to be determined by principal, or ~~spanking~~ corporal punishment).

Teacher-Parent Conference: You will be asked to attend a conference with your child's teacher. Kindergarten conferences will be used instead of a checklist for the first reporting period.

Lockers: Locks are not to be placed on lockers at the elementary or intermediate grade levels. No valuables should be placed or left in lockers.

Visitors: All visitors must check in at campus office.

Clubs: None at Elementary/Intermediate grade level.

Your child's teacher is_____

Conference time:_____

ADDITIONAL MIDDLE SCHOOL INFORMATION

BAGS

Bags will not be allowed in the classroom nor will they be allowed to be stored in the hallway for safety purposes. They must fit in the student's locker and should be kept there during the school day. The school is not accountable for lost items.

GRADING POLICY

Philosophy: Frequent and comprehensive measurement of student achievement is a critical element of both student and school success. That measurement is gained through teacher-designed tests, informal teacher observations, projects, demonstrated skills, daily work, criterion-referenced tests and through other means. The results of evaluation are used to provide feedback to students and their parents, to determine what must be learned and to improve student performance and instruction.

Application: The following guidelines will be used in student evaluation:

- Major evaluations consist of exams, projects involving significant time and effort, important performances, demonstrations of skills and other assessments of a comprehensive nature. Major evaluations may range from 33% to 67% of a six weeks grade. There will be a minimum of two major evaluations during each six weeks.

- Minor evaluations consist of homework, daily work, minor quizzes or tests, brief demonstrations of skills, oral or board work, daily performances or other assessments of a limited nature. Minor evaluations may range from 33% to 67% of a six weeks grade. There will be at least ten minor evaluations during each six weeks, spread as evenly as instruction will allow throughout the entire period.

- All recorded grades during a six weeks will be entered as major or minor evaluations and the two categories must total 100% of the grade.

- The semester grades will be an average of the three six weeks grades.

- Any six weeks average below 50 will be recorded on the report cards as a 50 during the first, second, fourth, and fifth six weeks. Actual grades for the third and sixth weeks will be recorded on the report card.

Additional guidance:

- Homework may be used to reinforce classroom learning, evaluate student understanding, improve knowledge and skills, validate results of class work, improve understanding of instruction, progress toward completion of a project, or for other reasons contributing directly to student success. To be of optimum value, homework should be frequently checked or graded and the results recorded and computed in the student’s six weeks grade. A suggested time allowance for homework is 10 minutes per grade level.

- Students who have been absent shall complete make-up work and exams. Students will normally have one day for each day absent, plus one additional day to make up missed work. If the student knew of the assignment well in advance of the absence, it may be due immediately upon return as determined by the teacher. Teachers may also assign additional work to ensure students have sufficient opportunity to master the essential knowledge and skills or to meet course requirements. This additional work shall be based on the instructional objectives fro the course and may provide greater depth of subject matter that routine make-up work. Students shall receive a zero for work not made up within the allotted time and for make-up work after an unexcused absence. The grade for make-up work after a suspension shall be reduced by 20%.

- Late work: Teachers may deduct up to 10 points for late work. After the 3rd day, the student may receive a "0". (For example, if the student earns an 80 on a late paper, he/she would receive a 70 if it were one day late.) The teacher shall contact the parent after the 3rd late day.

- Students who are determined to have engaged in academic dishonesty (e.g., cheating, copying, plagiarism or unauthorized communication during ad exam) shall receive a zero on that evaluation based on the judgment of the classroom teacher.

Student Advancement

- To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. The overall average shall be derived by averaging the final numerical grade for all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects:
  - Language arts (including reading improvement if required to be taken
  - Mathematics
  - Social Studies
  - Science

- The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the District as soon as possible regarding any summer program available in the District that may permit the student to successfully complete the failed subjects or courses.

Additional Guidance:

- All grading standards must be horizontally aligned within the district by departments.

- Accelerated Reader points should always be a positive incentive and should never be used to negatively impact a student's academic grade.

- No grades will be given in tutorial classes (example: ~~TAAS~~ TAKS remediation, language lab).

LIBRARY

Students must have an ID card to use library facilities.

Books are checked out for 2 weeks. A $.10 fine per day is assessed on overdue materials. If the student has an excused absence, no fine will be assessed if the book is turned in the first day upon returning to school.

MAKEUP WORK

Students may make up work after an absence if the absence is excused, unexcused but justifiable, or is the result of a suspension or school sponsored activities. Students have the number of days of the absence plus one day to finish makeup work. Long term assignments or projects assigned before the absence may be due upon returning to school.

Extenuating Circumstances:
The Board has established the following as extenuating circumstances:

1. Board-approved extracurricular activity or public performance subject to limitations in FDD(LEGAL) preceding.
2. Required screening, diagnosis, and treatment for Medicaid eligible students.
3. Documented health care appointment, if the student begins classes or returns to school on the same day as the appointment.
4. Temporary absence resulting from any cause acceptable to the teacher, principal, or Superintendent.
5. Juvenile court proceeding documented by a probation officer.
6. Absence required by state or local welfare authorities.
7. Family emergency or unforeseen or unavoidable instance requiring immediate attention.
8. Approved college visitation.
9. Other circumstances deemed extenuating by the attendance committee.

NATIONAL JUNIOR HONOR SOCIETY

Please see the campus principal for National Junior Honor Society handbook information.

ORGANIZATIONS

Organizations that one may join are:

Builders Club
Reading Club
Science Club
Spanish Club
Student Council
Fellowship of Christian Anybodies (FCA)

PHYSICAL EXAMINATIONS

Students desiring to participate in the UIL athletic program shall submit a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program.

PICTURE IDENTIFICATION CARDS

All students will be required to present their picture identification card to be admitted to any school function or dance. Admission to dances will be $5.00 with student identification card and $10.00 without student identification card.

POSTERS

The principal or designee must first approve signs and posters that a student wishes to display. Posters displayed without authorization will be removed and the person responsible will be subject to disciplinary action.

SCHEDULE CHANGES

W*hen a student selects a course, he/she is expected to complete the course.*

Schedule changes for the **fall semester** must be made as follows:

**Schedule change forms must be completed and turned in Thursday or Friday, August ~~22-23~~ 21-22. The counselors will ~~call students into the office to discuss their request on~~ contact the student regarding the change Monday or Tuesday, August ~~26-27~~ 25-26.

The following criteria must be met:

1. The change is possible and reasonable for the existing schedule.
2. The change will not overload another class.
3. The change must be approved by all teachers involved, the counselor or an administrator, and a parent.

Schedule changes for the **spring semester** must be made as follows:

**Schedule change forms must be completed and turned in Thursday or Friday, January ~~9-10~~ 8-9. The counselors will ~~call students into the office~~ ~~to discuss their request~~ ~~on~~ contact the student regarding the change Monday or Tuesday, January ~~13-14~~ 12-13. The change must meet the above criteria.

DANCE GUIDELINES

Granbury Middle School and Acton Middle School staff and the P.T.O. board members want our students to not only have an enjoyable experience at our dances, but also a safe one. Please read the following guidelines and sign and return the acknowledgement below.

1. G.I.S.D. dress code is enforced
2. No purses or backpacks allowed
3. Students are not allowed to run or jump from rails.
4. Chasing other students is not allowed
5. No rough housing or rough dancing is allowed
6. No lying down on the floor while dancing or resting
7. No mashing, slamming, or freaking
8. No food or drink allowed on the dance floor
9. Students will clean up their own messes
10. Space between students slow dancing, hands are not allowed below the waist
11. Students are not allowed to kiss, make out or stay in dark corners
12. Parents will be called to come pick up students who do not follow the rules
13. Students will not be allowed to leave the dance early unless a parent comes to sign them out.
14. Any student who on the day of the dance is absent, in I.S.S. or B.T.C. will not be allowed to enter the dance
15. Any student who has been asked to leave because of his or her behavior will not be allowed to attend any future dances during the current year

16. The dances are from 7:00 until 10:00 p.m. Any student who is picked up after 10:30 p.m. will not be allowed to attend any future dance during the current school year.

I HAVE READ AND UNDERSTAND THE STUDENTS' DANCE GUIDELINES AND AGREE TO ABIDE BY THESE RULES.

Parent Signature: _____

Student Signature: _____

ADDITIONAL
HIGH SCHOOL INFORMATION

ACCELERATED READER (AR)

l English courses will include the Accelerated Reader program as a method of improving reading skills. The progAlram will operate as follows:

1. English teachers will provide time each week, during class, for silent reading. During this time, students are encouraged to read selections from the GHS Library, the Hood County Library, or from their own book collection.
2. Students will turn in weekly journals or literary letters reflecting on their reading for the previous week. Each journal/letter will count as a test grade.
3. Computers will be available in each classroom, the computer labs and the library for taking AR exams. Students may take and pass AR exams over the books they have read. The points earned will be applied as extra credit on their journal/test grades.

ALTERNATIVE METHODS OF EARNING CREDIT

The GISD Board of Trustees has approved the following alternative methods of earning credit:

Credit by Examination (Prior Instruction-Retrieval) – The credit by exam is for students who have taken a course and received an average of no lower than a 60. If the student is denied credit in a course for excessive absences, the Attendance Committee must approve, on an exceptional basis, earning credit by exam. The exam is taken through either Texas Tech University or through the University of Austin Distance Learning Program. With the approval of the campus administration, locally developed exams may be used for special circumstances. A grade of 70 must be earned. Grades will be posted to the students' transcript and will count towards graduation, but will not be computed in the student's GPA or for class rank. A fee will be charged for the exam.

Credit by Examination (No Prior Instruction-Acceleration) – Students who provide evidence of proficiency in a subject area may take an exam to earn credit. A grade of 90 is required to meet credit requirements. The district will publish dates for a fall and a spring administration of exams for acceleration.

CAREER AND TECHNOLOGY EDUCATION

Career and technology programs in Agricultural Science and Technology, Business and Office Education, Home Economics, Technology Education and Industrial Technology, Marketing, Trade and Industry, and Media Technology are offered. Admission to these programs is based on grade classification, age, attendance, and application. Lack of English language skills will not be a barrier to admission and participation in all educational and career/technical programs.

CLASS RANKING

The valedictorian and salutatorian shall have completed four credits in English, three credits in mathematics, and three credits in science. The senior class shall be ranked scholastically at the end of the second trimester. If a tie of two or more students exists for the top places after grades have been averaged, then the fifth six weeks grades shall be used to determine rank. A tie beyond this point shall be broken by the total score achieved on the single highest Scholastic Aptitude Test.

Grades in all state approved courses taken for credit in grades 9-12 only shall be used in computing GPA and class rank. These courses must be taken in residence, which excludes the use of credit by exam and correspondence courses in ranking

In the case of transfer students, only honors, pre-AP and AP courses offered at Granbury High School will be computed on a five or six point scale when figuring GPA.

CLUBS AND ORGANIZATIONS

There are many clubs and organizations at Granbury High School and each helps to fill the need of meeting student interests. Student organizations provide an added dimension to the high school experience and give additional opportunities for students to excel. Each student is strongly encouraged to become an active member of one or more of the recognized organizations.

Student clubs and performing groups such as band, choir, drill team and athletic teams will establish constitutions and bylaws that outline unique expectations and consequences for not meeting those expectations. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct will apply in addition to any consequences specified by the organization.

All activities of student clubs and organizations must be approved in advance and must be supervised by the faculty director or sponsor.

COLLEGE/MILITARY VISITS

Students are authorized to visit campuses or institutions of higher education (e.g., colleges, vocational schools, art institutes) or military (e.g. MEPS) during their junior or senior year for a **maximum** of two school days over two years. Visits must be scheduled prior to May 1st. Visits requiring an absence must be approved one week in advance by the student's parent or guardian, and a GHS administrator.

The GHS counseling office will provide a form on which the required information can be recorded. The form must be signed by the student, the parent or guardian, counselor, and assistant principal. The student must provide a letter or admit slip on official letterhead with the date of the visit and an official's signature from the college/military office. Such absences will not count against exam exemptions.

CORRESPONDENCE COURSES

Students are eligible to earn credits through correspondence courses. Grades earned on these courses will not be included in students' grade point average or rank in class. Texas Tech and the University of Texas offer state-approved courses. Students must apply to take correspondence courses through the counseling office. Fees and textbooks for these courses are the responsibility of the students. Self-discipline is necessary for students to complete these courses within the time frame established by the university and to meet GISD requirements prior to participating in graduation activities.

DISTANCE LEARNING

Students will have a scheduling option for both high school and dual credit courses taught from a distant location and electronically transmitted to GHS. Students will be located at GHS in a room with equipment that supports interactive capabilities with the instructor who will be teaching to a number of remote sited simultaneously.

The availability of courses will be determined by agreements with the Region XI Education Service Center in cooperation with a number of high schools and colleges in the region. Typically offerings will include courses that would not "make" at GHS because of low enrollment, specialty courses (e.g. Latin, Japanese), and freshman and sophomore college courses.

Counselors will brief students on Distance Learning during registration and will inform students of their eligibility to take these courses and identify the courses available. As always, dual credit courses

will require tuition payment for college credit and require the student to be in a full time status without Distance Learning course.

DUAL CREDIT COURSES

Juniors and Seniors who have passed the TASP or are TASP Exempt may register for concurrent college and high school credit in selected courses offered by cooperating colleges. The student is responsible for paying for tuition, books, and any fees, which are required by the college for credit. Dual credit courses will be offered pending arrangements with colleges for on-site instructors. **Students taking one or two dual credit classed must be enrolled in THREE additional regular classes.**

EARLY GRADUATION

Students may graduate at the end of three years of high school if they accomplish the following actions:

- Submit a letter to the counselor, signed by the parent, agreeing to an early graduation. The letter must be received not later than the end of the sophomore year.
- English III must be passed prior to the start of the junior year.
- All ~~TAAS~~ TAKS exams must be passed. ~~during the sophomore year.~~
- All graduation requirements must be completed.

No early graduation will be allowed during the senior year. Seniors must be enrolled in at least one of the following courses each term of the senior year:

English IV U.S. Government Economics

Students who have declared their intent to graduate in three years shall be included in senior year ranking/GPS after they have completed 17 credits. No three-year graduate shall be eligible for the position of valedictorian or salutatorian.

ELECTIONS AND STUDENT LEADERSHIP

The Student Council and class leaders will be selected through student elections held one each year. The Student Council sponsor will be responsible for coordinating the election(s) to include the slate of candidates, date and time of election, campaign coordination, voting procedures, vote tallies and dissemination of election results.

All students running for class officer must meet the following requirements:

- Cannot have failed any courses during the previous trimester
- Cannot have been denied credit for excessive absences the previous trimester
- Cannot have been assigned to BTC during the previous school year

In addition to the requirements listed above, Student Council officers must:

- Be a member of the Student Council at least one year prior to holding office
- Not have been removed from Student Council for disciplinary reasons
- Be a senior to be eligible to be elected to President of the Student Council
- Be passing all classes at the time of the election and must have passed all classes during the previous six weeks

Students, who fail a course, are denied credit for excessive absences or are assigned to BTC during the time they hold office will immediately be dismissed from office. The position of a vacant office will be assumed by the other elected students in accordance with Student Council bylaws or, in the case of class officers, by the next elected person in seniority order of President, Vice President, Secretary, Treasurer.

ELECTRONIC ITEMS

During the instructional day, students shall not bring into a school building or have in their possession in a school building non-essential electronic items such as radios, CD/tape players, MP3 players, earphones, games, or toys. Such items can be disruptive and are subject to theft, damage or destruction. These items found in possession of students during the instructional day will be confiscated and returned only to the parent. Appropriate disciplinary action will be taken for their possession and/or use.

A phone or pager may be in the possession of a student enrolled in Granbury High School. The item(s) must be turned off and out of sight during the instructional day. Appropriate disciplinary action will be taken if they are turned on, can be seen or are used during the instructional day. Additionally, the item will be confiscated and will be returned only to the parent.

Neither school personnel nor the school district will be held responsible for the loss, damage or destruction of electronic items brought to school by students.

EXAM EXEMPTIONS

Students may earn exemptions from trimester exams as follows:

1. Have an average of at least 85 based on the two six weeks grades of the trimester.
2. Have no more than ~~three~~ two absences (excused or unexcused) in the class during the trimester. Each multiple of two tardies will equal one absence. Students absent due to doctor or dentist appointment are still counted as absent. Extracurricular absences do not count as absences for exam exemptions.
3. Have no more than one discipline referral in the class during the trimester.
4. Have no assignment to BTC during the trimester.
5. Must have been enrolled in the course at GHS the entire trimester.

Individual teachers will make the final determination as to whether requirements have been met for the exemption.

Additionally, teachers may require all students to take a trimester exam if students will benefit directly and significantly from the requirement in a subsequent exam or performance evaluation (e.g., Advanced Placement examinations).

A grade for the second six weeks may be determined approximately one week prior to the trimester exam so that students and teachers can plan accordingly—any absences or discipline problems subsequent to that date may negate the exemption.

Freshmen and sophomores may earn an exemption from not more than three courses. No exemptions will be authorized for freshmen and sophomores in selected core courses required for graduation. Such courses include English I and II, Algebra I and Geometry, Integrated Physics and Chemistry and Biology, World Geography and World History.

Exempted students will report to a designated location each period for an attendance check. Students will be given directions on options available during that period. Failure to attend the attendance check will result in loss of exemption for that period and the student may be required to take the exam or receive a zero.

EXCESSIVE ABSENCES

At the end of each trimester, the Attendance Committee will evaluate the status of each student's absences and make a decision as to whether credits will be denied because of excessive absences. Parents will be notified of the decision and may appeal, within the time indicated, to the Principal. If the parents desire to continue the appeal process, they may request action by the Superintendent and, subsequently, the Board of Trustees.

Students who are denied credit for excessive absences will not be permitted to purchase a parking permit for a trimester or may be suspended from parking on campus, will not be eligible for college programs, will not be accepted into the work cooperative programs and will not be issued the TEA form for license issue or renewal.

Students, who have been denied credit and subsequently demonstrate good attendance for at least six weeks, will be considered for reinstatement of their privileges by the Attendance Committee.

FIGHTING

Students fighting on school property will receive appropriate disciplinary action, which may include suspension (either in or out of school) or possible expulsion. In addition, the police may issue a citation for disorderly conduct and assault. Normally the student will be released to parents for the remainder of the school day on which the fight occurs.

FUND RAISING

Student clubs or classes, outside organizations and parent groups may occasionally be permitted to conduct fund-raising activities. An application for permission to conduct a fund-raising event must be made to the principal by the end of the first six weeks of the school year. These events must also be approved by the Assistant Superintendent. Except as approved by the process indicated, fund-raising is not permitted on school property.

GRADE CLASSIFICATION

Student grade classification is determined as follows:

Freshman	0 – 5.5 credits
Sophomores	6 – 11.5 credits
Juniors	12 –16.5 credits
Seniors	17 or more credits

GRADING POLICY

Philosophy: Frequent and comprehensive measurement of student achievement is a critical element of both student and school success. That measurement is gained through teacher-designed tests, informal teacher observations, projects, demonstrated skills, daily work, and criterion-referenced and norm-referenced tests and through other means. The results of evaluation are used to provide feedback to students and their parents, to determine what must be learned and to improve student performance and instruction.

Application: The following guidelines will be used in student evaluation:

- Major evaluations consist of exams, projects involving significant time and effort, important performances, demonstrations of skills and other assessments of a comprehensive nature. Major evaluations may range from 33% to 67% of a six weeks grade. There must be a minimum of two major evaluations during each six weeks.

- Minor evaluations consist of homework, daily work, minor quizzes or tests, brief demonstrations of skills, oral or board work, daily performances or other assessments of a limited nature. Minor evaluations may range from 33% to 67% of a six weeks grade. With the exception of AP and Dual Credit courses, there must be at least ten minor evaluations during each six weeks, spread as evenly as instruction will allow throughout

the entire period. AP and Dual credit courses, presented at college level, require a minimum of six minor evaluations during each six weeks.

- All recorded grades during a six weeks will be entered as major or minor evaluations and the two categories must total 100% of the grade.

- The trimester grade will be an average of the two six weeks averages and the semester exam. The trimester exam will count 20% of the trimester average. Trimester exams must be given during the scheduled exam period. No early exams will be given for any reason. All students must take the trimester exam unless they meet all requirements for exemption and are granted an exemption by the appropriate teacher.
- The trimester exam will be comprehensive test evaluation mastery of the essential knowledge and skills for all of the material covered during that trimester. Material covered during the second six weeks should not be emphasized on a trimester exam any more that material covered during the other six weeks. The content of the exam is a matter of the professional judgement of the teacher based on the needs of the student in the course.

- Any six weeks average below 50 will be recorded on the report cards as a 50 during the first six weeks of a trimester. Trimester exam grades and the second six weeks grades will be entered as the actual grade earned. Any trimester averages below 50 will be recorded on the report card and on the student's permanent record as a 50.

- Any grade below 70 in any trimester is failing and the subject must be repeated for credit.

- Individuals denied credit due to excessive absences will have those grades recorded as course failures (zero grade point) for class rank and GPA purposes.

Additional guidance:

- Homework may be used to reinforce classroom learning, evaluate student understanding, improve knowledge and skills, validate results of class work, improve understanding of instruction, progress toward completion of a project, or for other reasons contributing directly to student success. To be of optimum value, homework should be frequently checked or graded, the results recorded and computed in the student's six weeks grade.

- Students who have been absent shall complete make-up work and exams. Students will normally have one day for each day absent, plus one additional day to make up missed work. If the student knew of the assignment well in advance of the absence, it may be due immediately upon return as determined by the teacher. Teachers may also assign additional work to ensure students have suffecient opportunity to master the essential knowledge and skills or to meet course requirements. This additional work shall be based on the instructional objectives for the course and may provide greater depth of subject matter than routine make-up work. Students shall receive a zero for work not made up within the allotted time and for make-up work after an unexcused absence. The grade for make-up work after a suspension shall be reduced by 20%.

- Late work policies shall be determined by each teacher and made known to each student, in writing, at the beginning of the course. Such policies may include grade reduction to lose partial or full credit, assignment of extra work or loss of privileges. Repeated late completion of work or failure to turn in work may result in extra tutorials, detention in the teacher's classroom or such other classroom management techniques as necessary to change the behavior of the student. Extreme violations may result in disciplinary action.

- Students who are determined to have engaged in academic dishonesty (e.g., cheating, copying, plagiarism or unauthorized communication during an exam) shall receive a zero on that evaluation based on the judgement of the classroom teacher.

- Trimester exam exemptions shall be used to motivate students to excel academically, attend regularly and exhibit acceptable behavior. Details on the exemption policy are provided separately.

- UIL exemptions from the "no pass, no play" rule shall be made for designated honors, pre-AP and AP courses. Such exemptions are limited as follows:

  - No course may have a numerical grade lower than 60.

  - No more than two courses may have a grade of 60-69 for any six weeks.

  - No course may be failed more that one six weeks in any trimester.

Should any of the limitations be exceeded, the student will be ineligible under the "no pass no play" rule.

All grading standards must be horizontally aligned within the district by departments

GRADUATION REQUIREMENTS

Course credit requirements for each diploma program are shown on the following two pages. Students and parents should work with guidance counselors to ensure that the necessary courses required for the program selected are successfully completed.

Requirements	Minimum	Recommended	Distinguished Achievement*
English	4	4	4
Math	3 Three credits to include: • Algebra 1 • Geometry	3 Three credits must consist of: • Algebra 1 • Geometry • Algebra 2	3 Three credits must consist of: • Algebra 1 • Geometry • Algebra 2
Science	2 Two credits to include: • Biology and • Integrated Physics and Chemistry May substitute Chemistry or Physics for IPC but must use the second of these as academic elective credit.	3 Three credits. One credit must be Biology. The remaining two credits must be chosen from the following areas. No more than one credit from each area. • IPC • Chemistry • Physics Students are encouraged to take Biology, Chemistry, & Physics.	3 Three credits. One credit must be Biology. The remaining two credits must be chosen from the following areas. No more than one credit from each area. • IPC • Chemistry • Physics Students are encouraged to take Biology, Chemistry, & Physics.
World Geography/	1	2	2
World History			
U.S. History	1	1	1
U.S. Government	½	½	½
Economics	½	½	½
Academic Elective	1 One credit selected from either: • World Geography • World History, or • Any state approved science course	0	0
Health	½	½	½
Physical Education	1 ½	1 ½	1 ½
Foreign Language	0	2	3
Fine Arts	0	1	1
Technology App. (Computers)	1 One credit selected from either: • Business Computer Information Systems I or II • Business Image Management and Multimedia • Web Mastering • Computer Science	1 One credit selected from either: • Business Computer Information Systems I or II • Business Image Management and Multimedia • Web Mastering • Computer Science	1 One credit selected from either: • Business Computer Information Systems I or II • Business Image Management and Multimedia • Web Mastering • Computer Science
Communication Applications (Speech)	½	½	½

Requirements	Minimum	Recommended	Distinguished Achievement*
Electives	7 ½	5 ½	4 ½
	Five and one-half credits • State approved courses Two credits • State approves or Local courses	Three and one-half credits • State approved courses Two credits • State approves or Local courses	Two and one-half credits • State approved courses Two credits • State approves or Local courses
Advanced Measures	0	0	***(Plus 4 advanced measures)**
			Standards for Approval of Requirements: • The measures must focus on demonstrated student performance at the college or professional level. • Student performance on advanced measures must be assessed through an external review process.
			Requirements: • A student must achieve any combination of four of the following: Original research/project: • Judged by a panel of professionals in the field that is the focus of the project; or • Conducted under the direction of mentor(s) and reported to an appropriate audience; and • Related to the required curriculum (relating to TEKS) • May not be used for more than two of the four advanced measures Test Data: • A score of three or above on The College Board Advanced Placement examination; • A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the NMSQT. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student. College Courses: • A grade of 3.0 or higher on courses that count for college credit, including tech prep programs.
Total Credits	**24**	**26**	**26**

GRADE WEIGHTS

In order to compute a student's Grade Point Average (GPA) semester grades are given numerical weights. Regular courses will be weighted on a 4-point scale. Pre-advanced placement, honors and dual credit courses will be weighted on a 5-point scale. Advanced Placement courses will receive weight based on a 6-point scale.

4 Point	5 Point	6 Point
100 = 4.0	100 = 5.0	100 = 6.0
90 = 3.0	90 = 4.0	90 = 5.0
80 = 2.0	80 = 3.0	80 = 4.0
70 = 1.0	70 = 2.0	70 = 3.0

HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)

The HSEP is designed to provide an alternative means of preparing students for life beyond high school. It has been modified and updated from the original GED program. To be eligible for the program, a student must meet the following guidelines:

1. Be 16 years of age or older
2. Be identified as at risk of dropping out of school
3. Parent and student agree in writing to participation in HSEP
4. At least two years have elapsed since the student enrolled in 9th grade. ~~and less than one quarter of the required credits for graduation have been earned~~
5. Students must have taken the mandatory assessment instrument (TAKS) before entering the program or no later than one calendar year after entering the program – all sections must be taken prior to taking the GED exam
6. The school may not exceed the maximum number of students authorized for that school year

Once accepted into the HSEP, students must meet all requirements established in the Code of Conduct to include behavior, attendance and the dress and appearance code. HSEP students are subject to the same potential disciplinary actions as any other students.

Students will be enrolled into a full-day (four hours) or half-day (two hours) schedule. Students may not participate in extracurricular activities while enrolled in the HSEP.

The HSEP instructor will schedule students to take one or more sections of the GED exam when they have demonstrated they have a reasonable likelihood of passing. When all sections have been passed the student will receive a certificate of completion and will be dismissed from the program. The student is then qualified to continue education in a college or trade school or pursue other life goals.

LIBRARY

Students must have an ID card to use library facilities. The library will be open on school days at 7:45AM.

Books are checked out for three weeks. Encyclopedias may be checked out overnight and returned before 9:00 AM the next day. A $.25 fine per day is assessed on overdue materials. Although a notice will be sent out on the first day the book is overdue, it is the student's responsibility to note the due date stamped in the back of the book and return it on time. If the student has an excused absence, no fine will be assessed if the book is turned in the first day upon returning to school.

MAKEUP WORK

Students may make up work missed for full credit if the absence is excused, justifiable but unexcused, or is the result of school-sponsored activities. Students have the number of days absent

plus one day to finish makeup work. Long term assignments or projects, assigned well before the absence, may be due upon return of the student.

Makeup work may be work identical to that completed by students who were present in class. If the exact work missed cannot be easily duplicated, then other work may be assigned that is closely related (e.g., a written assignment on fitness may substitute for missing calisthenics in Physical Education classes).

Students suspended from school may make up their work, as stated above, with a reduction in grade.

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) was created to recognize and encourage academic achievement and to develop the characteristics essential to citizens in a school. NHS membership is an honor and a commitment. Both in and out of school, NHS members are expected to actively strive to represent the ideals of scholarship, character, service, and leadership for which they were originally selected for membership, and to express these qualities through chapter service activities.

The following procedures will be used to select students for National Honor Society membership:

1. The minimum overall grade average required for membership will be announced by the chapter sponsor.
2. Students meeting GPA requirements will be notified of their eligibility for the selection process.
3. Scholastically qualified students interested in being candidates for selection may complete a Student Activity Form and return it to the chapter sponsor.
4. A roster of candidates will be provided to the faculty and staff so that all may comment on a candidate's qualities of character, service, and leadership.
5. All comments regarding a candidate's suitability for selection will be evaluated by a five-member faculty council appointed by the principal. The council may choose to interview candidates or staff members to clarify information submitted. Only information verified by the panel from identified sources will be considered in determining which candidates are selected for membership.
6. The faculty council will tabulate verified positive and negative comments and consider the information given on the candidate's Student Activity Form.
7. The faculty council will then discuss tabulations and vote on the candidates to determine those qualified for selection.
8. Candidates will be notified in writing of the faculty council's decision regarding their status.
9. Feedback will be provided to students not selected for membership so that they may take action to improve chances of future selection.

NON-CURRICULUM RELATED STUDENT ORGANIZATIONS

A non-curriculum related student organization consists of any student group that does not directly relate to the body of courses offered by the school. At GHS we currently have the Fellowship of Christian Athletes, Key Club, Bleacher Creatures, and other groups that are in this category.

Students desiring to initiate an organization of this type should contact the Principal for instructions. There are several actions that must be completed to receive approval of the organization to include defining a purpose, securing a staff sponsor and completing necessary forms. Additionally, parent written approval is required for students to join this type of organization.

OUTSTANDING STUDENT AWARDS

The Outstanding Student Award will be awarded each six weeks to a student in each class (senior, junior, and sophomore) who has demonstrated exceptional academic performance; has contributed to peers, school and/or community, and has represented GHS in an outstanding manner. Each student selected will receive a certificate and movie passes and will receive media recognition.

PARTIES AND SOCIAL EVENTS

The rules of good conduct and grooming will be observed at school social events. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a party or social event may be asked to sign out when leaving before the end of the event. Anyone leaving before the end of the event will not be allowed to return.

Granbury High School students classified as juniors and seniors may attend the prom. All other persons who request to attend as a date of a junior or senior must have prior approval for attendance. Dates must be under the age of 21. No student below sophomore classification will be eligible to attend the prom. A prom information sheet will be distributed which will provide detailed information on attendance.

Informal/casual dances may be scheduled and conducted by the Student Council or other student groups. These dances may be attended by GHS students and GMS/AMS Freshmen as verified by current student identification cards.

PHYSICAL EDUCATION

Students desiring to participate in the UIL athletic program shall submit a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required for the first year of high school competition. In other years the student will be required to submit a physical appraisal form. Students may then have to undergo a physical examination based on information provided on the appraisal form.

POSTERS

Signs and posters that a student wishes to display must first be approved by the principal or designee. Posters displayed without authorization will be removed and the person responsible will be subject to disciplinary action.

PUBLIC DISPLAY OF AFFECTION

Intimate public display of affection is not appropriate in a school setting. Students are not to kiss, embrace, fondle or have other intimate bodily contact in school or at a school supervised activity. Such action will result in disciplinary action. Holding hands, an arm on a shoulder or other similar less intimate contact is allowed.

SCHEDULE CHANGES

Schedule changes can be made only through the first 2 days of classes as follows:

1. The change is possible and reasonable from the existing schedule.
2. The change will not overload another class.
3. It results in a reasonable program of study towards graduation.
4. Is approved by a counselor and an administrator.

Note: After the change period, a course dropped may be recorded as an "F." When a student selects a course, he/she is expected to complete it.

STUDENT COUNCIL

The purpose of the Student Council is to develop student government, enhance student responsibility and increase student initiative. It is the central student organization within the student body at Granbury High School.

SUBJECT LOADS

Sophomores and juniors are required to take five credit classes per trimester**.** Juniors who ~~have passed all TAAS exams and~~ are aligned for graduation may take four classes per term excluding college and dual credit courses. Students who have scored below the minimum passing score on previous TAKS exams may be required to take a full five period schedule to include a TAKS prep course.

Seniors must take four classes per term excluding college and dual credit courses. Seniors who have passed TAAS and are aligned for graduation may take a minimum of three classes per term excluding college and dual credit classes.

Students enrolled in a cooperative training program must attend school a minimum of three classes each day.

TARDIES

A student may be counted tardy if he/she is not seated in the proper seat when the tardy bell rings. If the Student Office or teacher determines that the tardy was a result of circumstances beyond the student's control, the tardy may be excused. Tardies due to sleeping in, cars not starting or breaking down, friends not picking up student, discussions with friend(s) because of his/her problems, or other personal reasons will not be excused.

Unexcused tardies are accumulated by semester and will normally result in the following actions:

- ***3 tardies***--Warning provided to student by teacher with teacher action such as making up lost time.
- ***4th tardy***--Teacher assigned detention.
- ***5th-7th tardies***--D-Hall assigned by assistant principal.
- ***8th tardy***--One day of In School Suspension (ISS).
- ***9th tardy***--Parent conference to determine actions to take and to formulate a discipline Plan.
- A student who misses half the class or more (36 minutes), either by arriving late of departing early, shall be counted absent

TRANSCRIPTS

Transcripts for students will be provided at no cost. Graduating seniors may request up to three copies of their transcript for no charge. Additional copies for seniors and all copies of transcripts requested by former student will cost $1.00 each.

VEHICLES ON CAMPUS

Students are required to register their vehicles with the school to be allowed to operate the vehicles on school property. Only students with a valid driver's license and proof of liability insurance required by Texas law will be issued a permit. A fee of $35.00 will be charged for this privilege and a tag will be issued which must be displayed at all times the vehicle is on school property. Vehicles, which are not registered, and cannot be identified, may be towed from school property at the owner's expense.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search the vehicle. Searches of vehicles may be conducted at any time there is reasonable cause to do so, with the presence of the driver. The driver has full responsibility for the security of the vehicle and will make certain is it locked and that the keys are not given to others. The driver will be responsible for any prohibited objects or substances such as alcohol, drugs or weapons that are found in the vehicle. Students will be subject to disciplinary action for violations as well as referral for criminal prosecution when warranted.

While on school grounds, vehicles will be driven in a manner which preserves the safety of the driver, passengers, pedestrians and property. Violation of established rules may result in citations as well as the loss of driving and parking privileges on school property.

Students driving vehicles on school property must observe the following rules:

1. The issued permit must be hanging from the rearview mirror.
2. Abide by the posted speed limits or below 10 miles per hour.
3. Students may park only in designated lots within one parking space.
4. Students will not park in red fire lanes, faculty spaces, marked visitor slots or in the bus loading area or handicapped spaces.
5. Students are to vacate their vehicles immediately after arriving on campus.
6. Students may return to vehicles only with permission or at the end of the school day.
7. Avoid overloading vehicles and do not ride on top of or outside of vehicles.
8. Obey the state law for school buses; do not pass when a bus is parked with red lights blinking.
9. Driving offenses to include unsafe or reckless driving (e.g., spinning tires, exceeding safe speed) may result in suspension or revocation of driving privileges for up to the remainder of the school year depending on the severity of the offense.

GRANBURY INDEPENDENT SCHOOL DISTRICT
Student Code of Conduct – 2003-2004

The Purpose of the Student Code of Conduct

Education in this community represents a significant commitment of financial and human resources. The benefits a student derives from this investment depend very much on the student's attitude toward learning and the student's adherence to high standards of behavior.

The Student Code of Conduct that follows is the District's specific response to requirements of Chapter 37 of the Texas Education Code. The law requires the District to define misconduct that may or must result in a range of specific disciplinary consequences. This Code is an outgrowth of collaboration among District and campus staff, parents, and other community members. This Code, adopted by the Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct.

INDEX

This code is organized into the following sections:

1. Standards for Student Conduct page 55

2. General Misconduct Violations page 58

3. Removal from the Educational Setting:

   a. Suspension and/or Placement in an Alternative Program page 60

   b. Expulsion page 64

In case of conflict between the Student Code of Conduct and the student handbook, the Student Code of Conduct will prevail. The Student Code of Conduct is adopted by the District's Board of Trustees and has the force of policy.

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

STANDARDS FOR STUDENT CONDUCT – LEVEL I

Behaviors	Consequences
Each student is expected to: • Demonstrate courtesy and respect for others. • Behave in a responsible manner, always exercising self-discipline. • Attend all classes, regularly and on time. • Prepare for each class; take appropriate materials and assignments to class. • Meet District and campus standards of grooming and dress. • Obey all campus and classroom rules. • Respect the rights and privileges of other students and of teachers and other District staff. • Respect the property of others, including District property and facilities. • Cooperate with or assist the school staff in maintaining safety, order, and discipline. • Avoid violations of the Student Code of Conduct	A student whose behavior shows disrespect for others, including interference with learning and a safe environment, will be subject to disciplinary action. School rules and the authority of the District to administer discipline apply whenever the interest of the District is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student: 1. During the regular school day and while the student is going to and from school on District transportation; 2. During lunch periods in which a student is allowed to leave campus; 3. Within 300 feet of school property; 4. While the student is in attendance at any school-related activity, regardless of time or location; 5. For any school-related misconduct, regardless of time or location; 6. When retaliation against a school employee occurs or is threatened, regardless of time of location; 7. When the student commits a felony, as provided by Texas Education code 37.006; 8. When criminal mischief is committed on or off school property or at a school-related event. The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the District. The District has the right to search a student's locker whenever there is reasonable cause to believe that it contains articles or materials prohibited by the District. A school administrator will report crimes as required by law. A school administrator who suspects that a crime has been committed on campus will call local law enforcement. The District has the right to revoke the transfer of a transfer student for violating the District's Student Code of Conduct.

Behaviors	Consequences
The District may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not also constitute violations of the Student Code of Conduct.	In general, discipline will be designed to correct the misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. For rule violations that are not also violations of the Student Code of Conduct, the teacher is not required to make a Student Code of Conduct violation report, and the principal is not required to notify parents. The following discipline management techniques may be used—alone or in combination—for misbehavior violating the Student Code of Conduct or campus or classroom rules: • Oral correction. • Cooling-off time or "time-out." • Seating changes within the classroom. • Counseling by teachers, counselors, or administrative personnel. • Parent-teacher conferences. • Temporary confiscation of items that disrupt the educational process. • Grade reductions as permitted by policy. • Rewards or demerits. • Behavioral contracts. • Detention. • Sending the student to the office or other assigned area, or to in-school suspension. • Out-of-school suspension. • Placement in a disciplinary Alternative Education Program. • Assigned school duties other than class tasks, such as scrubbing desks or picking up litter. • Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations.

Behaviors	Consequences
	• Techniques or penalties identified in individual student organization's codes of conduct. *(Note: The extra-curricular standards may be higher than the District's Code of Conduct. Students may be denied participation in an activity for violating the extracurricular organization's standards of behavior. Parents and students should be aware of the standards of any extracurricular activity in which the student participates.)* • Withdrawal or restriction of bus privileges. • School-assessed and school-administered probation. • Corporal punishment. • Referral to outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District. • Other strategies and consequences as specified by the Student Code of Conduct. Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate and in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office. Consequences will not be deferred pending the outcome of a grievance.

GENERAL MISCONDUCT VIOLATIONS – LEVEL II

Behaviors	Consequences
The following behaviors are prohibited at all school and school-related activities: • Abusing the student's own prescription drug, giving a prescription drug to another student, or being under the influence of another person's prescription drug on school property or at a school-related event. • Bullying including intimidation by name-calling, ethnic or racial slurs or derogatory statements that school officials have reason to believe will substantially disrupt the school program or incite violence. • Cheating or copying the work of another. • Committing/assisting in a robbery or theft that doses not constitute a felony according to the Texas Penal Code. (Felony robbery or theft offenses are addressed later in the Student Code of Conduct.) • Committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person). • Damaging or vandalizing property owned by others. • Defacing/damaging school property – including textbooks, lockers, furniture, and other equipment – with graffiti or by other means. • Directing profanity, vulgar language, or obscene gestures toward other students or District employees. • Discharging a fire extinguisher. • Disobeying school rules and conduct on school buses. • Engaging in harassment motivated by race, color, religion, national origin, disability, or age and directed toward another student or District employee. • Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence. • Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or District employee. • Engaging in inappropriate verbal physical or sexual contact directed toward another student or District employee. • Engaging in threatening behavior toward another student of District employee on or off school property. • Engaging in verbal or written exchanges that threaten the safety of another student, a school employee or school property. • Failing to comply with directives given by school personnel. • Fighting • Forcing an individual to act through the use of force or threat of force. • Gambling. • Hazing. • Inappropriate or indecent exposure of a student's private body parts. • Leaving school grounds or school-sponsored events without permission. • Making bomb threats. • Making false accusations or hoaxes regarding school safety.	General misconduct identified in the list of prohibited behaviors will result in application of one or more discipline management techniques consistent with law and the Student Code of Conduct. State law requires that the violation be reported to the principal or other appropriate administrators who will send notification to the parent or guardian within 24 hours of receiving the report. The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. <u>DISCRETIONARY REMOVAL</u> General misconduct violations will not necessarily result in the formal removal of the student from class or another replacement but may result in a routine referral, formal removal, or the use of any other discipline management technique. <u>FORMAL REMOVAL</u> Formal removal initiated by a teacher will occur if: 1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class; or 2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach and the students in the classroom cannot learn. Any removal of a student by a teacher for behavior described in the column at left requires that the teacher report the offense to the principal or appropriate administrator. The principal or appropriate administrator will then send a copy of the report to the student's parent or guardian within 24 hours of receiving the teacher's report. A teacher or administrator **must** remove a student from class if the student engages in behavior for which the Education Code requires disciplinary Alternative Education Program placement and/or suspension. A teacher or administrator **may** also remove a student from class for a behavior for which the district has determined a student may be suspended and/or placed in a disciplinary Alternative Education Program. Within three school days of receiving the Student Code of Conduct violation report, the principal will schedule a conference with the student's parents, the teacher, and the student in the case of a teacher removal. At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he or she is charged and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will notify the student of the consequences of the Student Code of Conduct violation.

Behaviors	Consequences
• Making false threats, hoaxes, or accusations regarding school safety • Name-calling, ethnic or racial slurs or derogatory statements that school officials have reason to believe will substantially disrupt the school program or incite violence. • Possessing air guns or BB guns. • Possessing ammunition. • Possessing or using articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. • Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device. • Possessing or selling look-alike drugs or items attempted to be passed off as drugs and contraband. • Possessing or selling "look-alike" weapons. • Possessing or selling mace or pepper spray. • Possessing or selling seeds or pieces of marijuana in less than a usable amount. • Possessing or using a laser pointer for other than an approved use. • Possessing or using matches or a lighter. • Possessing material that is pornographic. • Possessing a paging device or cellular telephone. • Possessing published or electronic material that is designed to promote or encourage illegal behavior or could threaten school safety, using e-mail or Web sited at school to encourage illegal behavior, or threatening school safety. • Possessing razors, switchblades, box cutters, chains, or other object(s) used in a way that threatens or inflicts bodily injury to another person. • Possessing, smoking, or using tobacco products. • Possessing, using, giving, or selling paraphernalia related to any prohibited substance. • Repeatedly violating other communicated campus or classroom standards of behavior. • Scuffling or fighting. • Sending or posting messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. • Stealing from students, staff, or the school. • Throwing objects that can cause bodily injury or property damage. • Using the Internet to threaten students, employees, or others or cause disruption to the educational process. • Violating computer use policies, rules, agreements signed by the student, and/or agreements signed by the student's parents or guardian. • Violating dress and grooming standards as communicated in the student handbook or by sponsors of extracurricular activities. • Violating extracurricular standards of behavior. • Violating safety rules as communicated in the student handbook or campus or classroom rules. • Violating the District's policy on taking prescription drugs and over-the-counter drugs at school.	When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place a student in: • Out-of-school suspension. • In-school suspension. • Another appropriate classroom. In-school suspension. • A disciplinary Alternative Education Program in which the student must be separated from other students for the entire school program day, and which will provide instruction in the core subjects and counseling. When a student has been formally removed from class by a teacher, the principal may not return the student to the teacher's class without the teacher's consent unless the placement review committee determines that the teacher's class is the best or only alternative available.

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING – LEVEL III

SUSPENSION AND/OR PLACEMENT IN AN ALTERNATIVE EDUCATION PROGRAM

Behaviors	Consequences
Students may be suspended for any reason that may require placement in a disciplinary Alternation Education Program.	SUSPENSION Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exist, state and/or federal law will prevail. State law allows a student to be suspended for as many as three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year. A student who is to be suspended will be given an informal conference by the principal or appropriate administrator advising the student of the conduct with which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made. The number of days of a student's suspension, which cannot exceed three school days, will be determined by the principal or other appropriate administrator. Any restrictions on participation in school-sponsored or school-related extracurricular and non-curricular activities will be determined by the principal or other appropriate administrator.
A student must be placed in a disciplinary Alternative Education Program if the student engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. A student must by placed in a disciplinary Alternative Education Program for any of the following offenses if the student commits these offenses on school property or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property. • Engages in conduct punishable as a felony. • Commits an assault. • Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the expulsion section in this Student Code of Conduct.) • Sells, gives, or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony (school-related felony alcohol offenses are addressed in the expulsion section in this Student Code of Conduct.) • Behaves in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals. • Behaves in a manner that contains the elements of the offense of public lewdness.	REMOVAL TO AN ALTERNATIVE EDUCATION PROGRAM Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exist, state and/or federal law will prevail. The Board has delegated to the principal or principal's designee the authority to remove a student to a disciplinary Alternative Education Program. The duration of a student's placement in a disciplinary Alternative Education Program will be determined by the Superintendent or Superintendent's designee. The maximum placement time is 90 days. A student who is on school property or at a school-related event on or off school property sells, gives, delivers, possesses, uses, or is under the influence of prohibited drugs, alcohol, or an inhalant if the conduct is not punishable as a felony will be placed in a disciplinary Alternative Education Program on the first offense. However, if the student sells, gives, delivers, possesses, uses or is under the influence of prohibited drugs, alcohol, or an inhalant of any amount a second time in the same school year, the student will be expelled.

Behaviors	Consequences
• Behaves in a manner that contains the elements of the offense of indecent exposure. • Engages in expellable conduct, if the student is between six and nine years of age. • Engages in conduct that contains the elements of the offense of retaliation against any school employee, regardless of where or when the conduct occurs. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this Student Code of Conduct.) • Engages in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, that injures a person in a way listed as a Title 5 offense in the Texas Penal Code, and that results in one of the following: 1. The student receives deferred prosecution. 2. A court or jury finds that the student has engaged in delinquent conduct. 3. The Superintendent or designee determines there is reasonable belief that the student has engaged in the conduct. In accordance with state law, a student may be suspended pending a conference and may be placed in a disciplinary Alternative Education Program for one of the following offenses: • Engages in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, and for which the Superintendent or designee has reasonable belief that the student's presence in the regular classroom threatens the safety of other students or teachers or will hinder the education of students. • Involvement in gang activity, including participation as a member of pledge, or soliciting another person to become a pledge or member of a gang. Indicators of gang activity: • Writing gang symbols on personal or school materials or property • Using gang signs or symbols with hands • Wearing clothing identified with a gang • Displaying tattoos on body identifying gang name or gang nicknames • Making statements of gang membership or allegiance • Attempting to recruit others to join a gang • Involvement in a public fraternity, sorority, or secret society, including participation as a member of pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society. • Any criminal mischief. • Possession of drug paraphernalia • Repeatedly failing to follow standards of conduct	After receiving a Student Code of Conduct violation report, the principal will schedule a conference within three school days with the student's parent, the student, and the teacher in the case of a teacher removal. Until a conference can be held as a result of a formal teacher removal or administrator removal, the principal may place a student in: • Another appropriate classroom. • In-school suspension. • A disciplinary Alternative Education Program. At the conference, the principal or appropriate administrator will inform the student, orally or in writing, of the allegations against him or her, the reason for the placement, and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will inform the student of the consequences of the misbehavior and the student's length of placement in the disciplinary Alternative Education Program. Not later than the second business day after the conference, the Board's designee will deliver to the juvenile court a copy of the order placing a student in an Alternative Education Program and information required by Section 52.04 of the Family Code. Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate and in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the student's principal's office or the central administration office. Consequences will not be deferred pending the outcome of an appeal. State law prohibits students placed in a disciplinary Alternative Education Program for mandatory removal reasons from attending or participating in school-sponsored or school-related extracurricular or non-curricular activities during the period of placement including seeking or holding honorary positions and/or membership in school-sponsored clubs or organizations. The District does not permit a student who is placed in a disciplinary Alternative Education Program for any reason to participate in any school-sponsored or school-related extracurricular and non-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. A student placed in the disciplinary Alternative Education Program will not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

Behaviors	Consequences
The District has determined that the following behaviors may result in a student's placement in a disciplinary Alternative Education Program: • Fighting • Hazing • Stealing from students, staff, or the school. • Defacing or damaging school property including textbooks, lockers furniture, and other equipment. • Possessing razors, box cutters, chains, or any other object used in a way that threatens or inflicts bodily injury to another person. • Possessing or selling "look-alike" weapons. • Possessing air guns or BB guns. • Possessing ammunition. • Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or District employee. • Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or District employee. • Inappropriate or indecent exposure of a student's private body parts. • Possessing, smoking, or using tobacco products. • Possessing or selling look-alike drugs or items attempted to be passed off as drugs and contraband. • Possessing or selling seeds or pieces of marijuana in less that a usable amount. • Possessing, using, giving, or selling paraphernalia related to any prohibited substance. • Possessing or using a laser pointer for other than an approved use. • Sending or posting messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. • Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property, using e-mail or Web sites at school or encourage illegal behavior, or threatening school safety. • Possessing published or electronic material that is designed to promote or encourage illegal behavior or could threaten school safety. • Repeatedly violating other communicated campus or classroom standards of behavior.	A student placed in a disciplinary Alternative Education Program will be provided a review of his or her placement, including academic status, by the Board's designee at intervals not to exceed 120 days. In the case of high school students, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parents or guardian will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent. For placement in a disciplinary Alternative Education Program to extend beyond the end of the school year, the Board or designee must determine that: 1. The student's presence in the regular classroom or campus presents a danger of physical harm to students or others. 2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. Students who commit offenses that require placement in a disciplinary Alternative Education Program at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement. When a student violates the Districts Student Code of Conduct in a way that requires the student be placed in the disciplinary Alternative Education Program and the student withdraws from the District before starting or completing the disciplinary Alternative Education Program placement and returns during the school year, that student (will/may) be placed in the disciplinary Alternative Education Program to complete the assigned term of placement. A student assigned to a disciplinary Alternative Education Program placement in another district at the time he or she moves into the District will be placed directly into the District's disciplinary Alternative Education Program. For seniors assigned to a disciplinary Alternative Education Program who are eligible to graduate, the placement in the program will continue through graduation, and the student will not be allowed to participate in the graduation ceremony and related graduation activities. The juvenile court will notify the District, if: 1. Prosecution of the student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceeding, deferred adjudication, or deferred prosecution will be initiated; or 2. The court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

Behaviors	Consequences
	On receiving the notice form the juvenile court, the Superintendent or designee will review the student's placement in the disciplinary Alternative Education Program and will schedule a review of the student's placement with the student's parent or guardian not later than the third day after the Superintendent or designee receives notice from the juvenile court. The student may not be returned to the regular classroom pending the review. After reviewing the notice and receiving information from the student's parent or guardian, the Superintendent or designee may continue the student's placement in the disciplinary Alternative Education Program if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers. The student or the student's parent or guardian may appeal the Superintendent's decision to the Board. The student may not be returned to the regular classroom pending the appeal. This appeal process does not apply to placements resulting from offenses for which the state requires disciplinary Alternative Education Program placement. The Board will, at the next scheduled meeting, review the notice from the juvenile court and receive information from the student, the student's parent or guardian, and the Superintendent or designee, and confirm or reverse the decision of the Superintendent or designee. The Board will make a record of the proceedings. If the Board confirms the decision of the Superintendent or designee, the Board shall inform the student and the student's parent or guardian of the right of appeal to the Commissioner of Education. The student may not be returned to the regular Classroom pending the appeal.
In an emergency, the principal or the principal's designee **may** order the immediate placement of a student into a disciplinary Alternative Education Program, when a student is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.	When an emergency placement occurs, the student will be given verbal notice of the reason for the action. Within a reasonable amount of time after the emergency placement, the student will be given appropriate due process required for placement in a disciplinary Alternative Education Program. If emergency placement involves a student with disabilities who receives special education services, the term of the student's emergency removal is subject to the requirements of federal law.

EXPULSION – LEVEL IV

Behaviors	Consequences
A student **mus**t be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property. • Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes: 1. Any weapon (including a starter gun) which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive. 2. The frame or receiver of any such weapon. 3. Any firearm muffler or firearm weapon. 4. Any destructive device, such as any explosive, incendiary, or poison gas bomb, or grenade. • Use, exhibition, or possession of the following, as defined by the Texas Penal Code: 1. A firearm (any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use). 2. An illegal knife, such as a knife with a blade over 5 ½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear. 3. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. 4. A prohibited weapon, such as an explosive weapon; a machinegun; a short-barrel firearm; a firearm silencer; a switchblade knife; knuckles; armor-piercing ammunition; a chemical dispensing device; or a zip gun. • Behavior containing the elements of the following under the Texas Penal Code: 1. Aggravated assault, sexual assault, or aggravated sexual assault. 2. Arson. 3. Murder, capital murder, or criminal attempt to commit murder. 4. Indecency with a child. 5. Aggravated kidnapping. 6. Behavior punishable as a felony that involves the selling, giving, or delivering to another person, possessing, using, or being under the influence of Marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act of offense while under the influence of alcohol. 7. Retaliation against a school employee combined with	Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extend any conflict exists, the state and/or federal law will prevail. When a student under the age of ten engages in behavior that is an expellable behavior, the student will not be expelled, but will be placed in a disciplinary Alternative Education Program. State and federal law require a student to be expelled from regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis and/or the District may provide educational services to the expelled student in a disciplinary Alternative Education Program. The District must provide educational services in the disciplinary Alternative Education Program if the student is between six and ten years of age. If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time with the students' parent or guardian, the student, and the teacher if appropriate. The student's parent or guardian will be invited in writing to attend the hearing. Until a hearing can be held, the principal may place the student in: • Another appropriate classroom. • In-school suspension. • Out-of-suspension. A student facing expulsion will be given appropriate due process as required by the federal Constitution. The student is entitled to: 1. Representation by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the District. 2. An opportunity to testify and to present evidence and witnesses in the student's defense. 3. An opportunity to question the District's witnesses. The Board delegates to the Superintendent or the Superintendent's designee the authority to expel students. A student expelled by the Superintendent after the due process hearing may request that the Board review the expulsion decision. The student or parent/guardian may submit to the Superintendent a written request within seven days to place the matter on the agenda of the next Board meeting.

Behavior	Consequences
one of the above-listed offenses on or off school property or at a school-related activity. A student **may/will** be expelled for committing any of the following offenses if the student is on school property or while attending a school sponsored or school-related activity on or off school property. • Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. • Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is punishable as a felony. • Engaging in conduct that contains the elements of an offense relating to abusable glue, aerosol paint, or volatile chemicals. • Engaging in criminal mischief, if punishable as a felony, whether committed on or off school property or at a school-related event. • Engaging in conduct that contains the elements of assault under Section 22.01 (a)(1) against an employee or a volunteer on school property. • Engaging in conduct that contains the elements of assault and retaliation against a school employee or volunteer, regardless of where or when the conduct occurs. • Engaging in serious or persistent misbehavior and, while in a disciplinary Alternative Education Program continues to violate the District's Student Code of conduct. The District defines "persistent" to be two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation. Serious offenses include, but are not limited to, the following. 1. Vandalism 2. Robbery or theft. 3. Extortion, coercion, or blackmail. 4. Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with school activities. 5. Hazing. 6. Insubordination. 7. Profanity, vulgar language, or obscene gestures directed toward teachers or other school employees. 8. Fighting, committing physical abuse, or threatening physical abuse. 9. Possession or distribution of pornographic materials, 10. Leaving school grounds without permission. 11. Making or assisting in making threats, including threats against individuals and bomb threats. 12. Sexual harassment of a student or District employee.	The Board will review the record of the expulsion hearing in a closed meeting unless the parent/guardian requests in writing that the matted by held in an open meeting. The Board may also hear a statement from the student or parent/guardian and from the Board's designee. The Board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing. When a student has violated the District's Student Code of Conduct in a way that requires expulsion from the District and the student withdraws from the District before the expulsion hearing takes place, the District will conduct the hearing after sending written notice to the parent and student. If the student returns during the school year or the next school year, he or she will be expelled for the time specified in the expulsion order. Not later that the second business day after the hearing, the Board's designee will deliver to the juvenile court a copy of the order expelling the student and the information required by Section 52.04 of the Family Code. The duration of a student's expulsion will be determined by the Superintendent or Superintendent's designee on a case -by-case basis. The maximum period of expulsion is as follows. 1. For the school year if the offense occurs during the first semester. 2. For the remainder of a semester in which the offense occurs. 3. For the remainder of the school year if the offense occurs in the second semester. 4. Until mid-term of the following year if the offense occurs in the last grading period. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion. Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion. No District academic credit will be earned for work missed during the period of expulsion (unless the student is enrolled in a Justice Alternative Education Program or other District-approved programs). The District will not enroll any student expelled from another district during the period of the expulsion order. Students expelled from an Open-Enrollment Charter School for discretionary reasons will be placed directly in the District's

Behaviors	Consequences
13. Possession of or conspiring to possess any explosive or explosive device. 14. Falsification of records, passes, or other school-related documents. 15. Refusal to accept discipline management techniques proposed by the teacher or principal. In an emergency, the principal or the principal's designee may order the immediate expulsion of the student when people or properties are in imminent danger of harm.	Disciplinary Alternative Education Program. When an emergency explosion occurs, the student will be given oral notice of the reason for the action. Within a reasonable amount of time after the emergency expulsion, the student will be given appropriate due process required for the student with disabilities who received special education services, the term of the student's emergency expulsion is subject to the requirements of federal law.

GRANBURY ISD COMPUTER ACCEPTABLE USE POLICY
2003 – 2004 School Year

Disclaimer

This document is required by the Texas Education Agency and is to be completed by all employees and students of any and all Texas Public Schools. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. Additionally, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk and GISD is not responsible of material viewed or downloaded by users from the Internet. To minimize these risks, your use of the Internet as GISD is governed by the following policy:

Permitted Use of Network/Internet – Terms and Conditions

The computer network is the property of GISD and may only be used for legitimate business purposes. Users are provided access to the computer network to assist them in the performance of their jobs or studies. GISD believes that information and interaction available on the network/Internet far outweighs the possibility that users may obtain material that is not consistent with the educational goals of GISD. GISD expects legal, ethical and efficient use of the Network/Internet.

User Responsibility – Network/Internet users are responsible for their actions in accessing available resources.

Privilege – Use of GISD Network/Internet account is a privilege, not a right.

Subject to System Administration – Al Granbury ISD Network/Internet account usage is subject to the Director of Technology and/or manager's perusal for virus scanning or inappropriate use.

Inappropriate Use – Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this or any networks connected to the Network/Internet. GISD has the right to utilize software that makes it possible to identify and block access to Internet sites containing sexually explicit or other material deemed inappropriate in the workplace.

Violation of Law – Transmission of any material in violation of U.S. or state law is prohibited. This includes, but is not limited to the following: copyrighted material, threatening, harassing, or obscene material, or material protected by trade secret. Any attempt to break the law using a GISD Network/Internet account my result in litigation against the offender by the proper authorities. If such an event should occur, GISD will fully comply with the authorities to provide any information necessary for the litigation process.

GRANBURY ISD COMPUTER ACCEPTABLE USE POLICY
2003 – 2004 School Year

Commercial Use – Use of commercial, income-generating or "for profit" activities, product advertisement, or political lobbying of any nature is prohibited. Sending unsolicited junk mail, or chain letters, is prohibited.

No Expectation of Privacy – Employees and/or students are given computers and Internet access to assist them in the performance of their jobs and to enhance their learning. Employees and/or students should have no expectation of privacy in anything they create, store, send, or receive using GISD's computer equipment. The computer network is the property of GISD and may be used only for GISD purposes.

Waiver of privacy rights – User expressly waives any right of privacy in anything he/she creates, stores, sends, or receives using GISD's computer equipment or Internet access. User consents to allow GISD personnel access to and review of all materials created, stored, sent or received by User through any GISD network or Internet connection.

Monitoring of computer and Internet usage – GISD has the right to monitor and log any and all aspects of its Computer system including, but not limited to, monitoring Internet sites visited by Users, monitoring chat and newsgroups, monitoring file downloads, and all communications sent and received by users.

Acknowledgement of Understanding

I have read and agree to comply with the terms of this policy governing the use of GISD's computer network. I understand that violation of this policy may result in disciplinary action, including possible termination of rights to use the network and civil and criminal penalties

Signature on receipt of handbook also acknowledges that I have read the acceptable use policy and agree that I and/or my child will abide by the policy.

PARENT RECEIPT FORM

My child(ren) and I have read the student handbook and understand and consent to the responsibilities outlined in the District's Student Code of Conduct. I also understand and agree that my child(ren) shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of law. I also specifically give my permission for the use of corporal punishment with my child, unless I specifically prohibit such punishment by completing a separate signed statement presented to the principal.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: a student's

- Name,
- Address,
- Telephone number,
- Email Address
- Date and place of birth,
- Participation in officially recognized activities and sports,
- Weight and height of members of athletic teams,
- Dates and attendance,
- Awards received in school, and
- Most recent previous school attended.

Directory information may be released by the District to anyone who requests it unless I object to the release of any or all of this information within ten school days from the time this handbook was issued to my child. I have marked through those types of directory information listed that I wish the District to withhold.

Signature on receipt of handbook also acknowledges that I have read the **acceptable use policy** and agree that my child will abide by the policy.

_____

Parent's signature Date

_____

Student's signature Date

OFFICE OF THE SUPERINTENDENT

FOR:	Board of Trustees
DATE:	June 16, 2003
ACTION:	Approval

To:	Mr. William Harris, Superintendent	**From:**	Troy K. Green
		Date:	June 9, 2003
		RE:	Employee Handbook

SUMMARY:

The District is required to provide employees with written and/or electronic access to information with regard to certain board policies. It is also administratively expedient for the District to provide staff members written and/or electronic access to administrative procedures and practices. The District has revised the Employee Handbook to reflect the changes in the law, changes in administrative procedures, and the increased use of technology. The specific changes from the previous Employee Handbook are limited to house cleaning and rewording of some areas. No substantive changes have been made in the handbook for next school year.

RECOMMENDATION:

That the Board approve the Employee Handbook as presented.

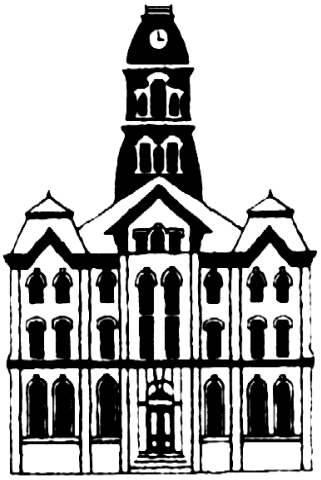
Respectfully submitted,

William Harris

William Harris
Superintendent

Staff Persons Responsible: Troy Green
Jan VanDorn

Date Submitted: June 9, 2003



GRANBURY INDEPENDENT

SCHOOL DISTRICT

2003 - 2004

EMPLOYEE HANDBOOK

600 West Pearl
Granbury, Texas 76048
(817) 408-4000
www.granbury.k12.tx.us

GRANBURY INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Micky Shearon……. President
Charlie Cloud……Vice-President
Mark Graves ..... Secretary
Jerry Campbell.....Member
Brad Johnson .....Member
Brian Condit .....Member
Gene Ellis .....Member

ADMINISTRATION

William Harris ..... Superintendent (408-4007)
JanVan Dorn.....Assistant Superintendent of Schools (408-4009)
Troy Green…….Executive Director of Human Resources (408-4185)
Martin Yarborough……...Executive Director of Technology (408-4100)
Sharay Boynton……..…Executive Director of Finance (408-4015)
Sharon Whitefield……..…Director of Curriculum (408-4042)
Cheryl Meger.....Director of Special Education (408-4056)
Randy Leach..... Director of Athletics/Community Education (408-4080)
Larry Anderson..... Director of Facilities (408-4075)
Larry Gehrke ..... Director of Maintenance (408-4170)
Terry Slemmons ..... Director of Transportation (408-4155)
Laine Meek..... Director of Aramark Food Service/Custodial (408-4091)
Vicki Thomas ..... Testing/Advanced Academics Coordinator (408-4041)
Nancy Peterson……Language Arts/Social Studies Coordinator (408-4040)
Stacie Brown ..... Math/Science Coordinator (408-4039)
Debbie Richey……....At-Risk Coordinator (408-4039)
Hollie Benton..... Special Programs Coordinator (408-4068)
Carolyn Thomas .....Extended Day Supervisor (408-4072)
Curtis Starnes.....Manager of Technical Services (408-4104)
Robert (Bob) Small.....Principal, Granbury High School (408-4600)
Bobby Mabery.....Principal, Acton Middle School (408-4800)
Jimmy Dawson ..... Principal, Granbury Middle School (408-4850)
Roger Morgan..... Principal, Crossland Intermediate (408-4700)
Carolyn Horton……..….Principal, Brawner Intermediate (408-4950)
Heather Allen..... Principal, Oak Woods Intermediate School (408-4750)
Rebecca Johnson..... Principal, Mambrino School (408-4900)
Ralph Purget .....Principal, Acton Elementary School (408-4200)
Nancy Alana ..... Principal, Baccus Elementary School (408-4300)
Kathy Haynes ..... Principal, Roberson Elementary School (408-4500)
John Shreve ..... Principal, STARS Academy (408-4450)
Biff Peterson.....Principal, Behavioral Transition Center (408-4400)

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Employee Handbook Receipt

Name_____

Campus/Department_____

I hereby acknowledge that I understand that the:

(1) Granbury ISD Policies, **(3) GISD Computer Acceptable Use Policies and**
(2) Granbury ISD Employees Handbook, **(4) GISD Safety Manual**

are all on-line and accessible by me. I agree to read the handbook, the policies listed below, the Computer Acceptable Use Policy, and the appropriate Safety Manual for my position. I will abide by the standards, policies, and procedures defined or referenced in those documents. I understand I am responsible for preventing accidents by observing all established safety rules and regulations of the District. Additionally, I understand that violation of these policies and/or any safety procedures may result in disciplinary action, including possible termination and/or termination of rights to use the District network and/or possible civil and criminal penalties.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this booklet. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will relationships are intended by this handbook.

I also acknowledge receipt of my personal copy of the Granbury ISD Student Handbook that contains the Student Code of Conduct. I agree to read this handbook and abide by the policies and procedures as set forth in this document.

I understand that I have easy access to a computer and a printer on the campus or in the department to which I have been assigned. I also understand that upon reasonable request, I can use a computer and printer to access and print any of the following listed policies and all other GISD policies and other official documents during regular working hours. I further understand that if I do not know how to use the computer, my supervisor will provide the means for me to access the information. Also, I understand that it is very important that I am aware of the information contained in all of the policies both (LEGAL) and (LOCAL) listed below.

Policy Code

AE	BQ	CE	CH	CK series	CQ
CRD	DAA	DC	DCA	DCB	DCC
DCD	DCE	DEA	DEC	DEE	DFA series
DFAC	DFB series	DFC series	DFD	DFE	DFF
DGBA	DH	DHB	DHC	DHE	DI
DK	DMD	DN series	EFA	EFE	EIA
EIE	FB	FFAC	FFAD	FFG	FL
FN series	FNCJ	FNCL	FNG	FD series	GBA
GRA					

I understand that I have an obligation to inform my supervisor and the GISD HR office of any changes in personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the GISD Human Resources Office if I have any questions, concerns, or need further explanations. I also understand that I may request, in writing, a hard copy of this Employee Handbook from the Human Resources Office, or use the electronic access and/or use both methods to access this information. I further understand that all certified employees are required to inform the State Board of Educator Certification of the best way they can be contacted concerning the status of their certification.

_____

Signature Date Note: Sign, date and return to your supervisor.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be faxed to Troy Green, Executive Director of Human Resources @ 817-408-4199.

***This handbook is neither a contract nor a substitute for the official District Policy Manual. It is not intended to alter the at-will status of employees in any way. Rather, it is a guide to and a brief explanation of some district policies**. District policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. Additionally, all GISD policies, forms and exhibits are available on-line and can be accessed and printed by all employees. Contact your immediate supervisor about access to computers during normal working hours.*

District Information

Description of the District

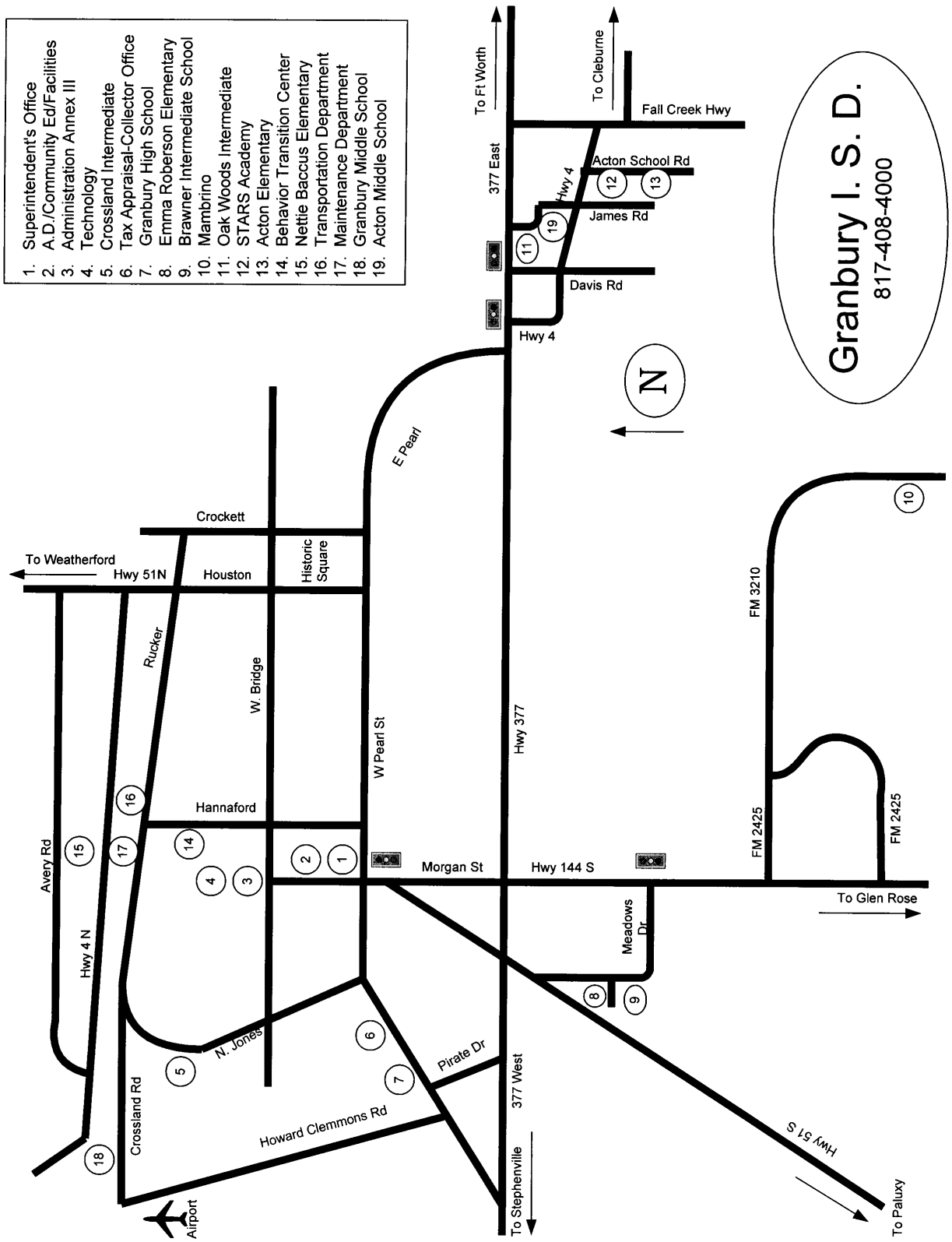
Granbury ISD has twelve campuses and serves approximately 6,507 students. In the most recently released rating from the Texas Education Agency, the district earned a Recognized status.

The District's only high school, Granbury High School, has an enrollment of more than 1,330 students in grades 10 through 12 and provides a complete array of curricular and extra-curricular programs. Each of the District's two middle schools, Granbury Middle School and Acton Middle School, provide extensive extra-curricular programs that compliment the curriculum for approximately 818 & 779 students respectively in grades 7 through 9. A dropout recovery program is provided for high school students through STARS Academy. The Behavioral Transitional Center provides an alternative setting for students who must be removed from the regular instructional program for disciplinary reasons.

Brawner Intermediate School with 344 students, Crossland Intermediate School, with 322 students, and Oak Woods Intermediate School, with 501 students, serve only intermediate students in grades four through six. Mambrino School, with an enrollment of 749, serves grades Pre-kindergarten through six. Acton Elementary School, with 624 students, Baccus Elementary School, with 479 students, and Roberson Elementary School, with 488 students, serve elementary students in grades PK through three.

The District covers more than 254 square miles of Hood County, with small areas of Somervell County, Parker County and Johnson County also within the district boundary. More than 70 regular bus routes cover 5,408 miles daily and provide transportation to an average of 4,000 students daily.

The District provides specialized instructional assistance through its Special Education Department, Special Programs and Curriculum Department. Support Services are also provided through the Business and Finance Department, Human Resources Department, Community Education and Athletic Department, Maintenance Department, Energy and Safety Department and Transportation. Aramark Corporation is the service contractor for both custodial service and food service.


1. Superintendent's Office
2. A.D./Community Ed/Facilities
3. Administration Annex III
4. Technology
5. Crossland Intermediate
6. Tax Appraisal-Collector Office
7. Granbury High School
8. Emma Roberson Elementary
9. Brawner Intermediate School
10. Mambrino
11. Oak Woods Intermediate
12. STARS Academy
13. Acton Elementary
14. Behavior Transition Center
15. Nettie Baccus Elementary
16. Transportation Department
17. Maintenance Department
18. Granbury Middle School
19. Acton Middle School
Granbury I. S. D.
817-408-4000
N
To Ft Worth
To Cleburne
Fall Creek Hwy
Acton School Rd
James Rd
Davis Rd
Hwy 4
377 East
Hwy 4
E Pearl
Crockett
To Weatherford
Hwy 51N
Houston
Historic Square
Rucker
W. Bridge
W Pearl St
Hwy 377
Hannaford
Avery Rd
Hwy 4 N
Morgan St
Hwy 144 S
FM 3210
FM 2425
FM 2425
To Glen Rose
Meadows Dr
N. Jones
Pirate Dr
Crossland Rd
Howard Clemmons Rd
377 West
To Stephenville
Airport
Hwy 51 S
To Paluxy

Board of Trustees

Texas law grants the Board of Trustees the power to govern and oversee the management of the District's schools. The Board is the policy-making body within the District and has overall responsibility for curriculum, school taxes, annual budget, facilities, building expansion, as well as employment of the Superintendent and other professional staff. The Board has complete and final control over school matters within limits established by law and State Board of Education rules.

The Board of Trustees is elected by the citizens of the District to ensure a strong educational program for the District's children. Trustees are elected by position or place and serve three-year terms, with elections held annually. Trustees serve without compensation, must be registered voters, and must reside in the district.

Board members:
Micky Shearon, President, Position 2
Charlie Cloud, Vice President, Position 5
Mark Graves, Secretary, Postion 1
Jerry Campbell, Member, Position 7
Brad Johnson, Member, Position 4
Brian Condit, Member, Position 3
Gene Ellis, Member, Position 6

Trustees usually meet the second and fourth Monday of the month in the Board Room at 600 W. Pearl. Workshops or Board training are also held the second and fourth Monday of the month in the Board Room. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted at the Superintendent's office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with two hours notice.

All meetings are open to the public. Under the following circumstances, Texas law permits the Board to go into a closed session: to discuss prospective gifts or donations, property acquisition, personnel issues including conferences with employees and employee complaints, security matters, student discipline, or to consult with attorneys.

Board Meeting Schedule for 2003-2004

June 16, 2003
July 21, 2003
August 11 & August 25, 2003
September 15, 2003
October 13, 2003 & October 27,2003
November 10, 2003
December 15, 2003
January 19, 2004
February 9 & February 23, 2004
March 8, 2004
April 5, 2004 & April 19, 2004
May 4 & May 17, 2004
June 14, 2004

Central Administration:

William Harris, Superintendent	408-4000
Jan Van Dorn, Assistant Superintendent of Schools	408-4000
Troy K. Green, Executive Director of Human Resources	408-4185
Sharay Boynton, Executive Director of Finance	408-4015
Martin Yarborough, Executive Director of Technology	408-4100
Sharon Whitefield, Director of Curriculum	408-4040
Cheryl Meger, Director of Special Education	408-4050
Randy Leach, Director of Athletics and Community Education	408-4080
Larry Gehrke, Director of Maintenance	408-4170
Terry Slemmons, Director of Transportation	408-4150
Larry Anderson, Director of Facilities	408-4075
Laine Meek, Director of Food Service/Custodial	408-4085
Vicki Thomas, Coordinator, Testing/Advanced Academics	408-4041
Stacie Brown, Coordinator, Mathematics/Science	408-4039
Debbie Richey, Coordinator, At-Risk	408-4039
Nancy Peterson, Coordinator, Language Arts/Social Studies	408-4040
Hollie Benton, Coordinator of Special Programs	408-4068
Carolyn Thomas, Supervisor, Extended School Day Program	408-4072
Curtis Starnes, Manager, Technical Services	408-4104

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns can not be answered by the handbook or by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

	Dept #	Fax #	
Human Resources Department	408-4185	4199	Administrative Annex
Payroll Department	408-4025	4033	Administrative Annex
Business Office	408-4015	4033	Administrative Annex
Curriculum Office	408-4035	4045	Administrative Annex
Special Education	408-4050	4067	Administrative Annex

Campus Administration

Granbury High School - 408-4600
2000 West Pearl
Bob Small, Principal
Marsha Grissom, Associate Principal
Barbara Calhoun, Assistant Principal
Joe Mancini, Assistant Principal
Connie Sanderson, Registrar

Acton Middle School–408-4800
1300 James Road
Bobby Mabery, Principal
Edwin Young, Assistant Principal
Marcus Malloy, Assistant Principal

Granbury Middle School–408-4850
2000 Crossland
Jimmy Dawson, Principal
_____, Assistant Principal
Maury Tarvin, Assistant Principal

Brawner Intermediate School–408-4950
1520 S. Meadows
Carolyn Horton, Principal

Crossland Intermediate School–408-4700
200 N. Jones
Roger Morgan, Principal

Oak Woods Intermediate School–408-4750
311 Davis Road
Heather Allen, Principal
Paul Ryan, Assistant Principal

Mambrino School–408-4900
3835 Mambrino Highway
Rebecca Johnson, Principal
Melinda Parker, Assistant Principal, 4-6

Acton Elementary School–408-4200
3200 Acton School Road
Ralph Purget, Principal
Debra Jones, Assistant Principal

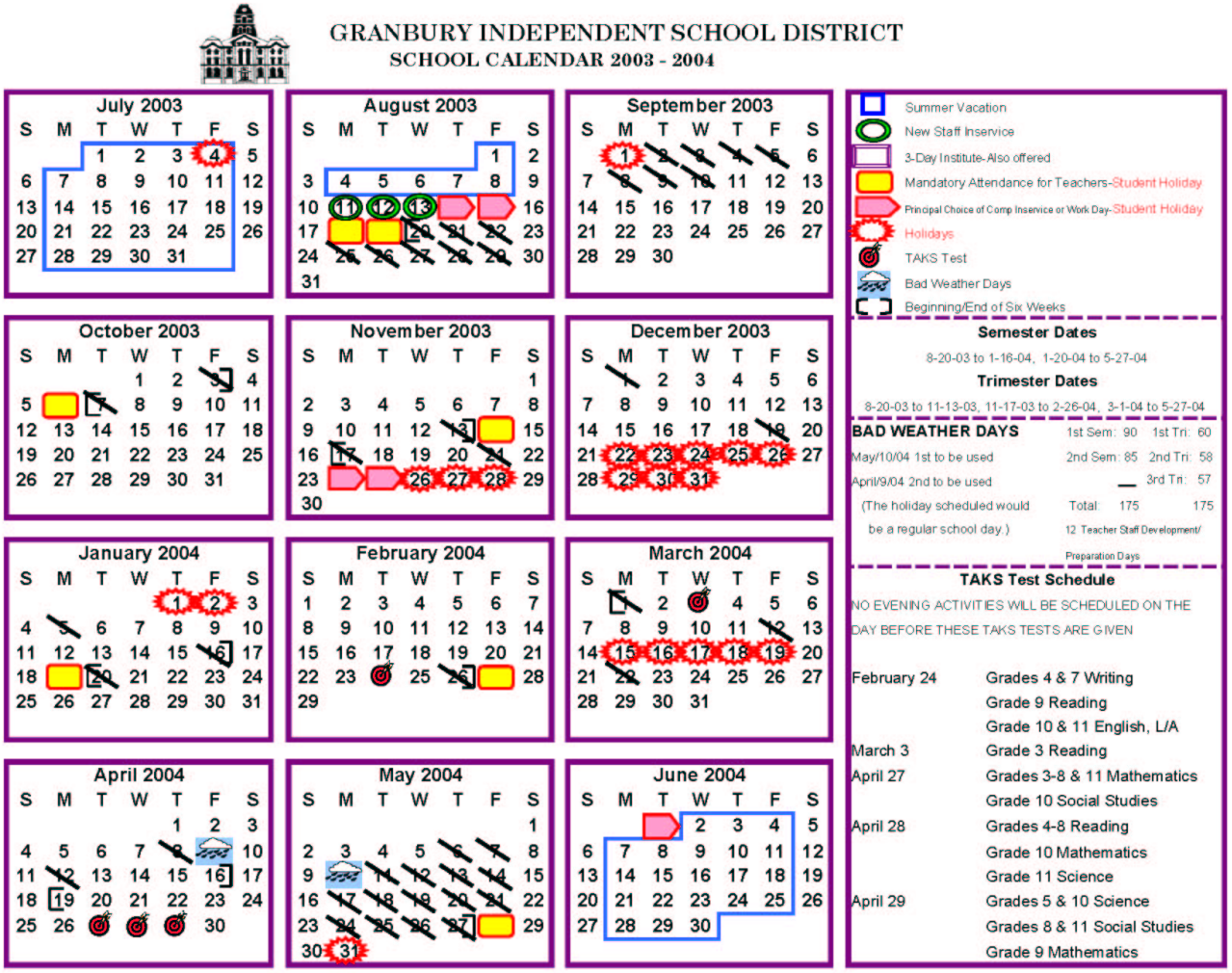
Nettie Baccus Elementary School–408-4300
901 Avery Road
Nancy Alana, Principal
Deanna Bledsoe, Assistant Principal

Emma Roberson Elementary School–408-4500
1500 Misty Meadows
Kathy Haynes, Principal

STARS Academy–408-4450
3000 Acton School Road
John Shreve, Principal

Behavioral Transition Center–408-4400
305 N. Hannaford
Biff Peterson, Principal

PDAS Appraisal Calendar and Timelines



- New Teacher Orientation on PDAS: August 12
- Teacher Orientation on PDAS: August 18 or August 19

- Teacher Self-Report 1 due: on or before September 10th
- Formal Observation: Unannounced and may occur any date shown on calendar not marked out. Formal Observations shall: not occur on days scheduled for TAKS, or other standardized tests or final exam days (All other campuses can schedule formal observation when the HS is giving Exit TAKS, etc.); be conducted in accordance with Texas Education Code, Subchapter H, section 21.351-21.356
- Walk through visits: Any date in which school is in session. (Documentation shared within 10 days)
- Teacher Self-Report 11 & 111: February 6 deadline
- Summative Annual Conference: Between February 9, 2004 & May 5, 2004

/ Indicates days on which appraisals cannot occur.

Management Safety Statement

Granbury Independent School District is committed to the protection of its resources, including both employee and physical assets, against the human distress and financial costs resulting from accidental losses.

In the interest of promoting safety, Granbury Independent School District supports a formal safety program to actively reduce the frequency and severity of accidental losses. The program is designed to avoid accidents involving students, district employees, and the public.

The superintendent is responsible for overseeing the assignment of responsibilities for accident prevention; however, the ultimate success of any safety program is shared by all employees.

All employees have the individual responsibility of preventing accidental losses by observing all established safety rules and regulations, by following supervisory directions, and by reporting any unsafe conditions or acts. All employees are trained during orientation on safe work habits and will be required to attend regularly scheduled safety training sessions (as outlined in GISD's Accident Prevention Plan). Failure to comply with the Plan will result in disciplinary action and possible termination.

Bloodborn Pathogen Training

All employees are required to attend the District provided training in dealing with the issue of bloodborn pathogens. Check with your supervisor for details.

Employment

Equal Employment Opportunity *(Policy DAA)*

The Granbury Independent School District does not discriminate against any employee or applicant for employment because of race, religion, color, sex, age, national origin, disability, military status, or on any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience and abilities.

Employees with questions or concerns relating to discrimination on any of the bases listed above should contact Jan Van Dorn, Assistant Superintendent, at 408-4009.

Job Vacancy Announcements (*Policy DC)*

Announcements of job vacancies by position and location are distributed on a regular basis to all campuses and departments and posted at the Central Administration Building. Professional positions are posted on the internet and with various university placement offices and professional associations.

Employment after Retirement *(Policy DPB,DEG)*

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed in part-time positions without affecting their benefits according to TRS rules and state laws. Service retirees who retire before May 31 may begin working in a Texas public school one full calendar month after the retirement date provided strict conditions are met.
Retirees may work in the following capacities:

- As a principal or assistant principal on a full-time basis, if certified as a principal and following a 12-month break in service. Retirees that retired under early age or disability provisions are excluded.
- As a full-time bus driver (early age and disability retirees excluded).
- As a substitute at no more than the established daily substitute pay rate (Individuals receiving disability retirement benefits may not work for more than 90 days in a school year.)
- On a half-time or less basis during any month, provided they are not also employed as a substitute in that month. Half-time employment can not exceed the lesser of 50 percent of the position's full-time load or 92 hours in a month.
- On a full-time basis during a six-month period during a school year, provided that this is their only employment in a Texas public school. Individuals who retire in August may begin employment in October of the school year following their retirement.

Under this last provision, retirees must submit annual written notice to TRS by the last day of the first month of full employment to avoid a disruption of benefits. Working any part of a month counts as a full month.

Other restrictions apply when a person has retired because of a disability. Individuals retiring because of a disability should contact TRS for details about employment restrictions.

Certain retirees may return to teaching on a full-time basis as a principal, assistant principal, or as a teacher in acute shortage areas without a reduction in their annuities. Acute teaching shortage areas are determined by the board based on Commissioner of Education guidelines. When filling acute shortage area positions, the district must give hiring preference to certified applicants who are not retirees. To be eligible for full TRS benefits without a reduction while being employed as a classroom teacher in a designated acute shortage area, a retiree must meet the following criteria:

- Have not been subject to a reduction in benefit for retirement at an early age or retired under disability provisions
- Have a 12-month continuous break in public school service since retirement
- Be certified to teach in the acute shortage areas for the applicable school year

Individuals can contact TRS by calling 1-800-223-8778, or 512-397-6400. Additionally, one can call TRS infoline at 1-888-877-0123 24/7 at any time. TRS information is also available on the internet @ www.trs.state.tx.us.

Contract and Non-Contract Employment (*Policies DC, DCA, DCB, DCC, DCD, DCE)*

In accordance with state law requirements, the district employs all full-time professional and administrative employees in positions requiring a certificate, Registered Nurses and Licensed Vocational Nurses under probationary or term contracts. Employees in all other positions are employed at will or by a contract that is not subject to the procedures for non-renewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts

All full-time, professional employees employed in positions requiring certification, as well as Registered Nurses, who are new to the District, receive probationary contracts during their first year of employment. The probationary period for those who have been employed in public schools for at least five of the eight years preceding employment with the district is one year. For those with less experience, the probationary period will be three years, with an optional fourth year if the Board is in doubt of an employee's performance.

Term Contracts

Full-time teachers and professionals employed in positions requiring certification, including Registered Nurses, who have successfully completed the probationary period will be employed by term contracts. Campus principals and central office administrators are employed under term contracts. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract and access to all employment policies is provided on-line on each campus and in each department.

Non-Certified Professional and Administrative Employees

Employees in professional and administrative positions, including Licensed Vocational Nurses serving as Campus Nurses, that do not require state educational certification (such as non-instructional administrators) are employed by a one-year contract that is not subject to the procedures for non-renewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary Employees

All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Searches, Alcohol and Drug Testing *(Policy DHE)*

Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, computers, e-mail, or work area to obtain information needed for usual business purposes, may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, work areas, lockers, and private vehicles parked on district premises or worksites or used in district business.

Employees required to have a commercial driver's license: Any employee who is required to have a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people, counting the driver; drivers of large vehicles; or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements when their duties include driving.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted when an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs returns to duty.

All employees required to have a CDL who are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs. Employees with questions or concerns related to alcohol and drug policies and related educational material should contact the Facilities/Safety Department @ 408-4075.

First Aid and CPR Certification *(Policy DBA)*

Head coaches or chief sponsors of an extra curricular athletic activity (including cheerleading and Band) 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 (CPR). Certification must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Proof of current certification must be submitted each year on or before
August 1.

Reassignments and Transfers (*Policy DK)*

All personnel are subject to assignment and reassignment by the superintendent. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employement contracts. When reassignments from campus to campus are due to enrollment shifts or program changes, the superintendent has final placement authority. When transfers are voluntary or requested by the employee, the principal at the receiving campus must approve campus reassignments. Extracurricular or supplemental duty assignments may be reassigned at any time. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (LOCAL).

Employees with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. Teachers requesting a transfer to another campus for the next school year must submit their request by March 1st. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resources Office and must be approved by the receiving supervisor.

Any employee on a growth plan or deficiency plan is not eligible for voluntary transfers.

Workload and Work Schedules *(Policy DL)(Policies are now on line)*

Professional Employees

Professional and administrative employees are exempt from overtime pay and are employed on a 10-month, 11-month, or 12-month basis according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules, including required days of service and scheduled holidays, will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation and conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students one day a week when no other personnel are available.

Elementary/Intermediate classroom teachers are required to be on their campus from 7:30 am to 3:30 pm. Secondary classroom teachers are required to be on campus from 8:15 am to 4:15 pm. Periodically, teachers will be required to perform supervisory duty and/or participate in faculty/staff meetings held outside these prescribed times. Teachers may also be elected or assigned to various committees that require meeting time outside the regular school day. As contract personnel, teachers are not governed by the 40-hour work week regulations set by the wage and hour laws.

Paraprofessional and Auxiliary Employees – *(Policy DL)*

Support employees are employed at will and will be notified of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees are non-exempt and **are not authorized to work in excess of their assigned schedule without prior approval from their supervisor**.

All paraprofessionals and auxiliary employees are required to work a full 8 hours per day not including lunch time. The lunch period is normally 30 minutes in length. (See Overtime). All paraprofessionals and auxiliary employees are required to keep a time sheet for each week of work. The time sheets are on-line. The time sheets are to be signed by the immediate supervisor at least weekly.

Notification of Parents Regarding Certification Status (Policy DK, EHBD)

Texas law requires that parents be notified if their child is assigned a teacher for more than 30 consecutive days who does not hold an appropriate teaching certificate. Inappropriately certified or uncertified teachers includes individuals serving with an emergency permit (including individuals waiting to take the EXCET exam) or individuals who do not hold any certificate or permit. No later than the 30th instructional day after the date of assignment the superintendent or designee will send a written notice to the parents. Information relating to teacher certification will be made available to the public upon request.

In schools receiving Title I funds, the district is also required by the No Child Left Behind Act (NCLB) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. NCLB also requires that parents be notified if their child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Employees who have questions about their certification status can call George C. Dugger, Certification Officer, at 408-4185.

Outside Employment and Tutoring *(Policy DBF)*

Employees who wish to accept outside employment or engage in other activities for profit must submit a written request to their supervisor. Approval for outside employment will be determined by the superintendent and based on whether outside employment interferes with the duties of the regular assignment. Teachers are not allowed to privately tutor their students for pay, except during the summer months.

Performance Evaluation *(Policy DN, DNA, DNB)*

Evaluation of an employee's job performance should be a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda can also be used to document performance information. All employees will receive a copy of their written evaluation, have a performance conference with their supervisor, and get the opportunity to respond to the evaluation. (See Appraisal Calendar for teacher evaluations).

Employee Involvement *(Policy BQA, BQB)*

At both the campus and district levels, Granbury ISD offers opportunities for involvement in matters that affect employees. As part of the District's decision-making process, employees may either be asked or

elected to serve on district or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the Human Resources Department.

Staff Development *(Policy DMA)*

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, and addressed in the Campus Improvement plan, which is approved by a campus-level advisory committee. Staff development for non-instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends *(Policy DEA)*

Employees are paid in accordance with administrative guidelines and a pay structure established for each position. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to Federal Law. Professional and administrative employees are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid based on hourly wages or provided compensatory time for each overtime hour worked. (See Overtime Compensation).

Salaries and wages are reviewed on an annual basis and adjusted according to the budgeted amounts approved by the Board. All employees will receive written notice of their pay and work schedules at the beginning of each school year. Classroom teachers and librarians will be paid no less than the minimum locally adopted salary schedule. Contract employees who perform extracurricular duties may be paid extra duty pay or an athletic stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact either the Human Resources Department (408-4185) or Payroll Department (408-4015) for more information about the district's pay schedules or their individual compensation.

Paychecks

All contract employees and most at-will personnel are paid once per month over a twelve month period. Exceptions are cafeteria personnel, bus drivers, 190-day custodians, and security guards, who are paid once per month during the months of employment. During the school year, paychecks are delivered to each campus or department. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. During summer breaks, paychecks for employees who work less than 226 days will be mailed unless the Payroll Department receives a written request for different arrangements.

An employee's payroll statement contains detailed information including deductions, withholding information, and the amount of leave accumulated. See the illustrated guide, Exhibit A, if you have questions about your payroll statement.

Normally the 15th of the month is the cut-off period for transactions to be included in the monthly check. However, there are months when paychecks are distributed early because of a holiday schedule and the cut-off period for transactions will be set at about 10 days prior to that distribution.

The schedule of pay dates for the 2003-2004 school year follows:

September 26	March 26
October 27	April 27
November 21	May 27
December 18	June 25
January 23	July 27
February 27	August 27

Automatic Payroll Deposit

The District offers employees automatic payroll deposit. Employees can have their paychecks electronically deposited into their checking account, savings account or both. A notification period of two months is necessary to activate this service. With automatic deposit, an employee's paycheck is immediately available on the pay date. Contact Payroll for more information about the automatic payroll deposit service. The final check of any employee leaving the District must be picked up in the Human Resources office.

Payroll Deductions *(Policy CFEA)*

Automatic payroll deductions for the Texas Teacher Retirement System (TRS) and federal income tax are required for all full-time employees. Medicare tax deductions are required for all employees hired after March 31, 1986. Temporary and part-time employees who are not eligible for TRS membership must have 457 Deferred Compensation contributions deducted. The 457 Deferred Compensation deductions are required by Federal Law.

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, and life insurance; annuities or 403(b) funds; the Texas Tomorrow Fund; child support; student loans; United Way; and savings bonds. Employees may also request payroll deduction for payment of membership dues to professional organizations. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime compensation *(Policy DEA)*

The District compensates overtime for nonexempt employees in accordance with federal wage and hour laws. All employees are classified as exempt or nonexempt for purposes of overtime compensation. Professional and administrative employees are ineligible for overtime compensation. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor.

Overtime is legally defined as all hours worked in excess of 40 hours weekly and is not measured by the day or by the employee's regular work schedule. Employees who must work beyond their normal schedule but less than 40 hours per week will be compensated in straight-time pay or equivalent time off in the same work week. Employees must work more than 40 total hours in a week to earn overtime compensation.

For the purpose of calculating overtime, a work week begins at 12:01 a.m. Sunday and ends at midnight Saturday.

Employees may be compensated for overtime at time-and-a-half rate with compensatory time off (comp time). The following applies to all nonexempt employees:

Employees can accumulate up to 60 hours of compensatory time.

Comp time must be used in the duty year that it is earned.

Use of comp time may be at the employee's request with supervisor approval as workload permits.

An employee may be required to use comp time before using any other available paid leave (e.g., sick, personal, vacation).
Weekly time sheets will be maintained on all nonexempt employees for the purpose of wage and salary administration.

In calculating the 40-hour week, employees do not calculate the time used for lunch break or other breaks. Lunch should be taken somewhere other than the regular work station.

Travel Expense Reimbursement *(Policy DEE)*

Before any travel expenses are incurred by an employee, the employee's supervisor and assistant superintendent must give written approval on the district's "Travel Authorization" form. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district and the Internal Revenue Service. Employees must submit their request to be reimbursed, along with receipts for expenses other than mileage, to their supervisor on the approved Travel Expense Report form for approval. No reimbursement will be made without a receipt. All forms are now on-line.

Health, Dental, and Life Insurance *(Policy CRD)*

Group health insurance coverage is available to eligible employees. The District's contribution to employee insurance premiums is determined annually by the Board of Trustees. Detailed descriptions of insurance coverage, prices, and eligibility requirements are provided to all employees in a benefits booklet available from the HR Department.

The insurance plan year is from December 1 through November 30

All Other insurance information will be included in the benefits booklet. Additionally, employees may contact Wausau Benefits at www.wausaubenefits.com and www.diversifiedbenefits.com and or by calling Purselley Associates @ 1-(800)-801-9882.

New employees must complete insurance enrollment forms within the first week of employment. Current employees can normally make changes in their insurance coverage during the open
enrollment period each October. For employees whose family situations change with a qualifying event, insurance changes can be made in the Business Department within 30 days of the event that causes such family changes. **Exceptions cannot be made to this 30 day rule.** Employees should contact the Business Department for more information at 817-408-4015.

Supplemental Insurance Benefits *(Policy CRG)*

At their own expense, employees can enroll in supplemental insurance programs. Premiums can be paid by payroll deduction. Employees should contact the Human Resources office for more information at 817-408-4185.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., health, cancer and dreaded disease, and dental insurance.) A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject the Cafeteria Plan during their first month of employment. All employees must accept or reject this benefit on an annual basis during the open enrollment period. The calendar year is December 1 through November 30. To amend or revoke an election under a 125 Cafeteria Plan within the calendar year, the participant must have a family status or employment status change. The eligible changes are marriage, divorce, death of a family member, death of a dependent, disability, layoff, retirement, termination of employment, spouse employment change, birth or adoption of a dependent, leave of absence, or return from leave of absence.

Employees may also elect unreimbursed medical expenses, dependent care, or orthodontia as a Flexible Spending Account. A third party administrator, Diversified Benefits, handles claims made on Flexible Spending Accounts (FSA).

Beginning September 2002, each eligible employee (contributors to TRS) will receive $1,000 ($83.33 per month) from the State of Texas through the TRS. At the employee's choice, this money can be used for salary or to purchase any type of insurance or be used in a Flexible Spending Account.

Beginning September 2003 the above amounts will change. Some contributors to TRS will not receive any monies for insurance and all others will receive reduced amounts.

Workers' Compensation Insurance *(Policy CRE & DEC)*

The District, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or injured on the job. Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. All work-related accidents or injuries should be reported immediately to the employee's supervisor and to Larry Anderson, Director of Facilities at 817-408-4075. Employees who are unable to work due to a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code.

Unemployment Compensation Insurance *(Policy CRF)*

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits under the Texas Unemployment Compensation Act. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the Human Resources Department at 817-408-4185.

Teacher Retirement *(Policy DEG)*

All personnel employed on a regular basis for at least one-half time of the normal work schedule are members of the Texas Teacher Retirement System (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are also eligible for TRS membership and to purchase a year of creditable service. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify the Payroll Department and the Human Resources Department as soon as possible. Information on the application procedures for TRS benefits are available through both the Payroll Department and the Human Resources Department. Additional inquiries should be addressed to: Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 1-800-223-8778 or 512-397-6400. If you have a TRS PIN number, you may call 1-888-877-0123 or website: www.trs.state.tx.us.

Other Benefit Programs *(Policy DEB)*

Children of non-resident district employees may attend District schools tuition free. Place in a specific school will be based upon the capacity and the current enrollment of the campus.

Leaves and Absences *(Policy DEC)*

The District offers employees paid and unpaid leaves of absence for times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who have personal needs that will require long leaves of absence should contact the Human Resources Department at 817-408-4185 for counseling about leave options, continuation of benefits, and communicating with the District.

Employees who take an unpaid leave of absence may continue their insurance benefits at their own expense. Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the district as they were when they were working. Otherwise, the district does not make benefit contributions for employees who are not on active payroll status.

Reporting Absences

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate leave procedures and forms. **All employees must notify their immediate supervisor or his/her designee and call the absence reporting system any time they are absent.**

The District has an absence reporting system which all employees are required to use when the employee is absent from work. The absence reporting system records the employee's absence and calls a substitute for teachers only. The telephone number of the absence reporting system is 817-408-4444. The help desk number is 817-408-4185.

Each employee is issued his/her own personal identification number or PIN number. Employees shall use only their own personal identification number to report absences to the substitute system. Write your PIN number down and keep in a safe place or with you at all times.

STEP 1: To enter an absence, call the system telephone number and enter your PIN when prompted, then press "1" to enter an absence.

STEP 2: Press "1" for a one-day absence for the CURRENT day, or
Press "5" for a one-day absence for the NEXT work day, or
Press "7" to enter the dates and times.

STEP 3: If you pressed "1" or "5" to enter a one-day absence, the System states your normal START and END times.
Press "1" to use those times for the absence, then skip to step 4 or
Press "5" to manually enter the START and END times, then listen as the System reads your regular START TIME
--If the absence Starts at the time offered, press the STAR KEY, or
--If the absence Starts at another time, enter 2 digits for hour and 2 digits for minute (EXAMPLE: Enter 8:05 as 0805) If the system asks you to do so, press 3 if the time is AM or 7 if the time is PM. Repeat this procedure to enter the END time. Then skip to Step 4.

a) If you pressed 7 to enter all dates and times:
--Enter the Date the absence STARTS.
--Press the STAR key to accept the date offered, or
Enter 2 digits for the month and 2 digits for the date (EXAMPLE: March 4 as 0304)

b) --Enter the time the absence STARTS
--Press the STAR key to accept the time offered, or
Enter 2 digits for the hour and 2 digits for the minutes (EXAMPLE: 8:05 as 0805)
Then, if the system asks you to do so, Press 3 if the time is AM and 7 if PM.

c) Repeat the procedures in 3a to enter the date the absence ENDS, then the procedures in 3b to enter the time the absence ends.

STEP 4: Enter the number which corresponds to the Reason for Absence (see list below), then press the STAR key. NOTE: to hear a list of absence reasons, press the STAR key by itself.

STEP 5: Press "1" to record special instructions that will be read when offering the job to substitutes, or
Press "5" to by pass this step.

STEP 6: Press "1" if a substitute **IS** required for this absence, or
Press "3" if **NO** substitute is required, then skip to step 8.

STEP 7: Press "1" to request a particular substitute, or
Press "3" to bypass this step.

If you request a particular substitute, enter the substitute's telephone number and press the STAR Key. When requested, confirm the substitute, then;
--Press "1" if no prior arrangement has been made with the substitute but you want the system to offer this assignment to the selected substitute before offering it to others, or
--Press "3" to automatically assign the substitute, then Press "1" to confirm that the substitute has already agreed to fill the absence. The system will not contact this or any other substitute.

STEP 8: Press "1" to receive the job number. IMPORTANT: Wait for the system to say the job number, which completes entry of the absence.

TO REVIEW OR CANCEL AN ABSENCE, OR MODIFY SPECIAL INSTRUCTIONS:

STEP 1: Call the system telephone number, enter your PIN when prompted, then Press "5" to review or cancel an absence.

STEP 2: Listen to the absence information the system plays.
Press "1" to hear the information again, or
Press "3" to hear another absence, or
Press "5" to cancel the job the system just played, or
Press "6" to modify special instructions.

If you select "5" to cancel the job, you must press "1" to confirm the cancellation request when asked.

If a substitute is assigned:
Press "1" if you want the system to call the assigned substitute and inform him/her that this job has been canceled, or
Press "5" if you are certain the assigned substitute knows this job has been cancelled and the system does not need to call the assigned substitute to inform him/her that the job has been cancelled. Wait for the system to say "Job Number XXXXXX has been cancelled." If you do not wait to hear the system say this, you have no assurance the job has been cancelled and a substitute may report for the job**.** IT IS THE EMPLOYEE'S RESPONSIBILITY TO BE SURE THE SUBSTITUTE IS INFORMED OF THE CANCELLATION!!!!

If you select "modify" special instructions, the system guides you through the steps of reviewing and replacing (if desired) the voice message of special instructions, in much the same manner as you originally recorded the instruction.

The system calls substitutes during these times: **Current day's jobs: Weekdays 5:30 a.m. – 1:00 p.m.**
Future Jobs: Weekdays 4:30 p.m. – 9:00 p.m.; Sundays 8:00 p.m. – 9:30 p.m.
Holidays 7:00 p.m. – 9:00 p.m.

ABSENCE REASONS:

1. Personal Illness
2. Family Illness
3. Personal Business
4. Bereavement
5. Jury Duty
6. Compensatory Time
7. 240 Non-Contract Days
8. Workers' Comp
9. 226 Non-Contract Days
10. School Business –(See Note below)

Note: School Business absences will be specifically described by your supervisor in advance. He/she will provide you with the appropriate number for the absence reason before you call the system.

Any employee who is absent more than 5 consecutive days because of a personal illness, upon return to work, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the nature of the illness, and fitness to return to work. An employee absent more than three consecutive days because of illness in the immediate family shall present, upon return to work, medical certification of the family member's illness.

Personal and local sick leave are earned at the rate of one-half (1/2) day of each for every 18 days employed up to 5 days of each type. Leave is available for the employee's use immediately. If an employee leaves the district before the end of the work year, the cost of any unearned leave days taken shall be deducted from the employee's final paycheck.

Personal Leave

State law requires that all employees receive up to five days of paid personal leave per year. Personal

leave is earned at a rate of one-half (1/2) day for every 18 days employed, up to a total of five per year. A day of earned personal leave is equivalent to an assigned workday. There is no limit on the accumulation of state personal leave, and it can be transferred to other Texas school districts. There are two types of personal leave: non-discretionary and discretionary.

Non-discretionary: Leave that is taken for personal or family illness, emergency, or a death in the family is considered non-discretionary leave. This type of leave allows very little or no advance planning and will be granted to employees in the same manner as sick leave.

Discretionary: Leave that is taken at an employee's discretion and that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a notice of the request five (5) days in advance of the anticipated absence to his or her principal or supervisor. Discretionary personal leave will be granted on a first-come, first-served basis. The effect of the employee's absence on the educational program or department operations, as well as the availability of a substitute, will be considered by the principal or supervisor.

A **maximum** of ten percent of the campus employees in each job category will be permitted to take discretionary personal leave at the same time. Discretionary personal leave is to be granted only upon approval by the supervisor and shall not be granted when it would create a hardship in a department or on a campus.

Discretionary leave may not last more than five (5) consecutive work days, except in extenuating circumstances as determined by the superintendent.

Discretionary leave may not be taken on the following key days: on the day before or after a school holiday, days scheduled for end-of-semester or end-of-year exams, days scheduled for TAAS tests, professional or staff development days or workdays, and the first or last day of a grading period. However, extenuating circumstances may be considered by the supervisor to evaluate exceptions.

Use of discretionary personal leave shall be considered granted unless the principal or designee notifies the employee to the contrary at least one workday prior to the requested leave date. When a person's state personal leave has all been used, local sick leave is not available for personal reasons. Local sick leave can only be used for the reasons discussed below.

Sick Leave

Previously accumulated state sick leave is available for use and may be transferred to other school districts in Texas. Sick leave can be used only in whole or half-day increments except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis. If an employee uses more sick leave than he or she has earned, the cost of unearned sick leave will be deducted from the employee's next paycheck.

Sick leave may be used for the following reasons only:

-Employee illness.
-Illness in the employee's immediate family, defined in DEC(LOCAL) as:

1) Spouse,
2) Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis.*
3) Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4) Sibling, step-sibling, sibling-in-law.
5) Grandparent and grandchild.
6) Any person who may be residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act, the definition of "family" shall include only items 1, 2, and 3 on the above list, but shall exclude son- or daughter-in-law and parent-in-law

-Family emergency (i.e., natural disasters or life-threatening situations).
-Death in the immediate family.

Local Sick Leave

All employees except bus drivers and bus attendants, shall earn an additional five equivalent workdays of local sick leave per school year, concurrently with state personal leave. Local sick leave shall be used under the terms and conditions applicable to state sick leave accumulated prior to the 1997-98 school year, except as otherwise provided by DEC(LOCAL), and is available for the employee's use at the beginning of the school year. When an employee who ceases to be employed by the District has used more leave than he/she has accumulated or earned, the cost of the unearned leave days shall be deducted from the employee's final paycheck.

Temporary Disability - Certified Employees

Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. A full-time educator may request to be placed on temporary disability leave or be placed on leave. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. The leave request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days. If disability leave is not approved, the employee must return to work or be subject to termination procedures. If temporary disability leave is approved, it will run concurrent with any Family Medical leave for which the employee may be eligible and with all accrued sick and personal leave.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the Board of Trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the Executive Director of Human Resources should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to do the job. Professional employees returning from leave will be reinstated to a comparable position to that vacated but not necessarily the same assignment as soon as an appropriate position is available. If a position is not available before the end of the school year, professional employees will be reinstated at the beginning of the following school year.

Family and Medical Leave

Employees who have been employed by the district for at least 12 months, and have worked at least 1,250 hours in the 12 months immediately proceeding the need for leave are eligible for family and medical leave. Eligible employees can take up to 12 weeks of unpaid leave each year between July 1 and June 30 for the following reasons:

-The birth, adoption, or foster placement of a child
-To care for a spouse, parent, or child with a serious health condition
-An employee's serious health condition

A husband and wife who are both employed by the district are subject to limits in the amount of leave that they can take to care for a parent with a serious health condition or for the birth, adoption, or foster

placement of a child.

Eligible employees are entitled to continue their health care benefits under the same terms and conditions as when they were on the job and are entitled to return to their previous job or an equivalent job at the end of their leave. Under some circumstances, the District may require teachers who are able to return to work at or near the conclusion of a semester may be required to continue their leave until the end of the semester.

Family and medical leave runs concurrently with accrued sick and personal leave, temporary disability leave, and absences due to a work-related illness or injury. The district will designate the leave as family and medical leave, if applicable, and notify the employee that accumulated leave will run concurrently.

In some circumstances, employees may take family and medical leave in blocks of time or by reducing their normal weekly or daily work schedule. Intermittent leave may be taken under the following circumstances:

-To allow an employee to care for a seriously ill spouse, child, or parent
-When an employee requires medical treatment for a serious illness
-When an employee is seriously ill and unable to work

Intermittent leave shall not be permitted for the birth of an employee's child or the adoption or placement of a child with the employee.

When the need for family and medical leave is foreseeable, employees who want to use it must provide 30-day advance notice of their need. When the need for leave is not foreseeable, employees must contact his/her supervisor and the Human Resources Department as soon as possible. Employees may be required to provide the following:

-Medical certification from a qualified health care provider supporting the need for leave due to a serious health condition affecting the employee or an immediate family member.
-Second or third medical opinions and periodic re-certification of the need for leave.
-Periodic reports during the leave regarding the employee's status and intent to return to work.
-Medical certification from a qualified health care provider at the conclusion of leave of an employee's ability to return to work.

Employees requiring family and medical leave should contact the Department of Human Resources at 817-408-4185 for details on eligibility, requirements, and limitations.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee eligible to receive workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or is no longer available. After all leave is exhausted the employee will only receive workers' compensation wage benefits for any absence resulting from a work related illness or injury.

All injuries that occur at work should be reported to the immediate supervisor. Any questions should be directed to Larry Anderson, Director of Facilities at 817-408-4075.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the

result of a physical assault suffered during the performance of his or her job. An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits.

Return to work

Upon return to work, after five or more consecutive days of absence resulting from a disabling disease or injury and before an employee can return to regular duties, each employee must present his/her supervisor with a medical release from the employee's attending physician stating the employee is able to perform the duties of the employee's regular assignment. The supervisor must send a copy of the medical release to the Human Resources Office immediately.

Bereavement Leave

Use of state leave and/or local sick leave for death in the immediate family (as defined in Local Policy DEC) shall not exceed five (5) workdays per occurrence, subject to the approval of the District.

Jury Duty

Employees will receive leave with pay and without loss of accumulated leave for jury duty. Employees must present documentation of the service and shall be allowed to retain any compensation for this service. Employees not selected for jury duty or employees released early are expected to return to work if at least three hours of their workday remains.

Other Court Appearances

Employees will be granted paid leave to comply with a valid subpoena to appear in civil, criminal, legislative, or administrative proceedings. Absences for court appearances related to an employee's personal business must be taken as personal leave or leave without pay (if no personal leave is available). Employees may be required to submit documentation of their need of leave for court appearances.

Catastrophic Sick Leave Bank

The purpose of the catastrophic sick leave bank is to provide additional paid sick leave days to members of the bank who experience a disabling catastrophic event. Days may be requested from the bank only after the member has exhausted all accumulated state leave and local sick leave days and has taken five days of leave without pay.

A disabling catastrophic event is an unexpected and unavoidable illness, surgery, or injury that is critical, debilitating, and/or life-threatening. Pregnancy, childbirth, and maternity leave shall not be covered by the bank. Exceptions due to complications may be considered on an individual basis. [See below.]

For purposes herein, bank shall refer to the District Catastrophic Sick Leave Bank, and DAC shall mean the District Advisory Committee.

All full-time employees of the District who have completed two years of service immediately preceding the enrollment period shall be eligible for membership. In order to be considered full-time employees, personnel shall work 35 to 40 hours a week and be designated full time for payroll-related purposes. Participation is voluntary, but requires contribution to the bank. [See below.]

The governing committee that approves or disapproves all requests for sick leave bank days shall be the District Advisory Committee (DAC) and shall be composed of members of the Catastrophic Sick Leave Bank. The Superintendent shall vote only if necessary to break a tie.

Any employee who is eligible to join the bank may do so by contributing two days of accrued local sick leave. An employee desiring to join during the current school year shall have prior accrual of at least two local sick leave days.

All eligible personnel who join or renew membership in the bank within the enrollment period shall be eligible for benefits beginning with the first official day of work for that school year.

Employees desiring to join the bank shall complete the membership application form and submit it to the Human Resources Department. The Human Resources office shall verify the employee's eligibility and complete the necessary records to enter the membership.

To become a new member of the bank, an employee shall contribute two days from his or her prior years' accrued local sick leave. These days shall be subtracted from the member's accrued local sick leave. The two days donated become the property of the District. All donations shall remain in force and shall not be returned even upon cancellation of a membership. For bank purposes, the school year shall be from September 1 through August 31.

Contributions for renewal of membership shall be accepted beginning July 1. In no event shall the annual contribution be more than two days per fiscal year. For contributing members who did not use the bank the prior year, the annual rate of contribution shall be one day of sick leave per year until the bank is secure. The bank shall be considered secure when the total number of available days is at least twice the number of members.

If a member uses two or more days from the bank during this period, he or she shall be required to donate an additional two days the following school year (September through August) in order to have continuing membership in the bank. If the member uses fewer than two days, he or she may be required to donate one and one-half days, but in no event less than one day. The days will of necessity come from the new current year's leave allowance.

If a member cancels his/her membership in the bank, the two days contributed for membership remain the property of the bank. If, at a later date, this individual wishes to rejoin the bank, he/she may do so during the enrollment period by again donating two days.

Grants shall be considered only for a disability lasting five consecutive days or longer.

Days from the bank shall be granted based on the following:

1. Sick leave days shall be granted only for absences from working days and shall not be granted for holidays, vacation days, or other such days for which the member is not paid.
2. Sick leave days from the bank shall be available only in the event of unexpected extended illness, surgery, or injury. Pre-existing conditions shall not be covered.
3. Pre-existing conditions shall include, but shall not be limited to, any condition for which the member received treatment during the 12-month period preceding the member's enrollment in the bank. Charter members shall be exempt from meeting these conditions.
4. Pregnancy and accompanying complications shall not be covered by the bank. Complications arising from childbirth shall be considered on an individual basis, providing the recovery period requires longer than six weeks.
5. Catastrophic Sick Leave Bank grants shall not be authorized for illness or disability resulting from substance abuse rehabilitation (including injuries resulting from substance abuse), self-inflicted injury, or act of war.
6. The maximum number of days that may be granted to any one member of the bank shall normally be 40 days per school year. Additional days may be granted upon recommendation of

the DAC and Superintendent, and approval by the Board.

7. The bank shall not grant more days than its members have collectively contributed.
8. The DAC may request a medical review by a physician of the committee's choice at the member's expense.
9. The bank shall normally be used only by the individual member for his or her personal illness or to care for dependent children or a spouse.
10. The DAC may consider a request by a member for days to assist a critically or terminally ill member of his or her immediate family (as defined in policy DEC) not to exceed ten days per year.
11. Sick leave days from the bank shall not be granted for any period of disability when monies are paid to the member under the Workers' Compensation Act.
12. At the end of the school year (August 31), all unused sick leave days in the bank shall be carried over to the next school year (September 1 through August 31).
13. A contributor shall lose the right to use the benefits of the bank by:
    a. Termination or suspension of employment in the District.
    b. Cancellation of participation by the member (in writing) at any time.
    c. Attempted abuse of the bank and/or its policies.
    d. Refusal to continue regular contributions.
14. The Human Resources Department will provide members of the bank with an annual audit of the bank.

A member who needs additional days after all accumulated state personal leave days and local sick leave days have been used may submit a request for days from the bank, by letter to the Superintendent. The letter should be sent to the Human Resources office for collection of pertinent data. Additional information may be found in Board Policy DEC(LOCAL).

Military Leave

Paid Leave for Military Service

Any employee who is a member of the Texas National Guard, Texas State Guard, or reserves component of the Armed Forces will be granted a paid leave of absence without loss of any accumulated leave for authorized training or duty orders. Paid military leave will not exceed 15 days per year.

Re-employment after State Military Leave

Employees who leave the district to enter into active duty with the Texas National Guard or Texas State Guard may return to employment if they are honorably discharged or released within five years. Employees who wish to return to the district will be re-employed in the same position they previously held or reassigned to a position of similar seniority, status, and pay, provided they are still qualified to perform the required duties of the position. Application for re-employment and evidence of honorable discharge or release must be submitted to the Department of Human Resources within 90 days of discharge or separation.

Re-employment after Federal Military Leave

Employees who leave the district to enter into the United States uniformed services may return to employment if they are honorably discharged. Employees who wish to return to the district will be re-employed in the position they would have held if employment had not been interrupted or reassigned to an equivalent or similar position, provided they are still qualified to perform the required duties. To be eligible for re-employment, employees must provide notice of their obligation or intent to perform military service, provide evidence of honorable discharge or release, and submit an application for re-employment

to the Department of Human Resources.

Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 18 months. Employees should contact the Department of Human Resources at 817-408-4185 for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation *(Policy DJ)*

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include an annual dinner hosted by the superintendent and Board of Trustees to present service pins for 5-year increments and to honor the district's elementary and secondary Teachers of the Year and current retirees.

District Communications

Throughout the school year, the Superintendent's office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements, as well as Board action.

Complaints and Grievances *(Policy DGBA)*

This policy provides employees an orderly process for the prompt and equitable resolution of grievances when a concern has not been resolved. The Board intends that, whenever feasible, grievances be resolved at the lowest possible administrative level. This policy shall not be construed to create new or additional rights beyond those granted by Board Policy or law.

For purposes of this policy, "days" shall mean calendar days.

LEVEL ONE. Unless otherwise specified in policy, an employee shall initiate a grievance at Level One. An employee who has a grievance shall request a conference with the principal or immediate supervisor by submitting the grievance in writing on a form provided by the District. The form must be filed within 15 days of the time the employee first knew or should have known of the event or series of events about which the employee is complaining. The principal or supervisor shall hold the conference within seven days after receipt of the written request. The principal or supervisor shall have seven (7) days following the conference within which to respond.

LEVEL TWO. If the outcome of the conference at Level One is not to the employee's satisfaction or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to discuss the grievance. The request shall be in writing on a form provided by the District and must be filed within seven days following receipt of a written response or, if no written response is received, within seven days of the response deadline. The Superintendent or designee shall hold the conference within seven days after receipt of the written request. The Superintendent or designee shall have seven days following the conference within which to respond.

LEVEL THREE. If the outcome of the conference at Level Two is not to the employee's satisfaction or if the time for a response has expired, the employee may request to place the matter on the agenda of a future Board meeting. The request shall be in writing on a form provided by the District and must be filed

within seven days following receipt of a written response or, if no written response is received, within seven days of the response deadline. The Superintendent or designee shall inform the employee of the date, time, and place of the meeting. The Superintendent or designee shall provide the Board with copies of the employee's original grievance, all responses, and any written documentation previously submitted by the employee and the administration. The Board is not required to consider documentation not previously submitted or issues not previously presented. The Level Three proceeding before the Board shall be recorded by audio tape. The presiding officer may set reasonable time limits. The Board shall consider the grievance and may request a response from the administration, but the Board is not required to respond or take any action on the matter. The lack of a response by the Board upholds the administrative decision at Level Two. If the Board chooses to respond, the Board shall then make and communicate the decision orally or in writing at any time, up to and including the next regularly scheduled Board meeting.

The terms "complaint" and "grievance" shall have the same meaning. A grievance under this policy may include, but shall not be limited to, any of the following:

1. Grievances concerning an employee's wages, hours, or conditions of work.
2. Specific allegations of unlawful discrimination in employment on the basis of sex (including allegations of sexual harassment), race, color, religion, national origin, age, or disability.
3. Specific allegations of unlawful discrimination or retaliation on the basis of the employee's exercise of constitutional rights.
4. "Whistleblower" complaints.

Initial procedures and information regarding sexual harassment by other employees are found in DHC(LOCAL) and information regarding federal nondiscrimination is found in DAA(LOCAL).
An employee's dismissal or non-renewal may be the subject of a grievance under this policy only if the District does not otherwise provide for a review of the matter.

The following are governed by other review processes and are not subject to this policy:
1. Grievances regarding suspension of a contractual employee without pay: DF series.
2. Grievances regarding termination of an employment contract governed by Chapter 21 of the Education Code: DF Series.
3. Grievances against a District peace officer: CKE
4. Grievances regarding instructional materials: EFA

The principal of each campus and other supervisory personnel shall ensure that employees under their supervision are informed of this policy.

Neither the Board nor the administration shall unlawfully retaliate against any employee for bringing a grievance under this policy. [See DG(LEGAL)]

Employees who allege adverse employment action in retaliation for reporting a violation of law to an appropriate authority shall initiate a grievance under this policy.

An employee should also carefully read policy DGBA(Local) for more complete information about this process.

Employee Conduct and Welfare

Standards of Conduct *(Policy DH)*

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

-Recognize and respect the rights and property of students and coworkers and maintain confidentiality in all matters relating to students and coworkers.

-Report to work according to the assigned schedule.

-Notify their immediate supervisor in advance as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.

-Know and comply with department and district procedures and policies.

-Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.

-Use district time, funds, and property for authorized district business and activities only.

-Refrain from making comments of a negative, degrading, disparaging, hurtful, or destructive nature toward coworkers or students.

-Cursing, obscene or abusive language will not be tolerated under any circumstances.

-All GISD administrators will use and model positive leadership styles with teachers, staff, parents, students and community members that will foster a positive, nurturing and caring learning environment and workplace.

All employees, as public servants, must follow the Code of Ethics and Standard Practices for Texas Educators, which is reprinted below:

Code of Ethics and Standard Practices for Texas Educators

***PROFESSIONAL RESPONSIBILITY**. The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.*

***PRINCIPLE I: PROFESSIONAL ETHICAL CONDUCT**. The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.*

Standard 1. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
Standard 2. The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
Standard 3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
Standard 4. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
Standard 5. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
Standard 6. The educator shall not falsify records, or direct or coerce others to do so.

***PRINCIPLE II: PROFESSIONAL PRACTICES AND PERFORMANCE**. The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.*

Standard 1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the

terms of a contract or appointment.
Standard 2. The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.
Standard 3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
Standard 4. The educator shall continue professional growth.
Standard 5. The educator shall comply with written local school board policies, State regulations, and other applicable state and federal laws.

***PRINCIPLE III: ETHICAL CONDUCT TOWARD PROFESSIONAL COLLEAGUES**. The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.*

Standard 1. The educator shall not reveal confidential information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law.
Standard 2. The educator shall not willfully make false statements about a colleague or the school system.
Standard 3. The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes..
Standard 4. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
Standard 5. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
Standard 6. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
Standard 7. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
Standard 8. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

***PRINCIPLE IV: ETHICAL CONDUCT TOWARD STUDENTS**. The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.*

Standard 1. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
Standard 2. The educator shall not intentionally expose the student to disparagement.
Standard 3. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
Standard 4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
Standard 5. The educator shall not deliberately distort facts.
Standard 6. The educator shall not unfairly 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, sex, disability, national origin, religion, or family status.
Standard 7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

***PRINCIPLE V: ETHICAL CONDUCT TOWARD PARENTS AND COMMUNITY**. The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.*

Standard 1. The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
Standard 2. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
Standard 3. The educator shall manifest a positive role in school-public relations.

Harassment *(Policies DHB, FNCL)*

Harassment of a coworker or student motivated by race, color, religion, national origin, disability, or age is a form of discrimination and is prohibited by law. A substantiated charge of harassment against a student or employee shall result in disciplinary action. The term harassment includes repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical conduct relating to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Employees who believe they have been harassed are encouraged to promptly report such incidents to the campus principal or supervisor. If the campus principal or supervisor is the subject of a complaint, the employee shall report the complaint directly to the superintendent. An employee who suspects or knows that a student is being harassed by a school employee or by another student shall inform his or her principal or immediate supervisor.

Any allegation of harassment of students or employees shall be investigated and addressed. An employee may appeal the decision of the principal or supervisor regarding the investigation into the allegations in accordance with the employee complaint and grievance policy and procedures (*See Complaints and Grievances).* To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation. The district will not retaliate against an employee who reports perceived harassment.

Sexual Harassment *(Policies DHC, FNCJ, FFG)*

Employee-to-Employee

Sexual harassment of a co-worker is a form of discrimination and is prohibited by law. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct under the following conditions:

-Submission to such conduct is explicitly or implicitly a term or condition of employment.

-Submission to or rejection of such conduct is used as the basis for employment decisions.

-The conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or otherwise offensive work environment.

Employees who believe that they have been subject to sexual harassment are encouraged to come forward with complaints and should inform their principal, supervisor, or Jan VanDorn, Assistant Superintendent of Schools @ 817-408-4009. Employees must follow the procedures outlined in this handbook for filing a complaint except when it would require presenting a complaint to the alleged harasser. (See Complaints and Grievance). The district will promptly investigate all allegations of sexual harassment and take appropriate disciplinary action against employees found to have engaged in conduct constituting sexual harassment of other employees. The district's policy outlining the process of filing complaints of sexual harassment is reprinted below:

Complaint Procedure

For the purpose of the following complaint process, "days" mean calendar days.

An employee who believes he or she has been or is being subjected to any form of sexual harassment

shall bring the matter to the attention of the principal, immediate supervisor, or Title IX Coordinator for employees. No procedure or step in this policy shall have the effect of requiring the employee alleging harassment to present the matter to a person who is the subject of the complaint.

Level One

The employee shall request a conference with the principal or immediate supervisor by submitting the complaint in writing or by requesting a conference. If the complaint is made orally, the supervisor receiving the complaint shall reduce it to writing.

The principal or supervisor shall hold the conference as soon as possible, but in any event within seven days after receipt of the complaint. The principal or supervisor shall ordinarily have seven days following the conference within which to investigate and respond to the complaint.

Level Two

If the outcome of the conference at Level One is not to the employee's satisfaction, the employee may request a conference with the Superintendent or designee to discuss the complaint. The request should be in writing and shall be filed within seven days following receipt of a written response or, if no written response is received, within seven days of the response deadline.

The Superintendent or designee shall hold the conference as soon as possible but in any event within seven days after receipt of the written request. The Superintendent or designee shall have seven days following the conference within which to respond.

Level Three

If the outcome at Level Two is not to the employee's satisfaction or if the time for a response has expired, the employee may present the complaint to the Board. The Superintendent shall place the matter on the agenda for the next regular Board meeting.

The Superintendent or designee shall provide the Board with copies of the employee's original complaint, all responses, and any written documentation previously submitted by the employee and the administration.

The Level Three proceeding before the Board shall be recorded by audio tape. The presiding officer shall allow a reasonable time for presentation of the complaint. The Board shall consider the grievance and shall request a response from the administration.

Closed Meeting

The Board may hear the allegation of sexual harassment in closed meeting, if posted in accordance with law, unless an open hearing is requested in writing by the employee or Board member against whom the complaint or charge is brought.

Sexual Harassment/Sexual Abuse *(Policies DHC)*

Employee-to-student

Sexual harassment of students by employees is a form of discrimination and is prohibited by law. Sexual harassment of students includes any welcome or unwelcome sexual advances, requests for sexual favors, and other oral, written, physical, or visual conduct of a sexual nature. Romantic relationships between district employees and students are strictly prohibited. Other prohibited conduct includes the

following:

-Engaging in sexually oriented conversations for the purpose of personal sexual gratification.

-Telephoning students at home or elsewhere and engaging in inappropriate social relationships.

-Engaging in physical contact that would reasonably be construed as sexual in nature.

-Enticing or threatening students to get them to engage in sexual behavior in exchange for grades or other school-related benefits.

Sexual abuse of a student by an employee violates a student's constitutional right to bodily integrity. Sexual abuse may include, but is not limited to, fondling, sexual assault, or sexual intercourse.

Employees who suspect a student is being sexually harassed or abused by another employee are obligated to report their concerns to the campus principal. All allegations of sexual harassment or sexual abuse of a student will be reported to the student's parents and promptly investigated. Conduct that may be characterized as known or suspected child abuse will also be reported to the appropriate authorities, as required by law. Employees with questions or concerns relating to the alleged sexual harassment of a student should contact Jan VanDorn, Assistant Superintendent of Schools at 817-408-4009.

Staff Dress Code

A dress code for employees is established to ensure modeling of good grooming and hygiene and appropriate dress for work. Staff shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming, that in the supervisor's judgment, may reasonably be expected to cause disruption of or interference with normal school operations.

A neat, professional appearance should be maintained by all GISD staff members. The public tends to judge a school and community, in part, by the staff member's dress (condition, appropriateness, neatness, cleanliness, and the manner in which it is worn); therefore, all staff are expected to comply with professional standards. Some specific examples of what will and will not be considered appropriate at GISD are as follows:

1. No revealing apparel will be permitted. Sheer fabrics or see-through materials without proper under clothing will not be permitted. Proper underclothing should be worn at all times.
2. Shoes or sandals shall be worn while at school. Thongs are not permitted
3. Hats and caps are not to be worn inside the building before, during, or after school.
4. All apparel, including culottes, knickers, dresses, skirts, shorts, and skorts can be worn fingertip plus on inch in length and must be hemmed. However, three inches above the knee is the shortest allowed. Slits cannot open higher than 3 inches above the knee.
5. Pants are to be appropriately fitted.
6. Jogging suits, biking shorts or leggings are not allowed.
7. Stirrup pants will be allowed, however, the top (i.e. the shirt or blouse) must cover the wearer's bottom.
8. Hair will be clean and neatly styled, non-distracting. Ponytails are acceptable.
9. Male staff may wear neatly trimmed, established beards and mustaches.
10. Facial jewelry is limited to earrings worn in the ear only. The number of earrings one may wear will be left to the discretion of the individual.
11. Coaches may be allowed to wear coaching clothing in academic settings only if there is not sufficient time, in the principal's opinion, to change clothes.
12. Casual Fridays will continue to be observed, but are not limited to any category of clothing.
13. Substitutes must comply with the dress code.

NOTE: Staff should wear appropriate clothing for special events such as field trips, field days, etc.

Drug-Abuse Prevention *(Policies DH, DI)*

Granbury ISD is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy on drug abuse and drug-free schools follows:

Employees shall not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
Alcohol or any alcoholic beverage.
Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance. If the supervisor has reasonable suspicion that an employee is under the influence of drugs, the supervisor may send the employee to be tested for drugs immediately. The employee will be accompanied to the testing site by the supervisor or his designee.

EXCEPTION: An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use shall not be considered to have violated this policy.

DRUG ABATEMENT: The District shall maintain a drug-free environment and shall establish, as needed, a program complying with federal and state requirements. The program shall provide applicable information to employees in the following areas:

1. The dangers of drug use and abuse in the workplace.
2. The District's policy of maintaining a drug-free environment.
3. Drug counseling, rehabilitation, and employee assistance programs that are available in the community, if any.
4. The penalties that may be imposed on employees for violation of drug use and abuse prohibitions.

Dietary Supplements *(Policy DH)*

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her School District duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Reporting Suspected Child Abuse *(Policy DH,FFG,GRA)*

All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g.: state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Reports to Child Protective Services can be made to a local office or to the Texas Abuse Hotline (800-252-5400). Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent.

Please note: An employee's failure to report suspected child abuse may result in prosecution for the commission of a Class B misdemeanor. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Educators Code of Ethics and prosecution for the commission of a Class B misdemeanor.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. Employees are not required to report their concern to the principal before making a report to the appropriate agencies. In addition, employees must cooperate with Child Abuse and Neglect investigators. Reporting the concern to the principal does not relieve the employee of the requirement to report to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desire of the investigator is prohibited.

Associations and Political Activities *(Policy DGA)*

The District will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

Safety *(Policy CK)*

The District has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The Safety Program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students, and to protect and conserve district equipment, employees must comply with the following requirements:

Read the safety manual appropriate for the position held.

Attend all required safety meetings.

Observe all safety rules.

Keep work areas clean and orderly at all times.

Immediately report all accidents to their supervisor.

Operate only equipment or machines for which they have training and authorization.

Employees with questions or concerns relating to safety programs and issues can contact Larry Anderson, District Safety Officer at 817-408-4075.

Tobacco Use *(Policies DH, GKA, FNCD)*

Smoking or using tobacco products is prohibited by law on all District-owned property. This includes all buildings, playground areas, parking facilities, and facilities owned by the district or used by the district for athletics and all other activities. Drivers of district-owned vehicles are prohibited from smoking while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employee Arrests and Convictions *(Policy DH)*

An employee who is arrested for any felony or any offense involving moral turpitude must report the arrest to the principal or immediate supervisor within three calendar days of the arrest. An employee who is convicted of, or receives deferred adjudication for, such an offense must also report that event to the principal or immediate supervisor within three days of the event. Moral turpitude includes, but is not limited to, the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Drug – or alcohol – related offenses
- Acts constituting abuse under the Texas Family Code

Possession of Firearms and Weapons *(Policies FNCG, GKA)*

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the District's Weapons Policy should report it to their supervisors or call the principal or building supervisor immediately.

Visitors in the Workplace *(Policy GKC)*

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Copyrighted Materials *(Policy EFE)*

Employees are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Rented videotapes are to be used in the classroom for educational purposes only. No rented film that includes a notice that the film is intended for "home use only" shall be shown to a class for entertainment purposes.

Unless otherwise provided in the purchase agreement, a purchased computer program shall not be used as a "master" to make copies. A computer program may be legally copied only if:

1. Making a copy is an essential step in using the program (such as automatic copying into memory when a program is loaded) or
2. The new copy is a backup, Backups cannot be used simultaneously with the original and must be erased if the original is resold.

District employees shall not use the same program on more than one computer at a time unless the purchase agreement or written permission from the vendor allows the District to network the program or allows other specified multiple use of the single copy. Duplication or backups of computer programs and data must be made within the provisions of the purchase agreement.

Software must be approved by the Technology Coordinator before it can be ordered and all software must be loaded by an employee of the Technology Department or with the express written approval of the Technology Department.

Computer Use and Data Management *(Policy CQ)*

The District's electronic communications systems, including its network access to the Internet, is to be used for administrative and instructional purposes only. Limited personal use of the system is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's computer or network resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use.

Employees and students who are authorized to use the systems are required to abide by the provisions of the District's communications systems policy and administrative procedures. It is a privilege for students and employees to use the District computer resource. The GISD must have on file a signed "Acknowledgement of Understanding" of the "GISD Computer Network and Internet Access Policy" from each employee before he/she can use the District's computers. The "Employee Handbook Receipt" in the front of this book, serves as the "Acknowledgement of Understanding". The policy, the procedures and the "Acknowledgement of Understanding" sheet are also all available on-line. Your immediate supervisor will provide you a copy of all related items. Failure to abide by these provisions can result in suspension or termination of privileges and may lead to disciplinary action. Employees with questions about computer use and data management can contact Martin Yarborough at 817-408-4100.

GRANBURY ISD COMPUTER ACCEPTABLE USE POLICY

Disclaimer

This document is required by the Texas Education Agency and is to be completed by all employees and students of any and all Texas Public Schools. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. Additionally, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk and GISD is not responsible of material viewed or downloaded by users from the Internet. To minimize these risks, your use of the Internet as GISD is governed by the following policy:

Permitted Use of Network/Internet – Terms and Conditions

The computer network is the property of GISD and may only be used for legitimate business purposes. Users are provided access to the computer network to assist them in the performance of their jobs or studies. GISD believes that information and interaction available on the network/Internet far outweighs the possibility that users may obtain material that is not consistent with the educational goals of GISD. GISD expects legal, ethical and efficient use of the Network/Internet.

User Responsibility – Network/Internet users are responsible for their actions in accessing available resources.

Privilege – Use of GISD Network/Internet account is a privilege, not a right.

Subject to System Administration – All Granbury ISD Network/Internet account usage is subject to the Director of Technology and/or manager's perusal for virus scanning or inappropriate use.

Inappropriate Use – Inappropriate use includes, but is not limited to, those uses that violate the law, that

are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this or any networks connected to the Network/Internet. GISD has the right to utilize software that makes it possible to identify and block access to Internet sites containing sexually explicit or other material deemed inappropriate in the workplace.

Violation of Law – Transmission of any material in violation of U.S. or state law is prohibited. This includes, but is not limited to the following: copyrighted material, threatening, harassing, or obscene material, or material protected by trade secret. Any attempt to break the law using a GISD computer may result in disciplinary action up to and including termination of employment and personal liability for violation of the law. Network/Internet account may result in litigation against the offender by the proper authorities. If such an event should occur, GISD will fully comply with the authorities to provide any information necessary for the litigation process.

Commercial Use – Use of commercial, income-generating or "for profit" activities, product advertisement, or political lobbying of any nature is prohibited. Sending unsolicited junk mail, or chain letters, is prohibited.

No Expectation of Privacy – Employees and/or students are given computers and Internet access to assist them in the performance of their jobs and to enhance their learning. Employees and/or students should have no expectation of privacy in anything they create, store, send, or receive using GISD's computer equipment. The computer network is the property of GISD and may be used only for GISD purposes.

Waiver of Privacy Rights – User expressly waives any right of privacy in anything he/she creates, stores, sends, or receives using GISD's computer equipment or Internet access. User consents to allow GISD personnel access to and review of all materials created, stored, sent or received by User through any GISD network or Internet connection.

Monitoring of Computer and Internet Usage – GISD has the right to monitor and log any and all aspects of its Computer system including, but not limited to, monitoring Internet sites visited by Users, monitoring chat and newsgroups, monitoring file downloads, and all communications sent and received by users.

General Procedures

Asbestos Management Plan *(Policy CKA)*

The District is committed to providing a safe environment for employees. An accredited management planner has developed an Asbestos Management Plan for each piece of district property. A copy of the district's management plan is kept in the Superintendent's office and is available for inspection during normal business hours.

Pest Control Treatment *(Policy DI)*

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in each building. Pest control information sheets are available from campus principals or facility managers upon request.

Bad Weather Closing *(Policy CKC)*

The District may close schools for a full day or part of a day because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the District's facilities. Employees and/or parents may call 817-408-4000 for a recorded message with regard to school closures. This information can also be found at the District web-site @ www.granbury.K12.tx.us. When it becomes necessary to close the school, to open late, or to release

students early, the following radio and television stations will be notified by school officials:

GEA Channel 99
WBAP AM 820
KXAS Channel 5

When schools are officially closed, Employees working 250 and/or 240 days are required to report or call the employee Absence Reporting System 817-408-4444.

Emergencies *(Policy CKC)*

All employees should be familiar with the evacuation diagrams posted in their work areas. Fire, tornado, and other emergency drills will be conducted to familiarize employees and students with evacuation procedures. Fire extinguishers are located throughout all district buildings. Employees should know the location of the extinguishers nearest their place of work and how to use them.

Purchasing Procedures *(Policy CH)*

All requests for purchases must be submitted through the principal or supervisor to the Business Department on an official District Purchase Order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the District can be made without a PO number. **The District will not assume responsibility or reimburse employees for purchases made without authorization and employees will not be reimbursed for cash purchases made outside the normal purchasing procedures.** Employees are not permitted to purchase supplies or equipment for personal use through the District's business office and no supplies, material, or equipment shall be shipped to any employee's home address. Contact Sharay Boynton, Finance Director, at 817-408-4015 for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees should notify the Human Resources office if there are any changes or corrections to their name, home address, home telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from the Human Resources Department @ 817-408-4185. This information should also be supplied to the employee's immediate supervisor. In addition, certified employees are responsible for maintaining current, accurate personal data with the SBEC by accessing the website at www.sbec.state.tx.us

Personnel Records *(Policy GBA)*

Most District records including personnel records are public information and must be released upon request. A limited amount of personal information may be withheld. Employees may choose not to allow public access to or have the following information included in a staff directory by submitting a written request to the Human Resources Department.

-Address
-Phone number
-Social Security number
-Information that reveals whether they have family members

New or terminating employees have 14 days after hire or termination to submit a request. Otherwise, personal information will be released to the public.

Building Use *(Policy GKD)*

Randy Leach, Community Education Director, is responsible for scheduling the use of facilities for after school use. Contact Community Education at 817-408-4080, to schedule use of school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations *(Policy DFE)*

Contract Employees

Contract employees may resign their position without penalty after the end of any school year if written notice is received 45 calendar days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Department of Human Resources and the immediate supervisor. All resignations of contract personnel must be officially accepted by the Superintendent. Contract employees may resign at any other time only with the approval of the Board of Trustees or the Superintendent. Resignation without the consent of the board may result in disciplinary action by the State Board for Educator Certification. Acceptance of a resignation after the deadline established by law is contingent on finding a suitable replacement.

The superintendent will notify the Texas Commissioner of Education when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in any of the acts listed under Reports to the State Board for Educator Certification (see page 40).

Non-Contract Employees

Non-contract employees may resign their positions at any time. A written notice of resignation should be submitted to the Department of Human Resources through the employee's immediate supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

Dismissal or Non-Renewal of Contract Employees *(Policies DFAA, DFAB, DFBA, DFBB, DFBC, DFCA, DFCC, DFD)*

Employees on probationary, term, and can be dismissed during the school year, or terminated, or non-renewed at the end of the year according to the procedures outlined in district policies. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the reasons for the dismissal, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or non-renewal occurs will be provided when a written notice is given to an employee. Information on the timelines and procedures can be found in the DF policies that are located in the central administrative offices and also on-line.

Dismissal of Non-Contract Employees *(Policy DCD)*

Non-contract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Non-contract employees who are dismissed have the right to a grievance hearing before the board. To present a grievance, the employee must follow the district process outlined in this handbook. (See Complaints and Grievances).

Probationary Status *(Policy DCA)*

The following persons shall be employed under a probationary contract when the person is employed by the District for the first time or if the person has not been employed by the District for two consecutive school years subsequent to August 28, 1967: Principal; Supervisor; Classroom Teacher; Counselor; Other full-time professional employees who are required to hold a certificate issued under Education Code Chapter 21, Subchapter B; and Registered Nurse.

A probationary contract may not be for a term exceeding one school year. A probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the District.

An exception may be made for a probationary contract period to be extended beyond the third consecutive year of employment if, during the third year of the probationary period, the Board determines that it is doubtful whether a term contract should be given. If the Board makes such a determination, the District may offer a probationary contract for a term ending with the fourth consecutive school year.

Return to Probationary Status *(Policy DFAC)*

In lieu of discharging, terminating, or not renewing a term contract, the District may, with written consent of the teacher, return the employee to probationary contract status. Before any employee agrees to be returned to probationary status, the employee must receive written notice of the proposed discharge, termination, or non-renewal. An employee returned to probationary status must serve a new probationary period as if the employee were employed by the District for the first time.

Hearings before Hearing Examiner *(Policy DFD)*

Information on hearings before a hearing examiner is found in Policy DFD.

Reduction in Force *(Policy DFF)*

A reduction in force may take place when the Board determines that financial exigency or a program change requires the discharge or non-renewal of one or more employees. Information on reduction in force may be found in Policy DFF.

Exit Interviews and Procedures *(Policy DC)*

Exit interviews will be scheduled for all employees leaving the District. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the District with feedback on their employment experience.

All District keys, books, property, and equipment must be returned upon separation from employment. The District may withhold the cost of any items not returned from the final paycheck.

Reports to the State Board for Educator Certification *(Policy DF)*

The dismissal or resignation of a certified employee will be reported to the State Board Educator Certification if there is reasonable evidence that the employee's conduct involves the following:

Any form of sexual or physical abuse of a minor or any other illegal conduct with a minor.

The possession, transfer, sale, or distribution of a controlled substance.

The illegal transfer, appropriation, or expenditure of school property or funds.

An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle the individual to a professional position or to receive additional compensation associated with a position.

Committing a crime on school property or at a school-sponsored event.

Student Issues

Equal Educational Opportunities *(Policy FB)*

The Granbury Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination of students on any of the basis listed above should be directed to Jan Van Dorn, Assistant Superintendent @ 817-408-4009.

Student Records *(Policy FL)*

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records.

The following people are the only people who have general access to a student's records:

Parents of a minor or of a student who is a dependent for tax purposes.

The student (if 18 or older) or attending an institute of postsecondary education.

School officials with legitimate educational interests.

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints *(Policy FNG)*

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the Board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response. Once all administrative complaint procedures are exhausted, parents and students can bring

complaints to the Board of Trustees.

Administering Medication to Students *(Policy FFAC)*

Only designated employees can administer medication to students. The parent/guardian of a student who must take medicine during the school day must bring a written request and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students. Over the counter drugs cannot be dispensed to students without a doctors note giving permission to do so.

Student Discipline *(Policies in the FN series and FO series)*

Students are expected to follow the campus rules, classroom rules, and rules listed in the Student Code of Conduct and Student Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management procedures that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Teachers must file a written report with the principal or another appropriate administrator when they have knowledge that a student has violated the Student Code of Conduct. A copy of this report will be sent by the principal or administrator to the student's parents within 24 hours **.**

Student Attendance *(Policy FDD)*

Teachers and staff should be familiar with the district's policy and procedures for attendance accounting. These procedures require students to have parental consent before they are allowed to leave campus. When absent from school, the student, upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the Student Handbook. Contact the campus principal for additional information.

Student Dress Code

All staff members are responsible for knowing what student dress is appropriate under the dress code in the Student Handbook, as well as enforcing the student dress code. A copy of the Granbury ISD Student Handbook is on-line in the public folder section of the Granbury Independent School District web page.

Student Code of Conduct

All staff members are responsible for having knowledge of and assisting in the enforcement of the student Code of Conduct, as printed in the Granbury ISD Student Handbook.

Student Field Trips

All student field trips must have prior approval by District and the Supervisor. Once approval has been gained, several forms are required for such trips. These forms can found in your Campus front office.

EXHIBIT

EXHIBIT A

Granbury Independent School District
600 West Pearl
Granbury TX 76048
817-408-4000

PAYROLL

Heritage National Bank
PO Box 3331
Granbury TX 76048

No. 021780

Date	Check Number
7/24/02	21780

Check Amount
$1,724.88

Pay: EXACTLY 1,724 DOLLARS AND 88 CENTS

NOT NEGOTIABLE AFTER 90 DAYS

TO THE ORDER OF

NON NEGOTIABLE

"021780: 111914289: 100 0008141"

CHECK DATE 7/24/98 CHECK 21780

PERIOD END DATE 7/31/98 RUN # 520

GRANBURY INDEPENDENT SCHOOL DISTRICT

	FISCAL	CALENDAR	CURRENT
TEACHER	25,080.00	15,960.00	2,280.00
STIPEND	350.00	350.00	50.00
TOTAL PAY	25,430.00	16,310.00	2,330.00
DENTAL INS NON TAX		308.00-	44.00-
ANNUITY		700.00-	100.00-
TEACHER RETIREMENT		1,043.84-	149.12-
MEDICARE		236.53-	33.79-
FEDERAL INCOME TAX		1,906.66-	272.38-
TRS INS		40.81-	5.83-
VISION SERVICE PLAN – ALT			.00
ALTERNATE PLAN			.00
Total Deductions		4,235.84-	605.12-
N E T C H E C K	21780		1,724.88

THIS MONTH

SALARY

DEDUCTIONS

Tax Marital Status: S Exemptions: 00 Location:

Absence/Leave Summary	Beg Bal	Earned	Absence	Adjust	Balance
COMPENSATORY TIME	.0000	.0000	.0000	.0000	.0000 DAYS
LOCAL SICK LEAVE	29.0000	.0000	.0000	.0000	29.0000 DAYS
JURY DUTY	.0000	.0000	.0000	.0000	.0000 DAYS
SCHOOL BUSINESS	.0000	.0000	.0000	.0000	.0000 DAYS
STATE PERSONAL LEAVE	8.5000	.0000	.0000	.0000	8.5000 DAYS
STATE SICK LEAVE	18.0000	.0000	.0000	.0000	18.0000 DAYS

LEAVE SUMMARY

LEAVE USED THIS MONTH

LEAVE BALANCE

b

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OFFICE OF THE SUPERINTENDENT

FOR:	Board of Trustees
DATE:	June 16, 2003
ACTION:	Approval

SUMMARY:

Texas Education Code 21.402 and 21.403 establish minimum salary schedules for teachers, librarians, and registered nurses. Board Policy DEA (Local) establishes that, "The Superintendent shall recommend to the Board for approval pay structures and compensation plans for all District employees. Pay structures shall be designed and administered for the purpose of attracting and retaining qualified employees to achieve District goals." It further clarifies that, "Certified classroom teachers, librarians, counselors, and nurses shall be paid not less than the minimum monthly salary on the state salary schedules based on years of experience, as required by law. For other employees, the Superintendent shall assign positions to pay ranges that define the minimum and maximum base pay for the positions."

Originally, salary ranges were established using the TASB Model in accordance with this policy in 1996-97. The ranges are evaluated each year in accordance with guidelines established by TASB and a market study conducted annually. Jan Van Dorn, Sharay Boynton, Martin Yarborough, Troy Green and William Harris have spent approximately 100 hours analyzing the market study and departmental requests for placements on this schedule. This analysis resulted in the recommended salary and stipend schedules for 2003-2004.

Additionally, one of the Objectives of Goal # 7 of the District Improvement Plan, is to move all District salary schedules toward the market average whenever it is feasible. This recommendation will partially fulfill this objective.

RECOMMENDATION:

That the Board approves the salary, stipend and extra duty pay schedules as presented.

Respectfully submitted,

William Harris

William Harris
Superintendent

Staff Persons Responsible: William Harris
Troy Green
Sharay Boynton
Jan Van Dorn

Date Submitted: 6/6/03

Granbury Independent School District
2003-2004
Teacher/Librarian Salary Schedule

YEARS OF EXPERIENCE AS OF July	State Schedule	GISD BA Schedule	GISD MA Schedule
0	24,240	32,000	33,000
1	24,810	32,100	33,100
2	25,390	32,200	33,200
3	25,960	32,300	33,300
4	27,170	32,400	33,400
5	28,380	32,500	33,500
6	29,590	32,600	33,600
7	30,720	32,700	33,700
8	31,780	32,970	33,970
9	32,790	34,030	35,030
10	33,730	35,040	36,040
11	34,640	35,980	36,980
12	35,490	36,890	37,890
13	36,280	37,740	38,740
14	37,050	38,530	39,530
15	37,760	39,300	40,300
16	38,440	40,010	41,010
17	39,080	40,690	41,690
18	39,680	41,330	42,330
19	40,260	41,930	42,930
20	40,800	42,510	43,510
21	40,800	43,050	44,050
22	40,800	43,550	44,550
23	40,800	44,050	45,050
24	40,800	44,550	45,550
25	40,800	45,050	46,050
26+	40,800	45,550	46,550

STEP COORDINATES WITH EXPERIENCE IF NEW TO DISTRICT SINCE 9/95.
STEP IS ADJUSTED TO REFLECT EXPERIENCE AND CAREER LADDER
IF IN THE DISTRICT PRIOR TO 9/95, IF APPLICABLE.

Granbury Independent School District
2003-2004
R N Salary Schedule

YEARS OF EXPERIENCE AS OF July	Salary
0	24,240
1	24,810
2	25,390
3	25,960
4	27,170
5	28,380
6	29,590
7	30,720
8	31,780
9	32,790
10	33,730
11	34,640
12	35,490
13	36,280
14	37,050
15	37,760
16	38,440
17	39,080
18	39,680
19	40,260
20	40,800

Granbury ISD
Clerical/Technical Job Classification
2003-2004 Pay Ranges

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 1		Hourly Rate	7.06	8.83	10.59
		Daily Rate	35.31	44.14	52.93
Extended Day Aides	**175**	Annual Rate	6,179	7,724	9,263

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 2		Hourly Rate	7.76	9.70	11.64
		Daily Rate	62.09	77.61	93.14
PE Aide	**187**	Annual Rate	11,611	14,514	17,417
BTC Aide					
Dyslexia Aide					
ISS Aide					
Library Aide					
PPCD Aide					
Sp Ed Aide-Tr/Res					
Title I Aide					
MS Comp Lab Aide					
	194	Annual Rate	12,046	15,057	18,069
	196	Annual Rate	12,170	15,212	18,255

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 3		Hourly Rate	8.54	10.67	12.81
		Daily Rate	68.30	85.38	102.52
Office Clerk	187	Annual Rate	12,772	15,965	19,171
Special Ed Life Skills Aide	196	Annual Rate	13,387	16,734	20,094
MS Attendance Clerk	202	Annual Rate	13,797	17,246	20,709
HS Counselor Sec	207	Annual Rate	14,138	17,673	21,221
Diagnostician Data Clerk	226	Annual Rate	15,436	19,295	23,170
HS Asst Pri/Dean Sec					
HS Receptionist Clerk					
Maint. Mail Clerk					

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 4		Hourly Rate	9.39	11.74	14.10
		Daily Rate	75.13	93.91	112.77
HS Attendance Clerk	196	Annual Rate	14,726	18,407	22,103
Sp Ed Data Clerk	207	Annual Rate	15,552	19,440	23,344
Curriculum/Testing Clerk	226	Annual Rate	16,979	21,224	25,486

Granbury ISD
Clerical/Technical Job Classification
2003-2004 Pay Ranges

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 5		Hourly Rate	10.33	12.91	15.50
		Daily Rate	82.64	103.30	123.97
Deaf Interpreters	187	Annual Rate	15,454	19,318	23,182
Sp Ed PEIMS/Medi Clerk	207	Annual Rate	17,107	21,384	25,661
H S Peims/Scheduling Clerk					
STARS Secretary	217	Annual Rate	17,934	22,417	26,900
BTC Secretary					
Fd Ser Receptionist	226	Annual Rate	18,677	23,347	28,016
Annex Receptionist					
General Business Clerk/AP					
Route Clerk					
General Business Clerk/PR					

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 6		Hourly Rate	11.36	14.20	17.05
		Daily Rate	90.91	113.63	136.36
Interm Sch Secretary	217	Annual Rate	19,727	24,659	29,591
Elem Sch Secretary					
Middle Sch Secretary	226	Annual Rate	20,545	25,681	30,818
Director Secretary					
Executive Director Secretary					

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 7		Hourly Rate	12.51	15.63	18.76
		Daily Rate	100.06	125.08	150.09
Curriculum Dept Sec	226	Annual Rate	22,614	28,268	33,921
Community Ed/Ath Dept Sec					
HS Secretary					

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 8		Hourly Rate	13.76	17.18	20.64
		Daily Rate	110.07	137.48	165.10
Inventory Clerk	226	Annual Rate	24,875	31,069	37,313
Accounts Payable Clerk					
Payroll Clerk					

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 9		Hourly Rate	15.13	18.92	22.70
		Daily Rate	121.06	151.33	181.58
Asst Superintendent Sec	226	Annual Rate	27,361	34,201	41,038

	# of Days		Minimum	Midpoint	Maximum
Paygrade C/T 10		Hourly Rate	16.63	20.80	24.96
		Daily Rate	133.05	166.38	199.71
Supt./Board Secretary	226	Annual Rate	30,069	37,602	45,134

GRANBURY I S D
School Nurse LVN
2003-2004 Pay Ranges

	# of Days		**Minimum**	**Midpoint**	**Maximum**
Paygrade N (LVN)		Hourly Rate	12.07	15.09	18.11
		Daily Rate	96.60	120.75	144.89
School Nurse LVN	187	Annual Rate	18,063	22,579	27,095

GRANBURY I S D
Extended Day Site Leader
2003-2004 Pay Ranges

Paygrade EXTDAY		Hourly Rate	10.25	12.81	15.38
		Daily Rate	71.75	89.69	107.63
Site Leader	187	Annual Rate	13,417	16,772	20,126

GRANBURY I S D
MANUAL TRADES Job Classification
2003-2004 Pay Ranges

Paygrade MT 1		Hourly Rate	6.44	8.05	9.66
		Daily Rate	51.50	64.37	77.24
Bus Attendent	175	Annual Rate	9,012	11,265	13,518
F S Cook/Worker	179	Annual Rate	9,218	11,522	13,827
Custodian	190	Annual Rate	9,784	12,230	14,676
	250	Annual Rate	12,874	16,093	19,311

	# of Days		**Minimum**	**Midpoint**	**Maximum**
Paygrade MT 2		Hourly Rate	7.08	8.85	10.61
		Daily Rate	56.61	70.76	84.91
	175	Annual Rate	9,907	12,383	14,860
FS Cashier	179	Annual Rate	10,133	12,666	15,200
	190	Annual Rate	10,756	13,445	16,134
	250	Annual Rate	14,152	17,690	21,229

	# of Days		**Minimum**	**Midpoint**	**Maximum**
Paygrade MT 3		Hourly Rate	7.78	9.73	11.68
		Daily Rate	62.27	77.84	93.41
Asst. F S Mgr	188	Annual Rate	11,707	14,634	17,560
	190	Annual Rate	11,831	14,789	17,747
	240	Annual Rate	14,945	18,681	22,417
Night Ld Custodian (250)	250	Annual Rate	15,568	19,460	23,351

	# of Days		**Minimum**	**Midpoint**	**Maximum**
Paygrade MT 4		Hourly Rate	8.56	10.70	12.84
		Daily Rate	68.50	85.62	102.75
Security Guard	175	Annual Rate	11,987	14,984	17,981
F S Mgr<700 students	188	Annual Rate	12,878	16,097	19,316
Grounds Keeper 240	240	Annual Rate	16,439	20,549	24,659
Custodian Ld-El,Int	250	Annual Rate	17,124	21,405	25,687

	# of Days		**Minimum**	**Midpoint**	**Maximum**
Paygrade MT 5		Hourly Rate	9.42	11.77	14.13
		Daily Rate	75.35	94.18	113.02
Bus Driver (5hrs)	175	Annual Rate	8,241	10,301	12,362
F S Mgr>700 students	188	Annual Rate	14,165	17,707	21,248
General Maintenance	240	Annual Rate	18,083	22,604	27,125
Irrigation Specialist					
Mech Helper	250	Annual Rate	18,837	23,546	28,255
Custodian Ld, Campus					
>110,000 but<300,000 sq ft					

GRANBURY I S D
MANUAL TRADES Job Classification
2003-2004 Pay Ranges

	# of Days		Minimum	Midpoint	Maximum
Paygrade MT 6		Hourly Rate	10.36	12.95	15.54
		Daily Rate	82.89	103.61	124.33
F S Mgr, GHS	188	Annual Rate	15,583	19,479	23,375
Custodian-Ld-Night	240	Annual Rate	19,893	24,867	29,840
>300,000 sq ft	250	Annual Rate	20,722	25,903	31,084
Equipment Mech					

	# of Days		Minimum	Midpoint	Maximum
Paygrade MT 7		Hourly Rate	11.40	14.25	17.10
		Daily Rate	91.18	113.97	136.77
	188	Annual Rate	17,142	21,427	25,712
Carpenter	240	Annual Rate	21,883	27,354	32,824
Hd Grounds Keeper					
Cust-Ld-Campus	250	Annual Rate	22,795	28,493	34,192
>300,000 sq.ft.					

	# of Days		Minimum	Midpoint	Maximum
Paygrade MT 8		Hourly Rate	12.54	15.67	18.81
		Daily Rate	100.30	125.37	150.44
Transport Mech	240	Annual Rate	24,071	30,089	36,107

	# of Days		Minimum	Midpoint	Maximum
Paygrade MT 9		Hourly Rate	13.79	17.24	20.69
Plumber/Roofer		Daily Rate	110.33	137.91	165.49
Electrician/ AC	240	Annual Rate	26,478	33,098	39,717
Carpenter/Cabinet Maker					

	# of Days		Minimum	Midpoint	Maximum
Paygrade MT 10		Hourly Rate	15.17	18.96	22.75
Trans Head Mechanic		Daily Rate	121.36	151.70	182.04
Maint Supervisor-general	240	Annual Rate	29,126	36,408	43,689
Maint Supervisor-Electrician/AC					

GRANBURY ISD
MECHANICAL/TECHNOLOGY Job Classification
2003-2004 Pay Ranges

	# of Days		Minimum	Midpoint	Maximum
Paygrade MTTech 1		Hourly Rate	10.28	12.84	15.42
Computer Technician		Daily Rate	82.25	102.73	123.36
	226	Annual Rate	18,588	23,216	27,880

	# of Days		Minimum	Midpoint	Maximum
Paygrade MTTech 2		Hourly Rate	13.37	16.69	20.04
Computer Support Specialist		Daily Rate	106.93	133.55	160.29
	226	Annual Rate	24,166	30,183	36,224

	# of Days		Minimum	Midpoint	Maximum
Paygrade MTTech 3		Hourly Rate	18.71	23.38	28.06
Computer Senior Support		Daily Rate	149.65	187.05	224.46
Specialist	226	Annual Rate	33,821	42,273	50,728

GRANBURY I S D
Administrative/Professional Job Classification
2003-2004 Pay Ranges

			Minimum	Midpoint	Maximum
Paygrade A10 226	# of Days				
HR Certification Officer	226	Annual Rate	28,319	35,399	42,479
Paygrade A10 240					
Transportation Manager	240	Annual Rate	30,074	37,592	45,110

			Minimum	Midpoint	Maximum
Paygrade A11 207	# of Days				
Coord of Extended Day	207	Annual Rate	28,532	35,665	42,798

			Minimum	Midpoint	Maximum
Paygrade A13 226	# of Days				
Purchasing Supervisor	226	Annual Rate	37,693	47,116	56,539
Peims Coordinator					
Accountant					

			Minimum	Midpoint	Maximum
Paygrade A14 191	# of Days				
Counselor-Elem/Interm	191	Annual Rate	35,041	43,801	52,560
Paygrade A14 198					
	198	Annual Rate	36,325	45,406	54,487
Paygrade A14 207					
	207	Annual Rate	37,976	47,470	56,963

			Minimum	Midpoint	Maximum
Paygrade A15 188	# of Days				
MA Speech Therapist/Patho	188	Annual Rate	37,939	47,424	56,909
Paygrade A15 198					
Asso. School Psychologist	198	Annual Rate	39,957	49,947	59,936
Counselor MS					
Paygrade A15 202					
Counselor H S	202	Annual Rate	40,765	50,956	61,147
Paygrade A15 207					
Asst Principal-Elem/Interm	207	Annual Rate	41,774	52,217	62,660
Diagnostician					
Paygrade A15 226					
Lead Counselor - H S	226	Annual Rate	45,608	57,010	68,412

GRANBURY I S D
Administrative/Professional Job Classification
2003-2004 Pay Ranges

			Minimum	Midpoint	Maximum
Paygrade A16 202	# of Days				
Coord. Of Libraries	202	Annual Rate	44,841	56,051	67,261
Paygrade A16 207					
Asst Principal-H S/M S	207	Annual Rate	45,951	57,439	68,926
Paygrade A16 226					
Coord of Gifted/Talented	226	Annual Rate	50,169	62,711	75,253
Coord of Eng./Lang.Arts					
Coord of Sci, Math, SS					
Mgr of Tech Services					
Dean of Students - HS					
Coord of Sp Prog/Sp Ed					

			Minimum	Midpoint	Maximum
Paygrade A17 217	# of Days				
Principal-STARS/BTC					
Principal- Elem/Interm.	217	Annual Rate	52,987	66,234	79,480
Pr Elem/Inter Combined					
Paygrade A17 226	226	Annual Rate	55,184	68,981	82,777
Supt. Admn Asst.					
Director of Facilities					
Director of Athletics					
Director of Curr & Instr					
Director of Sp Ed					

Paygrade A17 240					
Director of Maint.	240	Annual Rate	52,987	66,234	79,480
Director of Transportation					

			Minimum	Midpoint	Maximum
Paygrade A18 226	# of Days				
Principal - M S	226	Annual Rate	60,703	75,879	91,054
Associate Pr - HS					

			Minimum	Midpoint	Maximum
Paygrade A19 226	# of Days				
Principal - High School	226	Annual Rate	66,773	83,469	100,160
Executive Dir of Technology					
Executive Dir of Finance					
Executive Dir of H R					

			Minimum	Midpoint	Maximum
Paygrade A20 226	# of Days				
Assistant Superintendent	226	Annual Rate	73,451	91,814	110,177

LEAD TEACHER/DEPARTMENT HEAD EXTRA DUTY SCHEDULE				
High School Department Heads:	100.00	per teacher supervised		
Department		**Extra Pay**		
English				
Foreign Language				
Mathematics				
Science				
Social Studies-Peterson - 1st tri only-1/3 of stipend				
Social Studies-Adkins-2nd and 3rd tri-2/3				
Health/PE				
Career Technology				
Fine Arts				
Special Education				
Totals	86	8,600.00		
Granbury Middle School Dept. Heads:	100.00	per teacher supervised		
Department		**Extra Pay**		
English/Language Arts/Frgn.Lang		-		
Mathematics		-		
Science		-		
Social Studies		-		
Health/PE		-		
Fine Arts		-		
Special Education		-		
Totals	64	6,400.00		

Acton Middle School Dept. Heads:	100.00	per teacher supervised		
Department		**Extra Pay**		
English/Language Arts/Frgn.Lang		-		
Mathematics		-		
Science		-		
Social Studies		-		
Health/PE		-		
Fine Arts		-		
Special Education		-		
Totals	46	4,600.00		
Crossland Intermediate School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
4th Grade		800.00		
5th Grade		800.00		
6th Grade		800.00		
Special Programs		800.00		
(5 Special Ed, Art, Music, PE,				
G/T, 504, & Library)				
Totals		3,200.00		
Oak Woods Intermediate School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
4th Grade		800.00		
5th Grade		800.00		
6th Grade		800.00		
Special Programs		800.00		
(6 Special Ed, Art, Music,				
PE, G/T, 504, & Library)				
Totals		3,200.00		

Brawner Intermediate School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
4th Grade		800.00		
5th Grade		800.00		
6th Grade		800.00		
Special Programs		800.00		
(6 Special Ed, Art, Music,				
PE, G/T, 504, & Library)				
Totals		3,200.00		
Mambrino School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
PK (1) & Kindergarten (5)		800.00		
1st Grade		800.00		
2nd Grade		800.00		
3rd Grade		800.00		
4th Grade		800.00		
5th Grade		800.00		
6th Grade		800.00		
Special Programs		800.00		
(6 Special Ed, 2 Music, 2 PE,				
Art, G/T, 504, & Library)				
Totals		6,400.00		

Acton Elementary School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
P-K (1) & Kindergarten (7)		800.00		
1st Grade		800.00		
2nd Grade		800.00		
3rd Grade		800.00		
Special Programs		800.00		
(1 Special Ed, Music, PE,				
504, & Library)				
Totals		4,000.00		
Baccus Elementary School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
P-K (2) & Kindergarten (6)		800.00		
1st Grade		800.00		
2nd Grade		800.00		
3rd Grade		800.00		
Special Programs		800.00		
(3 Special Ed, Music, PE,				
Hosts, & Library)				
Totals		4,000.00		
Roberson Elementary School	800.00	for each Department Head		
Grade Level Chairs:				
Department		**Extra Pay**		
P-K (1) & Kindergarten (5)		800.00		
1st Grade		800.00		
2nd Grade		800.00		
3rd Grade		800.00		
Special Programs		800.00		
(3 Special Ed, Music, PE, &				
Library)				
		4,000.00		

Granbury ISD

UIL Extra Duty Schedule

High School UIL Extra Duty Pay

All stipends are based upon full district representation in all contests and in any district meet where a complete entry is not fielded, the stipend will be subject to reduction accordingly.

			Meet	
	No. of		Attendance	
Event	**Positions**	**Extra Pay**	**Amount**	# of meets
Campus Coordinator	1	1,000.00		
6AAAA District Meet Coordinator	1	400.00		
Cross-Examination Debate	1	400.00	75.00	4
Lincoln-Douglas Debate	1	400.00	75.00	4
Extemporaneous Informative Speaking	1	400.00	75.00	4
Extemporaneous Persuasive Speaking	1	400.00	75.00	4
Poetry Interpretation	1	400.00	75.00	4
Prose Interpretation	1	400.00	75.00	4
Editorial Writing	1	400.00	75.00	4
Feature Writing	1	400.00	75.00	4
Headline Writing	1	400.00	75.00	4
News Writing	1	400.00	75.00	4
Accounting	1	400.00	75.00	4
Calculator Applications	1	400.00	75.00	4
Computer Applications	1	400.00	75.00	4
Computer Science	1	400.00	75.00	4
Current Issues and Events	1	400.00	75.00	4
Literary Criticism	1	400.00	75.00	4
Mathematics	1	400.00	75.00	4
Number Sense	1	400.00	75.00	4
Ready Writing	1	400.00	75.00	4
Science	1	400.00	75.00	4
Spelling and Vocabulary	1	400.00	75.00	4
One-Act Play	1	1,500.00	75.00	4
Totals	24	11,300.00	6,600	

Middle School UIL Extra Duty Schedule				
Competing in Quad County Middle School District				
	No. of		**Assisting with**	
Event	**Positions**	**Extra Pay**	**District Meet**	
District Meet Director	1	400.00		
Campus Coordinator	1	200.00		
Art (Grades 7-8)	1	400.00	50.00	
Calculator Applications (Grades 7-8)	1	400.00	50.00	
Dictionary Skills (Grades 7-8)	1	400.00	50.00	
Earth & Life Science (Grades 7-8)	1	400.00	50.00	
Impromptu Speaking (Grades 7-8)	1	400.00	50.00	
Listening (Grades 7-8)	1	400.00	50.00	
Maps, Graphs & Charts (Grades7-8)	1	400.00	50.00	
Mathematics (Grades 7-8)	1	400.00	50.00	
Keyboarding (Grades 7-8)	1	400.00	50.00	
Modern Oratory **	1	400.00	50.00	
Number Sense (Grades 7-8)	1	400.00	50.00	
One-Act Play	1	400.00	50.00	
Oral Reading (Grades 7-8)	1	400.00	50.00	
Ready Writing (Grades 7-8)	1	400.00	50.00	
Spelling (Grades 7-8)	1	400.00	50.00	
*Pantomimes (Grades 7-8)	1	400.00	50.00	
*Improvisation (Grades 7-8)	1	400.00	50.00	
Totals - Each Middle School	19	7,400.00	850.00	
* Quad County Meet Events not in UIL C&CR				
** Modern Oratory back in the schedule for 2003-04				

Granbury ISD

Other Extra Duties Schedule

Other Extra Duty Schedule - High School

Responsibility	**No. of Positions**	**PROPOSED Extra Pay**	**CURRENT Days**	**PROPOSED Days**
Academic Decathalon Sponsor	1	1,500		
Band Director/District Coordinator	1	5,200	30	30
Assistant Band Director * See not on RR	1	3,500	10	15
Color Guard Instructor *	1	2,000		
Cheerleader Sponsor - Varsity	1	2,500	10	10
Cheerleader Sponsor - Jr.Varsity	1	1,500	10	10
Choral Director/District Coordinator	1	5,200	20	20
1st Asst. Choir Director	1	2,500	10	10
Drama/Theater Arts Sponsor	1	2,000		
Asst. Drama/Theater Arts Sponsor	1	1,500		
Drill Team Sponsor	1	2,500	10	10
Newspaper Sponsor	1	1,000		
Odyssey of the Mind Sponsor	1	500		
Student Counsel Sponsor	1	1,000	4	4
Asst.Student Counsel Sponsor	1	500	4	4
Yearbook Sponsor	1	1,000	5	5
Registration	1		5	5
		33,900	118	123

Other Extra Duties Schedules - Middle School:				
(The number of positions listed are per campus.)				
Acton Middle School				
	No. of	**PROPOSED**	**CURRENT**	**PROPOSED**
Responsibility	**Positions**	**Extra Pay**	**Days**	**Days**
Assistant Band Director	1	3,500	10	10
Assistant Band Director	1	3,500	25	15
Cheerleader Sponsor	1	1,500	5	5
Asst. Choir Director	1	1,600		
Asst. Choir Director	1	1,600		
Yearbook Sponsor	1	1,000		
Totals	6	12,700	40	30
Granbury Middle School				
	No. of		**CURRENT**	**PROPOSED**
Responsibility	**Positions**	**Extra Pay**	**Days**	**Days**
Assistant Band Director	1	3,500	10	10
Assistant Band Director	1	3,500	10	15
Cheerleader Sponsor	1	1,500	5	5
Asst. Choir Director	1	1,600		
Asst. Choir Director	1	1,600		
Yearbook Sponsor	1	1,000		
Totals	6	12,700	25	30
Other Stipends:				
Deaf Education Teacher Stipend	1	3,000		
	1	3,000		
	1	3,000		
Bi-Linqual Teacher Stipend	1	3,000		
	1	3,000		
	1	3,000		
Totals	6	18,000		

	Athletic Stipends			
GHS Athletic Page 1				
	TEAM	**STIPEND**	**Extra Days**	
Campus Coordinator of				
Boys' Athletics		3,000		
Football/Head	Varsity	$24,147	15	
Defensive Coordinator	Varsity	$4,700	10	
Offensive Coordinator	Varsity	$4,700	15	
Assistant 1/Split Coordinator	Varsity	$3,200	15	
Assistant 2	Varsity	$3,200	10	
Assistant 3	Varsity	$3,200	10	
Assistant 4	Varsity	$3,200	10	
Assistant 5	J Varsity	$3,200	10	
Assistant 6	J Varsity	$3,200	10	
Assistant 7	J Varsity	$3,200	10	
Equipment Manager		$500		
Video		$500		
Campus Coordinator of		3,000	15	
Girl's Athletics				
Volleyball				
Head		$5,200	10	
Assistant 1	Var/JV	$2,500	10	
Assistant 2		$1,600	10	
Assistant 3		$1,600	10	
*High School football and volleyball coaches will always work all of these days. Total # of days for other				
coaches will be determined by the first day of school and UIL regulations for first day of practice for students.				
Additionally, extra days in other sports are for holiday practices throughout the year.				

GHS Athletic Page 2	TEAM			
		STIPEND	Extra Days	
Boys' Basketball				
Head		$5,200	5	
Assistant 1	Var/JV	$2,500	5	
Assistant 2		$1,600	5	
Assistant 3		$1,600	5	
Assistant 4		$1,600	5	
Girls' Basketball				
Head		$5,200	5	
Assistant 1	Var/JV	$2,500	5	
Assistant 2		$1,600	5	
Boys' Soccer				
Head		$5,200	5	
Assistant 1	Var/JV	$2,500	5	
Assistant 2	Head 9th	$1,600	5	
Girls' Soccer				
Head		$5,200	5	
Assistant 1	Var/JV	$2,500	5	
Assistant 2	Var/JV	$1,600	5	
Track				
Head Girls	Sprinters	$5,200	5	
Assistant 1	Distance Runners	$1,600	5	
Assistant 2	Field Events	$1,600	5	
Head Boys	Hurdlers/Pole Vau	$5,200	5	
Assistant 1	Sprinters	$1,600	5	
Assistant 2	Distance Runners	$1,600	5	
Assistant 3	Shot/Discus	$1,600	5	
Cross Country				
Head		$5,200	5	
Assistant 1	Var/JV	$2,500	5	

GHS Athletic Page 3	TEAM			
		STIPEND	Extra Days	
Golf				
Head Girls	Var/JV	$5,200	5	
Head Boys	Var/JV	$5,200	5	
Tennis				
Head		$5,200	10	
Assistant 1	Var/JV	$2,500	10	
Baseball				
Head		$5,200	5	
Assistant 1	Var/Jv	$2,500	5	
Assistant 2		$1,600	5	
Assistant 3		$1,600	5	
Softball				
Head		$5,200	5	
Assistant 1		$2,500	5	
Assistant 2		$1,600	5	
Assistant 3		$1,600	5	
Swimming				
Head		$5,200	5	
Assistant 1	Var/JV	$2,500	5	
Weight Lifting/Powerlifting				
Head		$2,500	5	
Assistant 1		$1,600	5	
Assistant 2		$1,600	5	
Trainers				
#1		$5,800	20	
#2		$5,800	20	
Totals		205,247	420	

ACTON MIDDLE SCHOOL	TEAM			
		STIPEND	Extra Days	
Campus Coordinator		$1,200	5	
Football				
Head	8th/7th	$2,800	5	
Assistant 1	8th	$1,600	5	
Assistant 2	7th/8th	$1,600	5	
Assistant 3	7th/8th	$1,600	5	
Assistant 4	7th/8th	$1,600	5	
Assistant 9	7th/8th	$1,600	5	
Assistant 10	Var/Fresh	$3,200	10	
Assistant 11	Var/Fresh	$3,200	10	
Volleyball				
Head	8th/7th	$2,800	5	
Assistant 1	8th	$1,600	5	
Assistant 2	7th	$1,600	5	
Assistant 3	7th/8th	$1,600	5	
Boys Basketball				
Head	8th/7th	$2,800		
Assistant 1	8th	$1,600		
Assistant 2	7th	$1,600		
Assistant 3	7th/8th	$1,600		
Girls' Basketball				
Head	8th/7th	$2,800		
Assistant 1	8th	$1,600		
Assistant 2	7th	$1,600		
Assistant 3	7th/8th	$1,600		
Girls' Track				
Girls' Head		$2,800		
Assistant 1	Sprinters	$1,600		
Assistant 2	Distance Runners	$1,600		
Assistant 3	Field Events	$1,600		
Boys' Track				
Boys' Head		$2,800		
Assistant 1	Sprinters	$1,600		
Assistant 2	Distance Runners	$1,600		
Assistant 3	Field Events	$1,600		
Tennis				
Head	7th/8th/9th	$2,800	5	
Golf				
Head	7th/8th/9th	$2,800	5	
Totals		62,000	85	

GRANBURY MS	TEAM			
		STIPEND	Extra Days	
Campus Coordinator		$1,200	5	
Football				
Head	8th/7th	$2,800	5	
Assistant 1	8th	$1,600	5	
Assistant 2	7th/8th	$1,600	5	
Assistant 3	7th/8th	$1,600	5	
Assistant 4	7th/8th	$1,600	5	
Assistant 12	7th/8th	$1,600	5	
Assistant 13	Var/Fresh	$3,200	10	
Assistant 14	Var/Fresh	$3,200	10	
Volleyball				
Head	8th/7th	$2,800	5	
Assistant 1	8th	$1,600	5	
Assistant 2	7th	$1,600	5	
Assistant 3	7th/8th	$1,600	5	
Boys' Basketball				
Head	7th/8th	$2,800		
Assistant 1	8th	$1,600		
Assistant 2	7th/8th	$1,600		
Assistant 3	7th/8th	$1,600		
Girls' Basketball				
Head	8th/7th	$2,800		
Assistant 1	8th	$1,600		
Assistant 2	7th	$1,600		
Assistant 3	7th/8th	$1,600		
Girls' Track				
Head		$2,800		
Assistant 1	Sprinters	$1,600		
Assistant 2	Distance Runners	$1,600		
Assistant 3	Field Events	$1,600		
Boys' Track				
Head		$2,800		
Assistant 1	Sprinters	$1,600		
Assistant 2	Distance Runners	$1,600		
Assistant 3	Field Events	$1,600		
Tennis				
Head	7th/8th/9th	$2,800	5	
Golf				
Head	7th/8th/9th	$2,800	5	
Totals		62,000	85	

Texas Association of School Boards
P.O. Box 400
Austin, Texas 78767-0400
512-467-0222

Serving Texas School Boards Since 1949

MAY 1 5 2003

TO: Board Presidents and Superintendents, TASB District 11, Position D
FROM: Carlos E. Nieto, TASB Nominations Committee Chair
DATE: May 5, 2003
SUBJECT: Expiring Term of Ron May

As prescribed by the Bylaws of the Texas Association of School Boards, this is to serve as written notice that the term of Ron May, your representative on the TASB Board of Trustees from TASB District 11, Position D, will expire this year at the close of the 2003 Convention. **Mr. May has indicated an intent to seek reelection.** Your district is invited to submit a nominee for this position on the TASB Board or your district may support the current Trustee.

The Nominations Committee will meet on August 8-9, 2003, in Austin to interview nominated individuals and prepare a slate of nominees to present to the Delegate Assembly in September. The nominees will be notified of the time for the interviews. Expenses incurred for the interview will be the responsibility of the local school district.

The TASB Board of Trustees is charged with carrying out the policies established by the Delegate Assembly of the Association. The individual Trustee is expected to attend four meetings of the Board each year with one of the meetings being at the same time as the annual state convention in the fall. In addition, the Trustee will be asked to serve on a standing committee that will meet on a need basis, normally in conjunction with a Board meeting. The Trustee should be a capable, experienced school board member who can assist in providing the Association with outstanding leadership. Lodging and transportation expenses incurred by Board members attending regular March, summer, and December Board meetings are reimbursed by the Association, along with transportation and one night's lodging expenses incurred attending the Convention Board meeting are reimbursed by the Association.

TO NOMINATE AN INDIVIDUAL FROM YOUR LOCAL SCHOOL BOARD

Each nominated individual's local school board (Active member) must submit the following by June 30, 2003: (a) the Active member's nomination (blue form), (b) the nominated individual's biographical information, (c) a signed letter from the nominated individual confirming an intention to be a nominee and a willingness to serve, if elected, and (d) nominee questionnaire. The enclosed provides additional information regarding this process. Shortly after receipt of nomination forms, TASB will mail to the nominated individual and the superintendent confirmation of receipt of the forms. If an acknowledgment is not received, contact Uba Stephens at TASB prior to the June 30 deadline.

TO ENDORSE A NOMINATED INDIVIDUAL FROM A BOARD WITHIN YOUR TASB DISTRICT

Active member school boards may endorse a nominated individual (tan form) from their TASB District who has complied with the requirements stated in the above paragraph. If 25 percent or more Active members from the nominated individual's district endorse the same individual, that individual will be included on the official ballot. If a majority of the Active members in a TASB District endorse the same nominated individual, that individual will be the sole nominee of the Nominations Committee [TASB Bylaws Art. VI, Section 1(B)(3)(b)]. To endorse a nominated individual, complete the enclosed tan form and return to the TASB office by July 31, 2003 (see enclosed for additional information regarding this process).

If you have questions or need further information, please contact Uba Stephens at TASB **1-800-580-8272, ext. 6365 or 512-467-0222, ext. 6365**; or by e-mail at **uba.stephens@tasb.org**. We appreciate your participation in this nomination process.

Enclosures

TEXAS ASSOCIATION OF SCHOOL BOARDS TERM LIST

District /Position		Trustee	Year/Month Appointed by TASB Board	First Year Elected by Delegate Assembly	Current Term Expires	Term and Dates of Re-Election
1A		Robert Sepulveda (Weslaco ISD)	not appointed	1994	2003	(1994, elected, 3-yr. term replacing Graciana de Peña) (initial 3-yr 1994;1997, 2000 re-elected 3-yr terms)
3		VACANCY			2003	(unexpired term of Cara Herlin)
4A		Renard L. Thomas (Angleton ISD)	Mar 1996	1996	2003	(1996, elected, 1-yr. term replacing Margaret Snooks) (initial 3-yr 1997; 2000 re-elected 3-yr term)
4C		Sarah Winkler (Alief ISD)	Dec 2001	2002	2003	(2002, elected, 1-yr. term replacing Joe Longoria)
4F	*	Bill H. O'Brien (Cypress-Fairbanks ISD)	July 1997	1997	2003	(1997, elected, 3-yr. term replacing Max Moss)(initial 3-yr 1997; 2000 re-elected 3-yr term)
5		Trudy Holder (Port Neches-Groves ISD)	not appointed	2000	2003	(2000, elected, 3-yr. term replacing Big Jim Salles)(initial 3-yr 2000)
10A		Lynn Sperry (McKinney ISD)	not appointed	1994	2003	(1994, elected, 3-yr. term replacing Jim Thompson)(initial 3-yr 1994; 1997, 2000 re-elected 3-yr term)
11C	*	Jim Ash (Arlington ISD)	Dec 1998	1999	2003	(1999, elected, 1-yr. term replacing John McInnis)(initial 3-yr 2000)
11D		Ron May (Hurst-Euless-Bedford ISD)	not appointed	2001	2003	(2001, elected, 2-yr. term replacing Anne Cozart)
12		VACANCY			2003	(unexpired term of Charles Little)
13C		VACANCY			2003	(unexpired term of Brad Shields)
17		VACANCY			2003	(unexpired term of Lynne Strickland)
18		Price Robinson (Greenwood ISD)	Dec 2000	2001	2003	(2001, elected, 2-yr. term replacing Carlos E. Nieto)
19B		Roberto Garcia (San Elizario ISD)	not appointed	1997	2003	(1997, elected, 3-yr. term replacing Jorge Esparza)(initial 3-yr 1997; 2000 re-elected, 3-yr term)
20A		Edd L. White, Sr. (North East ISD) (position will be eliminated at the close of 2003 Convention)	not appointed	2000	2003	(2000, elected, 3-yr. term replacing Steve Allison)(initial 3-yr 2000)
20E	*	North East ISD				
1B		Elisa Salinas (Rio Hondo ISD)	not appointed	2001	2004	(2001, elected, 3-yr. term replacing Joe Rios)
2		Larry E. Garza (Kingsville ISD)	July 2002	2002	2004	(2002, elected, 2-yr. term replacing Tommy Molina)
6		Leon Hunt (Madisonville CISD)	Mar 1997	1997	2004	(1997, elected, 1-yr. term replacing Weldon Davis)(initial 3-yr 1998; 2001, re-elected 3-yr term)
7		Ray Player (Sabine ISD)	not appointed	2001	2004	(2001, elected, 3-yr. term replacing Mrs. Charles Wilson)
9		Jerry G. Johnson (Burkburnett ISD)	not appointed	1998	2004	(1998, elected, 3-yr. term replacing David Spiller)(initial 3-yr 1998)(2001, re-elected 3-yr term)
10B		Robert Seward (Mesquite ISD)	not appointed	1998	2004	(1998, elected, 3-yr. term replacing Sydna Gordon)(initial 3-yr 1998)(2001, re-elected 3-yr term)
10C	*	Ron Price (Dallas ISD)	Mar 1998	1998	2004	(1998, elected, 3-yr. term replacing Lynda McDow)(initial 3-yr 1998)(2001, re-elected 3-yr term)
10D		Mary Beth King (Plano ISD)	not appointed	2001	2004	(2001, elected, 3-yr. term replacing Robert Key)
11A		Rick Woolfolk (Denton ISD)	Mar 2001	2001	2004	(2001, elected, 3-yr. term replacing Raymond Greenwood)(initial 3-yr 2001)
13A	*	Rudy Montoya, Jr. (Austin ISD)	Aug 1998	1998	2004	(1998, elected, 3-yr. term replacing Melissa Knippa)(initial 3-yr 1998)(2001, re-elected to 3-yr term)
16		Morris Blankenship (Adrian ISD)	not appointed	1995	2004	(1995, elected, 3-yr. term replacing Paul Belton)(initial 3-yr 1995; 1998, 2001 re-elected 3-yr terms)
20D		Michael Schultz (Boerne ISD)	not appointed	2001	2004	(2001, elected, 3-yr. term replacing David Sosa) (resignation effective 8/4/03)
4B		Manuel Guajardo, Jr. (Texas City ISD)	Dec 2001	2002	2005	(2002, elected, 3-yr. term replacing Rick Ogden)
4D	*	Arthur Gaines, Jr. (Houston ISD)	Mar 1994	1994	2005	(1994, elected, 2-yr. term replacing Rod Paige)(initial 3-yr 1996; 1999, 2002 re-elected 3-yr term)
4G	*	Jane Clarke (Fort Bend ISD)	Aug 2000	2000	2005	(2000, elected, 2-yr. term, new position by virtue of ADA)(2002 re-elected 3-yr term)
8		Ronnie Satterfield (Hooks ISD)	not appointed	2002	2005	(2002, elected, 3-yr. term replacing Steve Neece)
11B	*	Jean McClung (Fort Worth ISD)	not appointed	1993	2005	(1993, elected, 3-yr. term replacing Marsha West)(initial 3-yr 1993; 1996, 1999, 2002 re-elected 3-yr term)
13B		Gary W. Inmon (Schertz-Cibolo Universal City	not appointed	2002	2005	(2002, elected, 3-yr. term replacing Paul Soto)
14	**	Bill L. Motsinger (Wylie ISD, Taylor County)	not appointed	2002	2005	(2002, elected, 3-yr. term replacing Delbert Davis)
15		Eddie L. Albin (Schleicher County ISD)	not appointed	1999	2005	(1999, elected, 3-yr. term replacing Paul Hernandez)(initial 3-yr 1999; 2002 re-elected 3-yr tem)
19A	*	VACANCY			2005	(unexpired term of Eugene Finke)
20B	*	Katie N. Reed (Northside ISD, Bexar County)	Aug 1995	1995	2005	(1995, elected, 1-yr. term replacing Dan Adams)(initial 3-yr 1996; 1999, 2002 re-elected 3-yr term)
20C	*	Connie Rocha (San Antonio ISD)	not appointed	1996	2005	(1996, elected, 3-yr. term replacing Sylvia Ward)(initial 3-yr 1996; 1999, 2002 re-elected 3-yr term)

*Denotes representation of LARGE DISTRICT MEMBER

**Created by Delegate Assembly action changing 26 districts to 20

NOTES: (1) All trustees elected by the 1979 Delegate Assembly or after are subject to the following bylaw limitation: *Upon election to a three-year term, a trustee may be re-elected no more than three times* (Art. 6, Sec 5B, amended 9/23/2000). (2) Due to action of the 1991 Delegate Assembly changing TASB districts to align with ESC districts, TASB District 23 was eliminated at the end of the Assembly with Jerrell McDonald's resignation. (3) The grandfathered position held by Leroy Goodson was removed in May 1993 as he did not seek reelection to his local board. (4) The grandfathered position held by John Pechacek was removed in Sept. 1994, at the end of his existing term. (5) In 1993-94, Corpus Christi's ADA fell below 1.25% of the total state ADA. It remained below 1.25% in 1994-95, which eliminated its large district member position on the Board. Per the Bylaws, Frank Reyes served out his existing term and left the Board in 1996. In 1994, Cypress-Fairbanks ISD qualified for a large district seat. (6) In 1997-98, District 7's ADA fell below 4.25% of the total state ADA. It remained below 4.25% in 1998-99, which eliminated the at-large position with the next expiring term. Per the Bylaws, Troy Simmons' 7A position was eliminated with his election to the office of President-Elect in 1999. In 2000, Ft. Bend qualified for a large district seat. (7) IN 1998-99, Ysleta's ADA fell below 1.25% of the total state ADA. It remained below 1.25% in 1999-2000, which eliminated its large district member position on the Board. Per the Bylaws, Roberto Lerma served out his existing term and left the Board in 2001. In 2002, Aldine and North East qualified for large district seats. As both districts were already represented on the Board, the seats were not filled. In 2003, District 20 ADA fell, therefore eliminating the at-large 20A seat at the end of its term.

Updated 5/5/03

Excerpt from the Bylaws of the
Texas Association of School Boards, Inc.
(As last amended on September 28, 2002)

ARTICLE VI. BOARD OF TRUSTEES

SECTION 1. QUALIFICATIONS, NOMINATION, ENDORSEMENT, AND ELECTION.

A. Each voting Member of the Board shall be a member of a school board that is an Active Member. Except in the case of the President and the Immediate Past President, any Member of the Board, who ceases to be a member of a school board, shall cease to be a Member of the Board.

B. For purposes of this section, Active Member school districts with an Average Daily Attendance (ADA) meeting the requirements of Article VI, Section 4(D), of these Bylaws, shall be treated as Association Districts.

(1) By May 31, Active Members in Association Districts in which a term is expiring, or in which there is an impending vacancy, shall be notified in writing that they may nominate a candidate for the vacancy.

(2) By June 30, the Active Member of each candidate must submit the following in writing:

(a) The Active Member's nomination,

(b) The candidate's biographical information, and

(c) A signed letter from the candidate confirming an intention to be a candidate for nomination and a willingness to serve, if elected.

(3) By July 31, Active Members may endorse a candidate from their Association District who has complied with the requirement of Article VI, Section 1(B)(2). No Active Member may have more than one candidate for each Association District vacancy. No person may be a candidate for more than one position

(a) In accordance with the above procedures, if 25 percent or more Active Members endorse the same candidate, that candidate shall be included on the official ballot.

(b) If a majority of the Active Members in an Association District endorse the same candidate, that candidate shall be the sole nominee of the Nominations Committee.

(4) Thereafter nominations may be made by the voting representative of the candidate's Active Member by submitting to the President on the day of and before the beginning of the annual Delegate Assembly the following in writing:

(a) The Active Member's nomination,

(b) The candidate's biographical information, and

(c) A signed letter from the candidate confirming an intention to be a candidate for nomination and a willingness to serve, if elected.

C. The annual Delegate Assembly shall elect a person to fill each Officer or Trustee vacancy on the Board. The official ballot shall be prepared by the Nominations Committee as provided in these Bylaws. If there is more than one nominee for any Officer or Trustee position, voting shall be by written ballot.

D. If there are two nominees for an Officer or Trustee position, the nominee receiving the larger number of votes shall be elected. If there are three or more nominees for an Officer or Trustee position and no nominee receives a majority vote of the delegates present and voting for the position, a run-off election shall be conducted between the two nominees receiving the largest numbers of votes.

E. If two nominees tie for a majority vote for an Officer or Trustee position, the balloting shall be repeated for that position as many times as necessary to obtain a majority vote for a single nominee.

SECTION 2. DUTIES. The Board shall supervise, control, and direct affairs of the Association, within the limits of and consistent with the Articles of Incorporation, Bylaws, beliefs, and Resolutions approved by the Delegate Assembly. The Board shall:

A. Actively promote the mission and purposes of the Association.

B. Adopt the Association's budget and have discretion in the disbursement of the Association's funds.

C. Receive by devise, bequest, donation, or otherwise, either real or personal property, or both, and hold the same absolutely or in trust, and invest, reinvest, and manage the same, and apply said property and the income arising there from to the mission and purposes of the Association.

D. Establish such policies as it deems appropriate in fulfilling its responsibilities under these Bylaws.

E. Appoint such agents as it may consider necessary.

SECTION 3. REMOVAL.

A. A Trustee who is absent from three consecutive regularly scheduled meetings may be subject to removal from the Board by a majority vote of the remaining Members.

B. Any Trustee may be removed by a two-thirds vote of the total Membership of the Board when, in the Board's judgment, the best interest of the Association would be served by removal.

SECTION 4. COMPOSITION.

A. The Board shall be composed of the President, the President-Elect, the Immediate Past President, and Members from Association Districts elected by the Delegate Assembly.

B. All Officers except the President, President-Elect, and the Immediate Past President shall represent their respective Association Districts. No Active Member shall have more than one Member on the Board.

C. Association Districts shall be determined under the Association District Plan boundaries adopted by the Delegate Assembly.

D. By virtue of student enrollment, individual Active Members or Association Districts may be eligible for representation on the Board:

(1)(a) An Active Member shall be entitled to a position on the Board if, for two consecutive years, the Active Member has had at least 1.25 percent of the total state Average Daily Attendance (ADA).

(b) If the Active Member's ADA falls below this percentage for two consecutive school years, the Active Member's entitlement to a position shall end with the expiration of the current representative's term.

(2)(a) An Association District shall be entitled to a position on the Board for each 4.25 percent or fraction thereof of the total state contained within the Association District for two consecutive years and after the ADA of each Active Member qualifying for a position by virtue of Article VI, Section 4D(1), has been subtracted.

(b) If an Association District becomes entitled to multiple positions by this provision and, subsequently, for two consecutive years, fails to sustain sufficient ADA for the entitlement, a position shall be eliminated as follows:

i. If a vacancy exists in the Association District, that position shall be eliminated, or

ii. If there is more than one vacancy in the Association District, the vacant position with the first expiring term shall be eliminated, or

iii. If there is no vacancy in the Association District, the existing Board position with the first expiring term within the Association District shall be eliminated at the end of that term, or

iv. If there is more than one Board position having the first expiring term in the same year, the position being held by the individual with the least tenure on the Board will be eliminated at the end of that term, or

v. If there is more than one Board position having the first expiring term in the same year and being held by individuals with the same tenure, there will be a drawing of lots to determine which position shall be eliminated at the end of the term.

E. All calculations under this section shall be based on state ADA data furnished by the Texas Education Agency available as of April 1 preceding the annual Delegate Assembly.

F. The Executive Director shall be a nonvoting *ex officio* Member of the Board.

G. The Regional Education Service Center Boards (ESC Boards) shall be represented by a voting *ex officio* member of the Board selected by a process and for a term prescribed by guidelines established by the ESC Boards.

SECTION 5. DURATION OF OFFICE.

A. The term of office of each Officer and Trustee shall begin at the completion of the final official session of the annual convention during which the Officer or Trustee was elected by the Delegate Assembly.

Terms of Trustees shall be staggered to allow, to the extent possible, for the election of one-third of the Members each year. New Trustee positions shall be assigned to terms to retain this balance; however, if this is not possible, the assignment of terms shall be decided by drawing of lots.

B. Except as provided below, upon election to a three-year term, a Trustee may be reelected to no more than three additional terms. A Trustee having served as President shall be eligible to serve one additional year, as Immediate Past President on the Board.

C. A Trustee who has ceased to be an Officer of the Association is eligible to be reelected to the Board for any term that remains.

D. A Trustee serving as Secretary-Treasurer or Vice-President shall continue to represent an Association District. Eligibility for reelection to the Board shall be governed as above.

E. Upon election or succession to the office of President-Elect, the seat of the Trustee shall be declared vacant and a successor elected.

F. A Trustee may resign by submitting a letter of resignation to the President. The resignation shall become effective upon receipt by the President.

SECTION 6. MEETINGS. The Board shall hold at least four meetings annually at such time and place as determined by the President and Executive Director. One meeting shall be held before annual Delegate Assembly. The dates of the other three meetings shall be reported at the last regular meeting of the Board in each fiscal year. Trustees shall be given 30 days notice personally, by facsimile transmission, or by mail before each regular meeting. Additional meetings of the Board may be called by the President or by the written request of a majority of the Members of the Board, provided that a written notice is sent to each Member of the Board at least 10 days before the meeting.

SECTION 7. QUORUM AND VOTING.

A. A quorum shall consist of a majority of the Membership of the Board.

B. Unless otherwise specifically provided by these Bylaws, a majority vote of those present and voting shall govern. No proxy vote shall be permitted.

C. On any occasion when a meeting is called and a quorum is not present, the President shall conduct valid business by polling the Board members who are present and then polling the absent Board members by telephone or other electronic transmission.

D. The President may request action by the Board between meetings by directing Association staff to poll the Board by mail ballot, telephone, teleconferencing, facsimile transmission, or electronic mail or other electronic transmission. Action taken by mail ballot, telephone, teleconferencing, facsimile transmission, or electronic mail or other electronic transmission by a majority of the total Membership of the Board shall constitute a valid action and shall be reported at the next meeting of the Board.

SECTION 8. VACANCIES. By majority vote of those present and voting, the Board may fill vacancies that occur in its Membership by electing a nominee to fill the vacancy until the next annual meeting of the Delegate Assembly. At that time, a nominee shall be elected by the Delegate Assembly to fill the unexpired term as provided in Article VI, Section 1(B), of these Bylaws.

Updated 4/22/03

BOARD OF TRUSTEES
OF THE
TEXAS ASSOCIATION OF SCHOOL BOARDS

Nominations Questions and Answers

How is the Texas Association of School Boards (TASB) governed?

The general governing body of TASB is the Delegate Assembly, which meets each fall on the Saturday of the TASA/TASB Joint Annual Convention. One of the responsibilities of the voting representatives of the Assembly is to elect the TASB Board of Trustees (TASB Board).

Who makes up the Delegate Assembly?

Annually, the Active Members designate a Delegate and Alternate from their local board to represent their interests at the Delegate Assembly. Either the Delegate or the Alternate, whichever is present on the floor, is the Active Member's voting representative. Elected TASB Board members and Legislative Advisory Council Members of the TASB Legislative Committee are also voting representatives on the Assembly floor.

What is an Active Member of TASB?

Active Members are public school boards and the boards of the 20 Education Service Centers who have paid current annual dues.

What is the composition of the TASB Board?

The 42-member TASB Board is composed of the President, the President-Elect, the Immediate Past President, and members from the 20 TASB Districts, which follow the Education Service Center boundaries.

What are the responsibilities of the TASB Board?

The TASB Board supervises, controls, and directs the affairs of TASB, within the limits of and consistent with the bylaws, beliefs, and resolutions approved by the Delegate Assembly.

Why do some TASB Districts have more than one representative?

Representation is determined by student enrollment:

1. Large District Members

An Active Member will be entitled to a position on the TASB Board if, for two consecutive years, the Active Member has had at least 1.25 percent of the total state average daily attendance (ADA). If the Active Member's ADA falls below this percentage for two consecutive school years, the Active Member's entitlement to a position on the TASB Board will end with the expiration of the current representative's term.

2. At-Large Members

A TASB District will be entitled to a position on the Board for each 4.25 percent or fraction thereof of the total state ADA contained within the TASB District for two consecutive years and after the ADA of each Large District Member has been subtracted.

What data are used to calculate the student enrollment?

Calculations are based on state ADA, as furnished by the Texas Education Agency (TEA), available as of April 1 preceding the Annual Convention.

How many Large District Members currently have representatives on the TASB Board?

At present, 12 districts qualify as Large District Members. They are: Aldine ISD, Arlington ISD, Austin ISD, Cypress-Fairbanks ISD, Dallas ISD, El Paso ISD, Fort Bend ISD, Fort Worth ISD, Houston ISD, North East ISD (San Antonio), Northside ISD (San Antonio), and San Antonio ISD.

Does a TASB Board of Trustees member have to be a member of a school board?

Yes, each voting member of the TASB Board must be a member of a school board that is an Active Member of TASB. Except in the case of the President and the Immediate Past President, any member of the TASB Board who ceases to be a member of a school board will cease to be a member of the TASB Board. The President must be a member of a local board at the time of succession to the office.

How do districts know when to nominate an individual for a position?

After the May local school board elections and prior to May 31, the Superintendent and Board President of each Active Member receive notification from the Chair of the TASB Nominations Committee that either a vacancy or expiring term exists for a position in the Active Member's TASB District.

What is meant by "expiring term?"

TASB Board of Trustee members are elected to three-year terms. The terms were initially staggered so that one-third of the Board is up for reelection each year. Prior to the May mailout to districts, incumbent Trustees are asked if their intent is to seek reelection to the TASB Board. Their intent is stated in the notification letter to districts.

How does an Active Member nominate an individual?

Active Members have until June 30 to place the name of a local board member in nomination for a position. Local board action is required. In the May mailout to Active Members, a nomination form is provided for this purpose. The form requires the nominated individual's name and address, the date of the board meeting at which the individual was nominated and the signature of the board president.

Four items must be submitted to TASB by June 30: (1) the nomination form (stating nominated individual's name and address, date of board meeting at which the individual was nominated, and signed by the local board president), (2) the nominated individual's biographical information, (3) a signed letter from the nominated individual indicating a willingness to serve, if elected, and (4) the nominee questionnaire.

Can an Active Member nominate more than one individual for a position?

No.

Can an individual be a candidate for more than one position?

No.

Does TASB acknowledge receipt of an Active Member's nomination?

Yes, the nominated individuals receive a letter acknowledging their candidacy, along with information regarding a meeting (prior to August 15) with the TASB Nominations Committee, at which time all nominated individuals are interviewed by the committee. A copy of this information is also sent to the nominated individual's superintendent.

How does an Active Member endorse a nominated individual?

Active Members have until July 31 to endorse the candidacy of a nominated individual from another board in their TASB district. Local board action is required. In the May mailout to Active Members, an endorsement form is provided for this purpose. The form requires the nominated individual's name and address, the date of the board meeting at which the nominated individual was endorsed, and the signature of the board president.

What is the role of the TASB Nominations Committee?

The Nominations Committee interviews nominated individuals and prepares a slate of nominees for the election ballot presented to the Delegate Assembly.

How are the members of the Nominations Committee chosen?

The TASB Nominations Committee is elected from the members of the TASB Board by the TASB Board at the convention meeting of the Board each year, to take office immediately following the convention. In the election of the committee, the Board must consider representation by gender, ethnicity, school district size, geographic location, and wealth per student. The Immediate Past President serves as Chair. The TASB President serves as a voting *ex officio* member and the President-Elect serves as a nonvoting *ex officio* member.

Who pays the nominated individual's expenses incurred in attending the interview meeting with the Nominations Committee?

The nominated individual's local board.

How are the nominated individuals chosen for inclusion on the official Delegate Assembly ballot?

The Nominations Committee selects one or more of the nominated individuals for each position on the ballot. If a nominated individual has received endorsements from a majority of the Active Members in the TASB District, the Nominations Committee must select this individual as its sole nominee.

In addition to the Committee's nominees, the ballot also lists any nominated individuals who have received endorsements from 25 percent of the Active Members within their TASB district.

What if a nominated individual is not the committee's choice and has not received endorsements from 25 percent of the Active Members in their district?

Floor nominations are accepted by the President on the day of and before the beginning of the annual Delegate Assembly. The nomination must be made by the voting representative of the nominated individual's Active Member. The same three items requested for nominations prior to June 30 must be presented in writing to the President: (1) the nomination form (stating the nominated individual's name and address, date of board meeting at which the individual was nominated, and signed by the local board president), (2) the nominated individual's biographical information, and (3) a signed letter from the nominated individual indicating a willingness to serve, if elected.

When are the Active Members notified of the official slate of nominees?

Thirty days, or as soon thereafter as practical, before the Delegate Assembly, Active Members and named voting representatives receive the committee's slate of nominees along with biographical information for each nominee.

What happens if a nominee is unable to serve?

The Nominations Committee, at the call of its Chair, will select an alternate nominee and notify Active Members and voting representatives of its amended report as soon as feasible, but no later than the opening of the annual Delegate Assembly.

Can nominated individuals get mailing labels to use for providing information regarding their candidacy to the Active Members in their TASB District or to the named voting representatives of the Delegate Assembly?

Yes, labels are available from TASB at no charge to members.

Are nominated individuals permitted to distribute campaign materials at the Delegate Assembly?

Yes, prior to the call to order and as long as their activity does not disrupt the Assembly.

Will the nominated individuals be allowed to speak or have someone speak on behalf of their candidacy at the Delegate Assembly?

Yes, speeches are allowed in contested races only and are limited to one three-minute speech per nominated individual, in accordance with the standing rules of the Assembly.

At the Delegate Assembly, do voting representatives cast their vote for all positions on the ballot, or just those in their TASB District?

All voting representatives of the Assembly cast a vote on all positions on the ballot.

How are votes cast, tallied, and reported?

Voting in the election is done by electronic keypads. The Teller Committee supervises the voting and certifies the accuracy of the counts. The Teller Committee Chair reports the results to the Assembly.

How is the Teller Committee selected?

After the Nominations Committee's slate of nominees is chosen, the TASB President appoints board members from Active Members to serve on the Teller Committee. The TASB President considers representation by school size, geographic location, and wealth per student in the selection of this committee. No Active Member represented on the slate of nominees is allowed to have a board member participate as a member of the Teller Committee.

How are the winners determined?

If there are two nominees for a position, the nominee receiving the larger number of votes shall be elected Trustee. If there are three or more nominees for a Trustee position and no nominee receives a majority vote of the voting representatives present and voting for the position, a run-off election will be conducted between the two nominees receiving the largest numbers of votes.

When will the run-off election be conducted?

Immediately following the election results announcement.

When do the terms of newly elected Trustees and Officers begin?

At the completion of the final official session of the annual convention during which the Trustee or Officer was elected by the Delegate Assembly.

When does the TASB Board meet?

The TASB Board meets four times a year (fall at convention, December, March, and summer).

Who pays Trustee expenses to attend meetings?

Lodging and transportation expenses incurred by Trustees attending the regular December, March, and summer TASB Board meetings are reimbursed by TASB. Transportation expenses and one night's lodging expenses incurred by Trustees attending the regular convention board meeting held in conjunction with the annual TASB/TASA convention are reimbursed by TASB. Generally, expenses incurred while attending any other meetings of the TASB Board or Standing Committees, not held in conjunction with the four regular meetings, will be reimbursed by TASB, in accordance with TASB Board policy.

Who do I contact for more information?

Contact Mary Ann Briley (800-580-8272, ext. 3594) at TASB or e-mail maryann.briley@tasb.org.

BOARD OF TRUSTEES

FAYE BEAULIEU, Ph.D.
President

TOMMY TAYLOR
Vice-President

ELLEN JONES
Secretary

HEB
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Independent School District

GENE A. BUINGER, Ed.D.
Superintendent of Schools

BOARD OF TRUSTEES

JEFF BURNETT, D.Min.

JOHN H. CLANTON

RON MAY

KAY MILLER

May 23, 2003

Mr. Micky Shearon, President
Granbury ISD
600 W Pearl St
Granbury, Texas 76048-2046

Dear Mr. Shearon:

I am one of four trustees from District 11 that currently represents your school board as a trustee of the Texas Association of School Boards for position 11D. At the delegate assembly in 2001, I was elected to fill the remaining two years of Anne Cozart's term, which expires at the delegate assembly this fall.

During my almost two years of service, I served on the TASB budget and finance committee, Federal Relations Network, and judge for the architectural committee on school designs. As an advocate for children I have taken an active part in this legislative session by testifying in Austin before the House Education Committee.

At present, I am a member of the current class of Leadership TASB and will become a Master Trustee this fall. Currently, I am serving my 11th year as a trustee on the Hurst-Euless-Bedford ISD board of trustees. During my tenure I served two years as vice president and five years as president.

I urge your board to nominate someone and am asking for your board's support by nominating me for the upcoming three-year term. Two years ago I noticed that a lot of boards in Region 11 chose not to bother nominating anyone. Recently you should have received a letter concerning the nomination process, which is due by June 30.

As your representative on the TASB board, I will continue to strive to make TASB a greater organization and will always be open to our thoughts and suggestions on how your organization can better serve your board's needs.

Sincerely,

Ron May
Hurst-Euless-Bedford ISD Board of Trustees
TASB Board of Trustees

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enclosure

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GENE A. BUINGER, ED.D.
Superintendent of Schools

May 23, 2003

Mr. William Harris, Superintendent
Granbury ISD
600 W Pearl St
Granbury, Texas 76048-2046

MAY 2[illegible]

Dear Mr. Harris:

Ron May, current HEBISD trustee and member of the TASB Board of Trustees, is seeking re-election to the District 11D position he presently holds. The current HEB board of trustees president, Faye Beaulieu, will be contacting your board president to seek the support of your board for Ron May's candidacy and I wanted you to be aware of this pending communication.

Ron May served five years as president of the HEB board of trustees and has held the District 11D position for nearly two years. During his term he has participated in Leadership TASB and has served on the Budget and Finance Committee plus the Federal Relations Network.

A nomination form will be sent to your board president as a part of the communication from Faye Beaulieu, HEBISD board of trustees president. However, I am taking the liberty of including a form. Nomination forms have to be returned to TASB by July 31, 2003.

Sincerely,

Gene Buinger

Gene Buinger, Ed.D.
Superintendent of Schools

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