

NOTICE OF REGULAR
State of Texas
County of Orange
West Orange-Cove Consolidated ISD
Board Members may participate by telephone
and/or video conferencing

April 25, 2016
6:00 PM

Notice is hereby given of a Regular of the Board of Trustees of the West Orange-Cove CISD, to be held on April 25, 2016, at 6:00 PM—**In light of the COVID-19 pandemic and related issues, this meeting shall be held only by video conferencing and/or telephone.**

Vision Statement:

Empowering lives through excellence every day.

District Goals:

Goal 1: WOCCISD believes that student success is measured in many ways.

Goal 2: WOCCISD will afford every student the opportunity to graduate college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation.

Goal 3: WOCCISD will be good stewards of the taxpayer's funds.

Goal 4: District facilities will be maintained in a manner that extends the functional life of all buildings and equipment.

Goal 5: Community Relations: WOCCISD believes in positive, accurate, and open communications throughout the district.

Goal 6: WOCCISD believes in improvement that is intentional, systemic, and enduring.

- I. **Routine Business**
 - A. Call To Order
 - B. Invocation
 - C. Pledge of Allegiance
 - D. Certification of Notice
- II. **Audience with Patrons (limited to 5 minutes per patron)**

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.
- III. **Superintendent's Report - (Rickie Harris)**
 - A. **Middle School Campus Recognition (Anthony Moten)**
 1. Employee of the Month
 2. Student of the Month
 3. Teacher of the Month
 - B. **Maintenance Department Employee of the Month (Greg Willis)**
 - C. **Precision Machine State Recognition (Carlo Paulino)**

	D. Super Fan Recognition (Rickie Harris)	
IV.	Consent Agenda Items	
	A. Action Items:	
	1. Consider approval of Budget Amendments (Robin Hataway)	5
	2. Consider approval of Bid Property (Robin Hataway)	8
	3. Consider approval of acceptance of bid for property: Former WO-C Administration Building (Rickie Harris)	19
	4. Consider approval of acceptance of bid for property: Former WOCCISD Central Service Center (Rickie Harris)	22
	5. Consider approval of acceptance of bid for property: Former Lorena Oates Elementary (Rickie Harris)	25
	6. Consider approval of Interlocal Agreement: Pace Purchasing Cooperative (Robin Hataway)	28
	7. Board Meeting Minutes as follows: (Donielle Duff)	
	a. October 19, 2015 - Called	34
	b. October 26, 2015 - Regular	38
	c. November 16, 2015 - Regular	42
	d. December 3, 2015 - Called	47
	e. January 14, 2016 - Called	49
	f. January 19, 2016 - Regular	51
V.	Finance (Robin Hataway)	
	A. Information/Discussion Items	
	1. Financial Statements	
	a. General Operating Funds	55
	b. Student Nutrition Fund	58
	c. Debt Service	59
	d. Check Register	
	e. Tax Collection 2015	60
	f. Tax Collection 2016	61
	g. Investment Report	62
	h. Head Start	63
	2. Donation	
	a. Donation provided by Dairy Queen (WO-S High School)	65
	b. \$50 donation from Kroger's (North ELC)	66
VI.	Operations (Wayne Guidry)	
	A. Action Item	
	1. Consider approval of Aramark - Food Service Contract Renewal 2016-2017	67
VII.	Instruction	
	A. Information Items	
	1. Head Start (Sherry Hardin)	
	a. Director's Report	83
	B. Action Items	
	1. Consider Approval of 2016/2017 Instructional Material Allotment Certification (Dr. Silvia Martinez)	84
	2. Consider Approval of Final Selections of 2015/2016 Instructional Materials and Ratification of the District's Certification of Instructional Materials (Dr. Silvia Martinez)	85
	3. Head Start (Sherry Hardin)	

- a. Consider approval of Grant FY 2 86
 - (1) Additional Supporting Documents 319
- VIII. **Policy**
 - A. **Action Items**
 - 1. Consider approval of BF Local and Policy Update 104 326
 - (Anitrea Goodwin)
 - a. Policy Update Instruction Sheet
 - b. Vantage Points
 - c. Explanatory Notes
 - d. Local Policy Comparisons
 - 2. Consider approval of Resolution for payment of employees 490
 - impacted by recent flooding (Anitrea Goodwin)
- IX. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.
 - A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)
 - 1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.
 - B. Teachers and Administrators (Tex.Gov't Code 551.074)
 - 1. Discussion of Selection/Employment
 - 2. Discussion of Evaluation
 - 3. Reassignment and Resignations
 - 4. Duties
 - 5. Discipline
 - 6. Discussion of Termination
 - 7. Consider renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.
 - C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)
 - D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)
 - E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)
- X. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.
- XI. **Personnel (Anitrea Goodwin)**
 - A. **Information Item:**
 - 1. Substitute List
 - 2. Resignations
 - B. **Action Items:**
 - 1. Consider approval of creation of new position entitled Campus Behavioral Coordinator
 - 2. Consider approval of 2016-2017 contractual staff

XII. Adjourn

#boldsubject#

All final votes, actions, or decisions shall be taken or made in Open Session.

This notice was posted and filed in compliance with the Open Meetings Law on .

Rickie Harris,
Superintendent



WEST ORANGE – COVE CISD

902 W. Park Ave., P.O. Box 1107

Orange, Texas 77630

Phone: 409.882.5600 Fax: 409.882.5467

BOARD DOCUMENT

MEETING DATE: April 25, 2016

AGENDA ITEM: Consider Approval of Budget Amendments

Attached are the Budget Amendments posted in February and March 2016, for your review. These include general operating fund amendments that move funds from one function to another.

If members of the Board of Trustees have questions regarding any of these budget amendments, we request that they contact our office prior to the Board meeting so that we may have detailed answers to any questions during or before the meeting.

Rickie Harris

Rickie Harris
Superintendent

Robin Hataway

Robin Hataway
Accountant

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
15-00173	Transfer funds to library	2015-2016	04/07/2016	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer funds to library per Judy	199 E 12 6269 00 001 0 11 101	04/07/2016	800.00	0.00
2		Transfer funds to library per Judy	199 E 11 6269 00 001 0 11 101	04/07/2016	0.00	800.00
TOTALS					800.00	800.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
15-00131	MOVE FUNDS TO INCREASE EMPLOYEE TRAVEL TO PAY	2015-2016	03/31/2016	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MISC. OPERATING COSTS	199 E 21 6299 00 900 0 23 753	03/09/2016	0.00	648.00
2		EMPLOYEE TRAVEL	199 E 11 6411 00 900 0 23 753	03/09/2016	648.00	0.00
TOTALS					648.00	648.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
15-00154	Add funds for A/P travel	2015-2016	03/29/2016	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Add funds for assistant principal travel	199 E 11 6411 00 001 0 11 101	03/29/2016	500.00	0.00
2		Add funds for assistant principal travel	199 E 13 6499 00 001 0 99 101	03/29/2016	0.00	500.00
TOTALS					500.00	500.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
15-00127	Transfer funds for e-rate	2015-2016	03/08/2016	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer funds for non e-rate eligible licensing	199 E 53 6399 00 952 0 99 752	03/08/2016	21,627.78	0.00
2		Transfer funds for non e-rate eligible licensing	199 E 11 6399 00 952 0 11 752	03/08/2016	0.00	15,014.18
3		Transfer funds for non e-rate eligible licensing	199 E 11 6499 00 952 0 11 752	03/08/2016	0.00	3,613.60
4		Transfer funds for non e-rate eligible licensing	199 E 13 6399 00 952 0 11 752	03/08/2016	0.00	3,000.00
TOTALS					21,627.78	21,627.78

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
15-00126	To Cover Cost of CLASS trainer	2015-2016	03/08/2016	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		To Cover Cost of CLASS trainer	205 E 13 6411 20 104 6 34 114	03/07/2016	451.44	0.00
2		To Cover Cost of CLASS trainer	205 E 13 6219 20 104 6 34 114	03/07/2016	8,248.37	0.00
3		To Cover Cost of CLASS trainer	205 E 23 6411 20 104 6 34 114	03/07/2016	0.00	2,860.02

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
15-00126	To Cover Cost of CLASS trainer	2015-2016	03/08/2016	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
. . . CONTINUED						
4		To Cover Cost of CLASS trainer	205 E 31 6411 20 104 6 34 114	03/07/2016	0.00	17.99
5		To Cover Cost of CLASS trainer	205 E 32 6411 20 104 6 34 114	03/07/2016	0.00	2,755.40
6		To Cover Cost of CLASS trainer	205 E 33 6411 20 104 6 34 114	03/07/2016	0.00	1,074.82
7		To Cover Cost of CLASS trainer	205 E 33 6219 00 104 6 34 114	03/07/2016	0.00	1,991.58
TOTALS					8,699.81	8,699.81

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
15-00116	To Cover Costs of Nursing and Instructional S	2015-2016	02/25/2016	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Nursing Supplies	199 E 33 6399 00 104 0 30 114	02/25/2016	1,761.67	0.00
2		To Cover Costs of Nursing, Office, and Instructional Supplies	199 E 11 6411 00 104 0 30 114	02/25/2016	0.00	8.18
3		To Cover Costs of Nursing, Office, and Instructional Supplies	199 E 53 6399 00 104 0 30 114	02/25/2016	0.00	3,078.78
4		Instructional Supplies	199 E 11 6399 00 104 0 30 114	02/25/2016	1,609.69	0.00
5		To Cover Costs of Nursing, Office, and Instructional Supplies	199 E 11 6499 00 104 0 30 114	02/25/2016	0.00	34.40
6		To Cover Costs of Nursing, Office, and Instructional Supplies	199 E 23 6299 00 104 0 30 114	02/25/2016	0.00	250.00
TOTALS					3,371.36	3,371.36

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
15-00081	To purchase library books.	2015-2016	02/23/2016	Submit Transfer	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Library supplies	199 E 12 6399 00 041 0 11 141	02/22/2016	0.00	1,083.00
2		Library reading materials	199 E 12 6329 00 041 0 11 141	02/22/2016	1,083.00	0.00
3		Employee travel	199 E 13 6411 00 041 0 11 141	02/22/2016	0.00	2,200.00
4		Library reading materials	199 E 12 6329 00 041 0 11 141	02/22/2016	2,200.00	0.00
TOTALS					3,283.00	3,283.00

***** End of report *****



**LYNDA GUNSTREAM, PCC
ORANGE COUNTY
TAX ASSESSOR-COLLECTOR**

(409) 882-7971
(409) 769-0064

P. O. BOX 1568
ORANGE, TX 77631-1568
Email: lgunstream@co.orange.tx.us

FAX: (409) 882-7912

DATE: MARCH 3, 2016

TO: WEST ORANGE COVE CISD

FROM: LYNDA GUNSTREAM

RE: BID PROPERTY

8

The account(s) listed below are trust properties on which bids have been submitted. Information on each property and your entity's portion of the bid is attached. The properties in question are:

	ACCOUNT #	SUIT/CASE #	PROPERTY LOCATION
1.	011945-005560	A050136-T	903 3 rd St., Orange

The County Commissioner's Court gave County approval for the acceptance of the above listed bid property. Your assistance in presenting this information to your governing body and insuring that it gets placed on the agenda for action will be appreciated. **Once presented please complete and fax the attached form indicating the action taken.**

If I can be of further assistance, please let me know.

Respectfully,
Lynda Gunstream
Tax Assessor/Collector

NOTIFICATION

**TO: Lynda Gunstream, PCC
Orange County Tax Assessor-Collector**

RE: Action Taken on Submitted Bid for Trust Property

On _____ the governing body for West Orange CISD voted on the bid property referenced below. The action taken is reflected as indicated below:

Check Appropriate Box

	CASE #	ACCOUNT # PROPERTY LOCATION	ACTION TAKEN	
			Approved	Disapproved
1.	A050136-T	011945-00560 903 3 rd St., Orange		

Signature

Title

Date

Upon approval please sign and email or fax to:

Octavia Guzman
Tax Clerk
Orange County Tax Office
Email: oguzman@co.orange.tx.us
Fax: (409) 882-7912

LINEBARGER GOGGAN BLAIR & SAMPSON, LLF

ATTORNEYS AT LAW
 1949 SOUTH I.H. 35
 P. O. BOX 17428
 AUSTIN, TEXAS 78760

512/447-6675
 FAX 512/443-3494

Douglas Steven Bird

email to steve.bird@publicans.com

February 19, 2016

Ms. Lynda Gunstream, Tax Assessor Collector
 Orange County
 P. O. Box 1568
 Orange, Texas 77631-1568

RE: Bid on trust property described as:

**Lot S147.5' of 1 & E 25x147.5' of Lot 2 Blk 94 Sheldon
 903 3rd St.**

Account #: 011945-005560 Suit #: A050136-T

Orange County, et al vs. Jacquelyn Johnson, et al

Date of Sale: November 4, 2014

10

Dear Lynda:

We recently received a bid on the property referenced above currently being held in trust

Ahmal Tuck tendered the bid. If accepted the bid would be distributed as noted below.

Amount of Bid: \$ 3,300.00
 Less Court Cost of: \$ 303.56
 Date of Tax Sale: November 4, 2014
 Amount to be Distributed: \$ 2,996.44

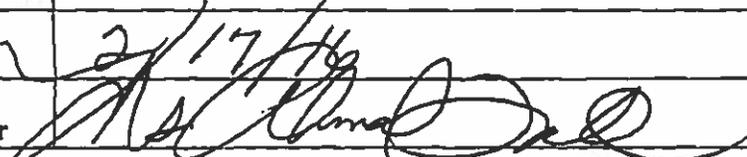
	<u>Tax Amount</u>	<u>Percent of Total</u>	<u>Actual Recovery</u>
West Orange-C CISD	\$ 6,031.52	49.95%	\$ 1,496.72
Orange County	\$ 2,408.48	19.96%	\$ 598.10
Farm to Market	\$ 23.52	0.19%	\$ 5.69
Port District	\$ 37.40	0.31%	\$ 9.29
Drainage District	\$ 466.59	3.86%	\$ 115.66
City of Orange	\$ 3,107.30	25.73%	\$ 770.98
Water District	\$ N/A	N/A	\$ N/A
Emergency Service Dist	\$ N/A	N/A	\$ N/A
TOTAL	12,074.81	100.00%	2,996.44

**BID SUBMISSION FORM
On TRUST PROPERTY**

Note: Please consult instruction sheet on the necessary items required when submitting a bid.

Name of Bidder:	(Please Print) <u>Ms. Ahmal Tuck</u>		
Mailing Address:	<u>3110 Hollow Creek Drive</u> <u>Houston, Tx 77082</u>		
Phone Number:	Cell:	<u>(713) 320-0345</u>	
	Home:	<u>(713) 320-0345</u>	Work: <u>(713) 320-0345</u>

Property Identification:	Account # <u>X11945-00556</u>	Suit/ Cause #: <u>A050136-T</u>	11
Legal Description:	<u>LOT 5 147 5' of 1 & E 25x147 5' of</u> <u>LOT 2 Bk 94 Sheldon Subd 4903-</u> <u>3rd Street</u>		
Location:	<u>903 3rd Street Orange, TX 77632</u>		

Amount of Bid:	\$ <u>3,300.00</u>		
If accepted, in what name and address should the deed be prepared?	Name:	<u>Ms. Ahmal Tuck</u>	
	Address:	<u>3110 Hollow Creek Drive</u> <u>Houston, TX 77082</u>	
Date of Bid:	<u>2/17/14</u>		
Signature of Bidder			

The taxing jurisdictions reserve the right to reject any and all bids. Once action has been taken the bidder will be notified at the mailing address noted above. Also, please note that bidders on trust property must be able to demonstrate that they owe no other delinquent property taxes in Orange County as provided for in section 34.015 of the Texas Property Tax Code.

ALL PHOTOS OF TAX SALE PROPERTIES ARE PROVIDED FOR ADDITIONAL INFORMATIONAL PURPOSES ONLY. PHOTOS AND/OR FOR SALE SIGNS POSTED ON PROPERTY MAY NOT FULLY AND/OR COMPLETELY IDENTIFY THE PROPERTY SUBJECT TO THE FORECLOSURE SALE. ALL PROSPECTIVE BIDDERS SHOULD INDEPENDENTLY SATISFY THEMSELVES AS TO THE EXACT PROPERTY TO BE SOLD BY REVIEWING THE INFORMATION CONTAINED IN THE SPECIFIC JUDGEMENT AND THE DEED RECORDS OF ORANGE COUNTY, TX.

Submit to: Orange County Tax Office
P.O. Box 1568
Orange, TX 77631-1568

**TRUST PROPERTY BID
Quick Review**

Account #:	011945-005560
Location:	903 3 rd St. , Orange
2015 VALUE ON TAX ROLL	
Land Value	3,142
Improvement	22,941
Total Value	26,083
Amount of Bid:	\$ 3,300.00
Acres:	.254 Acres
Condition of Property:	Building in very poor condition. Leaky roof , mold throughout.
Length of time as trust property:	15 months.
Tax Collector Comment:	Being the building is in such poor condition and has had little interest in the past 15 months, I would recommend acceptance of this bid.

STATEMENT OF ALL TAXES DUE

ACCT # 011945-005560
 DATE 02/16/2016
 OG



ORANGE COUNTY TAX OFFICE
 P. O. BOX 1568
 ORANGE, TEXAS 77631-1568
 (409) 882-7971

Property Description			
LOT S147.5' OF 1 & E 25X147.5' OF LOT 2 BLK 94 SHELDON 903-907 3RD STREET			
TOWN	-ORANGE, TX	LOCATION-	903 3 ST
ACRES	- .254		

Values			
LAND MKT VALUE	3,142	IMPR/PERS MKT VAL	22,941
LAND AGR VALUE		MKT. BEFORE EXEMP	26,083
EXEMPTIONS GRANTED:	NONE	LIMITED TXBL. VAL	
		SUIT NO. A050136-T	

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ORANGE COUNTY, TRUSTEE
 PO BOX 1568

ORANGE TX 77631-1568

	LEVY	P&I	ATTY FEES	AMT DUE
TAXES 2008	99.90	96.91	31.88	228.69
TAXES 2009	1,457.87	1,239.20	436.92	3,133.99
TAXES 2010	1,823.59	1,331.20	510.20	3,664.99
TAXES 2012	1,250.24	612.62	300.89	2,163.75
TAXES 2013	1,251.99	463.24	277.65	1,992.88
TAXES 2015	726.13	50.83	116.55	893.51
	<u>6,609.72</u>	<u>3,794.00</u>	<u>1,674.09</u>	<u>12,077.81</u>
				=====
		TOTAL DUE 02/2016		12,077.81
		TOTAL DUE 03/2016		12,162.88
		TOTAL DUE 04/2016		12,247.92
		TOTAL DUE 05/2016		12,333.00

ACCT # 011945-005560

BREAKDOWN OF TAX DUE BY JURISDICTION

JURISDICTION	LEVY	P&I	ATT FEES	TOTAL
COUNTY OF ORANGE	1,278.07	735.29	395.12	2,408.48
FARM TO MARKET	12.15	7.47	3.90	23.52
CITY OF ORANGE	1,709.34	992.67	405.29	3,107.30
NAV & PORT	19.70	11.55	6.15	37.40
DRAINAGE DISTRICT	248.53	141.55	76.51	466.59
WEST ORANGE CISD	3,341.93	1,905.47	787.12	6,034.52

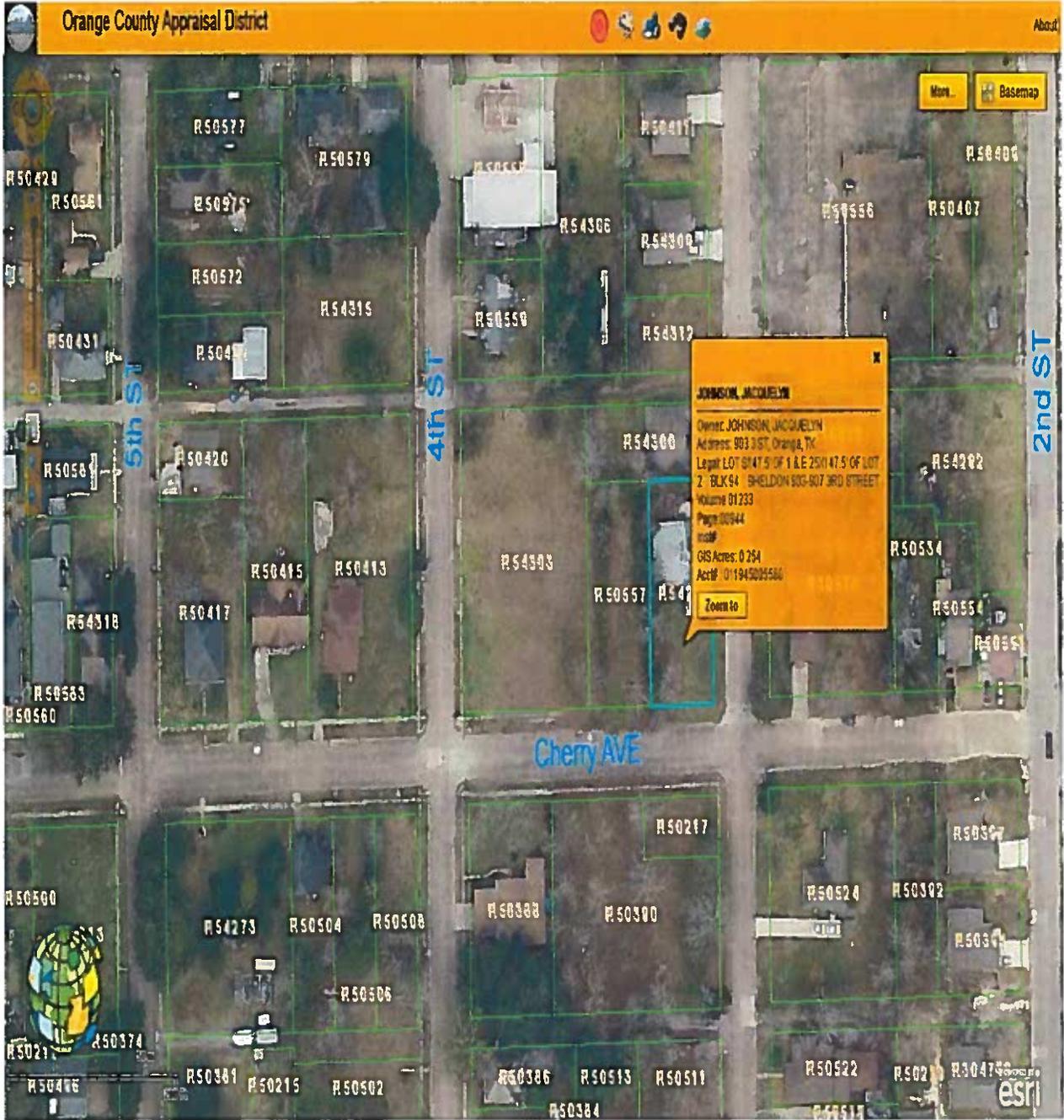
TAX LEVY FOR THE CURRENT ROLL YEAR: CO	141.24
TAX LEVY FOR THE CURRENT ROLL YEAR: FM	.65
TAX LEVY FOR THE CURRENT ROLL YEAR: COR	182.58
TAX LEVY FOR THE CURRENT ROLL YEAR: PORT	2.00
TAX LEVY FOR THE CURRENT ROLL YEAR: DR	27.98
TAX LEVY FOR THE CURRENT ROLL YEAR: SWO	371.68
TOTAL TAX LEVY FOR THE CURRENT ROLL YEAR	726.13

ATTY DAT 02/05/2014

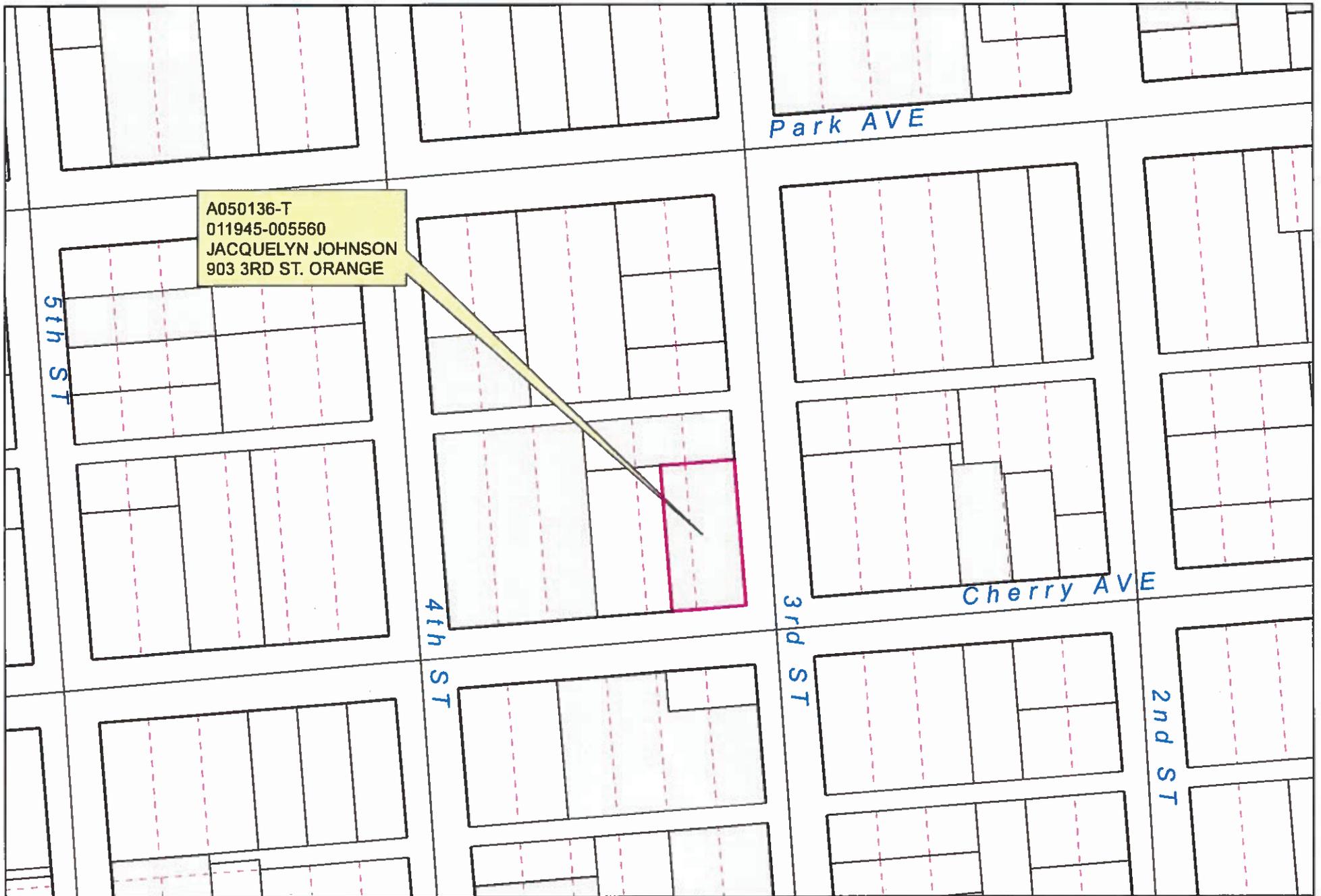
JUDGEMENT DATE 06/19/2014

** Pay your taxes online at **
 ** www.co.orange.tx.us/taxoffice **
 ** Your payment is appreciated **



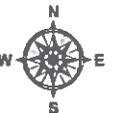


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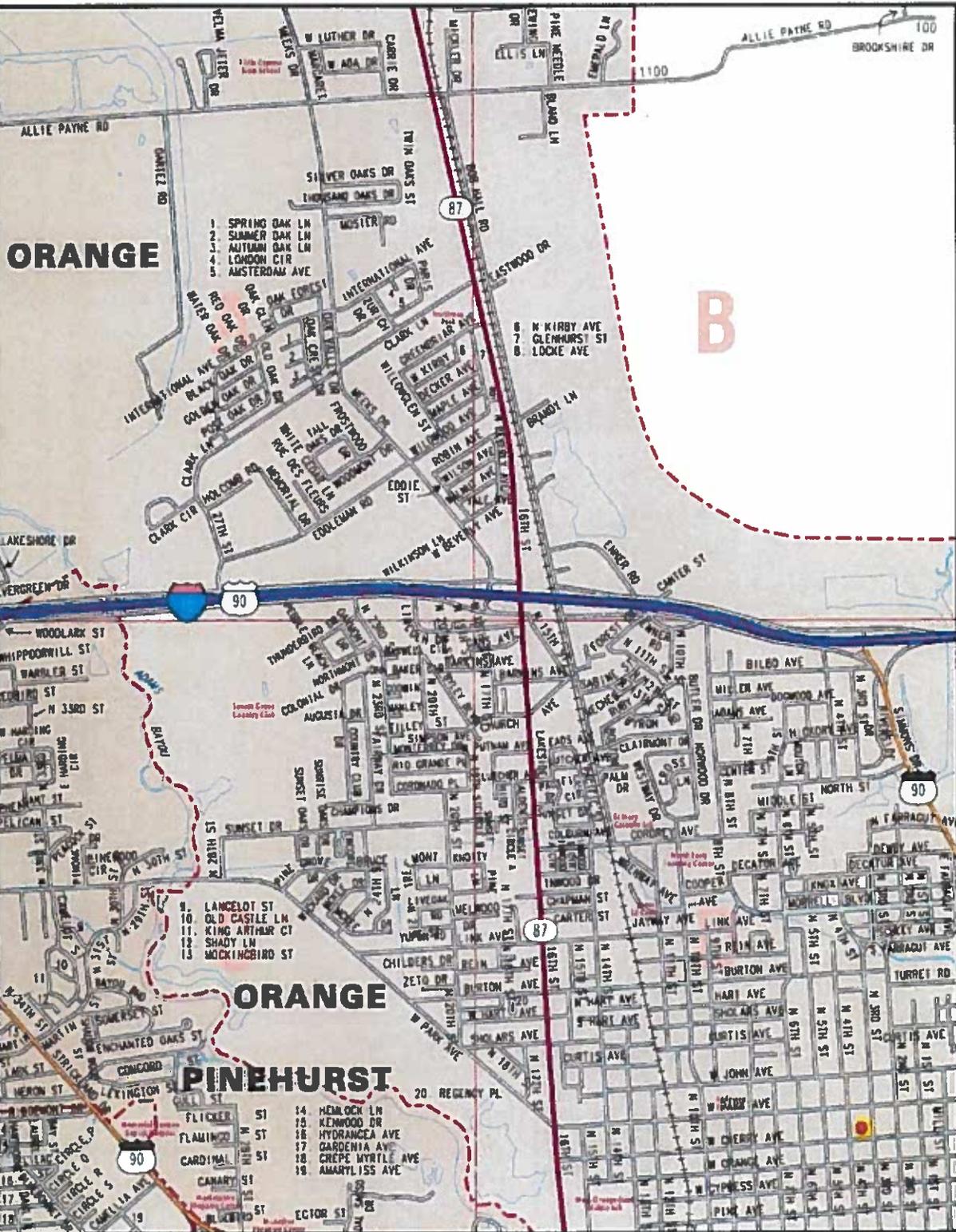


The data on this map was created for the internal use of the Orange County Appraisal District. The Orange County Appraisal District does not guarantee nor warrant the accuracy of the data appearing hereon. THERE IS NO WARRANTY OF ANY KIND EXPRESSED OR IMPLIED, AND SPECIFICALLY THERE IS NO WARRANTY OF MERCHANTABILITY OR OF FITNESS

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SALE #3
11-4-2014 Tax Sale



See Page 19



ORANGE

ORANGE

PINEHURST

B

17

See Page 28

See Page 30



See Page 38

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Emergency Communications
 South East Area
 Regional Planning Commission

Scale 2.5" = 1 Mile



e Property Improvement - Building				
Type: Commercial State Code: F1 Value: NA				
Type	Description	Class CD	Year Built	SQFT
COMM	Commercial	CCOMM	1966	3,340.00

e Property Land							
Type	Description	Acres	Sqft	Eff Front	Eff Depth	Market Value	Prod. Value
IMP	Improved	0.25		147.50	75.00		NA

e Property Roll Value History									
Year	Improvements	Land Market	Ag Valuation	Appraised	HS Cap	Assessed			
2016		NA	NA	NA	NA	NA			NA
2015		\$22,941	\$3,142	\$0	\$26,083	\$0			\$26,083
2014		\$45,451	\$3,142	\$0	\$48,593	\$0			\$48,593
2013		\$41,944	\$3,142	\$0	\$45,086	\$0			\$45,086
2012		\$41,480	\$3,142	\$0	\$44,622	\$0			\$44,622
2011		\$42,068	\$3,142	\$0	\$45,210	\$0			\$45,210
2010		\$66,116	\$3,142	\$0	\$69,258	\$0			\$69,258
2009		\$48,380	\$2,513	\$0	\$50,893	\$0			\$50,893
2008		\$670	\$3,142	\$0	\$3,812	\$0			\$3,812
2007		\$670	\$3,142	\$0	\$3,812	\$0			\$3,812

e Property Deed History							
Deed Date	Type	Description	Grantor	Grantee	Volume	Page	Number
12/10/2014	SHFD	SHERIFF'S DEED		ORANGE COUNTY, TRUSTEE			414160
			UNKNOWN BUYER	UNKNOWN BUYER	01233	00944	
			UNKNOWN BUYER	UNKNOWN BUYER	01155	00127	
			UNKNOWN BUYER	UNKNOWN BUYER	01112	00692	
			UNKNOWN BUYER	UNKNOWN BUYER	01061	00829	
			UNKNOWN BUYER	UNKNOWN BUYER	00811	00681	
				UNKNOWN BUYER	00742	00250	

DISCLAIMER Information provided for research purposes only. Legal descriptions and acreage amounts are for appraisal district use only and should be verified prior to using for legal purpose and/or documents. Please contact the Appraisal District to verify all information for accuracy.



WEST ORANGE COVE- CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. BOX 1107

ORANGE, TEXAS 77630

Date: April 25, 2016

To: Board of Trustees

From: Mr. Rickie Harris

**Subject: RECOMMENDATION TO APPROVE BID FOR PROPERTY LOCATED AT 505 15TH ST
ORANGE, TEXAS 77630 APPROXIMATELY 0.984 ACRES, FORMER SITE AS WOCCISD
ADMINISTRATION (ESC).**

Bids for Property were opened April 15, 2016. The Purchasing Department mailed four invitations for bids and received four responses. The bid tabulation is attached for your review.

St. James Missionary Baptist Church

Brazoria County Alternative Academy

It is recommended that the Board award contract to St. James Missionary Baptist Church for price submitted.

Respectfully Submitted:

Rickie Harris
Superintendent

Robin Hataway
Staff Accountant



WEST ORANGE COVE- CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. BOX 1107

ORANGE, TEXAS 77630

Property Location: 505 15th Street Orange, Texas 77630 approximately 0.984 Acres being the former site for WOCCISD Administration (ESC).

BIDDER	BID AMOUNT
St. James Missionary Baptist Church	\$80,000
Brazoria County Alternative Academy	\$10,000



Options for WO-C Administration Building

505 N. 15th St.

Orange, TX 77630

4/18/16

Options:

- I. Sell property at current bid price
- II. Advertise and go out for bid a second time
- III. Retain property and continue to maintain it
 - A. Annual maintenance cost as of June 2015 (\$22,297.00 Total)
 1. \$15,253.00 Insurance
 2. 5,270.00 Utilities (electricity, gas, & water)
 3. 271.00 Phone to monitor fire & burglar alarms
 4. 360.00 Alarm monitoring
 5. 1,143.00 Maintain grounds



WEST ORANGE COVE- CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. BOX 1107

ORANGE, TEXAS 77630

Date: April 15, 2016

To: Board of Trustees

From: Mr. Rickie Harris

Subject: RECOMMENDATION TO APPROVE BID FOR PROPERTY LOCATED AT 2020 WESTERN AVENUE ORANGE, TEXAS 77632 APPROXIMATELY 9.894 ACRES FORMER SITE AS WOCCISD CENTRAL SERVICE CENTER.

Bids for Property were opened April 15, 2016. The Purchasing Department mailed four invitations for bids and received four responses. The bid tabulation is attached for your review.

St. James Missionary Baptist Church

Brazoria County Alternative Academy

It is recommended that the Board award contract to Brazoria County Alternative Academy for price submitted.

Respectfully Submitted:

Rickie Harris
Superintendent

Robin Hataway
Staff Accountant



WEST ORANGE - COVE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. BOX 1107

ORANGE, TEXAS 77630

Property Location: 2020 Western Avenue Street Orange, Texas 77630 approximately 9.894 Acres being the former site for WOCCISD Central Service Center.

BIDDER	BID AMOUNT
Brazoria County Alternative Academy	\$14,000.00



Options for WO-C Central Services

2020 Western Ave.

Orange, TX 77630

4/18/16

Options:

- I. Sell property at current bid price
- II. Advertise and go out for bid a second time
- III. Retain property and continue to maintain it
 - A. Annual maintenance cost as of June 2015 (\$59,066.00 Total)
 1. \$7,286.00 Insurance
 2. 42,632.00 Utilities (electricity, gas, & water / includes Trans & CGA)
 3. 271.00 Phone to monitor fire & burglar alarms
 4. 1,371.00 General maintenance (alarm repair, vandalism, etc.)
 5. 360.00 Alarm monitoring
 6. 7,146.00 Maintain grounds



WEST ORANGE COVE- CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. BOX 1107

ORANGE, TEXAS 77630

Date: April 15, 2016

To: Board of Trustees

From: Mr. Rickie Harris

Subject: RECOMMENDATION TO APPROVE BID FOR PROPERTY LOCATED AT 900 NEWTON STREET ORANGE, TEXAS 77630 FORMER SITE AS LORENA OATES ELEMENTARY.

Bids for Property were opened April 15, 2016. The Purchasing Department mailed four invitations for bids and received four responses. The bid tabulation is attached for your review.

St. James Missionary Baptist Church

Brazoria County Alternative Academy

Respectfully Submitted:

Rickie Harris
Superintendent

Robin Hataway
Staff Accountant



WEST ORANGE - COVE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. BOX 1107

ORANGE, TEXAS 77630

Property Location: 900 Newton Street Orange, Texas 77630 approximately 8.178 Acres being the former site Lorena Oates Elementary

BIDDER	BID AMOUNT
Brazoria County Alternative Academy	\$13,000.00



Options for Oates Elementary School

900 Newton St.
Orange, TX 77630
4/18/16

Options:

- I. Sell property at current bid price
- II. Advertise and go out for bid a second time
- III. Retain property and continue to maintain it
 - A. Annual maintenance cost as of June 2015 (\$19,193.00 Total)
 1. \$5,000.00 Insurance (est.)
 2. 8,020.00 Utilities (electricity, gas, & water)
 3. 271.00 Phone to monitor fire & burglar alarms
 4. 1,255.00 General maintenance (alarm repair, vandalism, etc.)
 5. 360.00 Alarm monitoring
 6. 4,287.00 Maintain grounds

PACE PURCHASING COOPERATIVE

INTERLOCAL AGREEMENT

Member Name: West Orange Cove CISD County District Number: 181-906

Education Service Center, Region 20 (Coop) and the above named agency (member) enter into the following cooperative service arrangement.

This agreement is effective February 25, 2016 (date) and shall automatically renew unless either party gives ninety (90) days prior notice of non-renewal. This agreement may be terminated with or without cause by either party upon thirty (30) days written notice.

The Coop will:

- Handle bidding procedures
- Abide by all bid laws in the State of Texas
- Enter proposals for tabulation and evaluation
- Arrange for an Award Committee to test, evaluate and award proposals
- Develop award information forms for member use
- Send award information to vendors
- Develop system for gathering evaluation information from members on vendor performance and product quality
- Provide comparison information with previous awards to evaluate effectiveness of proposals

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The Member will:

- Designate a member employee to serve as a liaison with Coop
- Provide release time for meetings, proposal openings, and testing assistance as needed
- Identify delivery location within Member on purchase orders
- Prepare purchase orders for items awarded on proposals
- Ensure timely payments to vendors who receive proposal awards
- Provide Coop with evaluation forms regarding vendor and product concerns
- Ensure a Resolution is properly executed if required

Authorization:

Education Service Center, Region 20 and the PACE Purchasing Cooperative executed a contract to provide cooperative purchasing services to government entities.

PACE PURCHASING COOPERATIVE

INTERLOCAL AGREEMENT

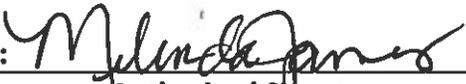
Member Name: West Orange Cove CISD County District Number: 181-906

Please send a signed Interlocal Agreement to (or fax to 210-370-5776 or e-mail to jim.metzger@esc20.net):

Education Service Center, Region 20
Attn: PACE Coop
1314 Hines Ave
San Antonio, TX 78208.

Public Entity

Education Service Center, Region 20

BY: 
Authorized Signature

BY: _____
Authorized Signature

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Executive Director of Finance
Title

Purchasing Coordinator
Title

February 25, 2016
Date

February 25, 2016
Date

Meagan Hand
Contact Person

Jim Metzger
Contact Person

Purchasing Specialist
Title of Contact Person

Purchasing Coordinator
Title of Contact Person

PO Box 1107
Street Address

210-370-5204
Phone Number

Orange Tx 77631
City, State, Zip

210-370-5776
Fax Number

409-882-5468/409-882-5452
Phone/Fax Number

jim.metzger@esc20.net
E-mail Address

memi@woccisd.net
E-mail Address

RESOLUTION

WHEREAS, it is the intent of West Orange Cove - CISD
(Name of Entity)
to join and participate in the PACE Purchasing Cooperative, being organized and administered by the
Education Service Center, Region 20.

WHEREAS, authority for this commitment is authorized by Article 791.011 Interlocal
Cooperation Act as amended and would allow for substantial savings to be realized by volume purchasing
of specific commodity items.

BE IT RESOLVED, that West Orange Cove - CISD
(Name of Entity)
Board of Trustees hereby joins in and elects to participate in the PACE Purchasing Cooperative being
organized and administered by the Education Service Center, Region 20 and recognizes that there will be
no fee for participation.

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BE IT FURTHER RESOLVED, that West Orange Cove - CISD
(Name of Entity)
Board of Trustees hereby authorizes its Superintendent/CEO to execute such documents as are appropriate
and necessary to implement the Entity's participation in said PACE Purchasing Cooperative.

We certify the foregoing is a true and correct copy of the resolution duly adopted by
West Orange Cove - CISD, of Orange, Texas. In
(Name of Entity) (City)
witness thereof, I/we have hereunto set my/our hand(s) this 25th day of
February, 2016.

AUTHORIZED SIGNATURE: _____

NAME and TITLE: _____

AUTHORIZED SIGNATURE: _____

NAME and TITLE: _____

Frequently Asked Questions

Who awards PACE contracts? New proposals are awarded by the Board of Directors of Education Service Center, Region 20.

Who can join PACE? PACE is for local government agencies, school districts, cities, counties, Colleges, Universities and non-profits throughout the United States.

When can an agency join? Right now. Interlocal agreements are listed on the PACE web site under membership.

Where are coop prices listed? For vendors that have pricing and contract information on the PACE site, a member needs to login to see those listed prices and information. Other non-listed prices are on awarded vendors web site (please follow links on the PACE vendor page).

Where is PACE located? PACE is based in San Antonio, Texas and operates as a service of Education Service Center, Region 20 (a Texas local government Education agency, a political subdivision). Members include ISD's, Cities, Counties, Universities, Non-profits and local governments.

Are PACE contracts bid? All PACE Contracts are competitively bid.

Are PACE Contracts advertised? PACE Contracts are advertised nationally in USA Today for 2 consecutive weeks followed by a 2 week response time.

Is there any membership cost or fee to join PACE? There is no agency cost or member fee.

Why should my agency join? To save money by utilizing the PACE competitively bid contract. This can you your agency time and money.



Purchasing Association of Cooperative Entities

PACE Home About PACE News Membership Contracts Contact Us Vendors

Cooperative Purchasing Agreement for Texas

This PACE Cooperative Purchasing Membership Agreement will allow a Member Agency to purchase commodities and/or services, from any and all PACE vendors, under the same terms, conditions and price as stated in each awarded contract. It is hereby agreed to by PACE and the Member Agency that:

1. PACE will Provide organizational and administrative structure of PACE. Provide Administrative and Support Staff necessary for efficient operation of PACE. Provide marketing of the PACE to expand membership, awarded contracts and commodity categories. Initiate and implement activities required for competitive bidding and vendor award process including posting, advertising, collecting proposals, scoring proposals, and awarding of vendor contracts. Provide members with current awarded vendor contracts, instructions for obtaining quotes and ordering procedures. Maintain filing system for all competitive bidding procedure requirements. Provide Reports as requested.
2. PACE member agency will Commit to participate in PACE. Designate a Primary Contact for the entity to be responsible for promoting PACE within the organization. Commit to purchase products and services from PACE Vendor Awarded Contracts when in the best interest of the entity. Accept shipments of products ordered from Awarded Vendors in accordance with standard purchasing procedures. Pay Awarded Vendors in a timely manner for all goods and services received. Report any vendor issues that may arise to the PACE Cooperative Contact. 32
3. PACE member agency agrees to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the programs contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.
4. This Agreement shall be governed by the laws of the State of Texas and venue shall be in the county in which the administrative offices of Education Service Center, Region 20 are located which is Bexar County, Texas.
5. It is the responsibility of the Entity purchasing from PACE Purchasing Cooperative awarded vendors to insure that the respective State purchasing laws are being followed.
6. This Agreement contains the entire agreement of the Parties hereto with respect to the matters covered by its terms and it may not be modified in any manner without the express written consent of the Parties.
7. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
8. Before any party may resort to litigation, any claims, disputes or other matters in question between the Parties to this Agreement shall be submitted to the nonbinding mediation.
9. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of themselves, their directors, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.

Interlocal Agreement

Please send a signed Interlocal Agreement to: Education Service Center, Region 20, Attention: PACE Coop/Jim Metzger, 1314 Hines Avenue, San Antonio, TX 78208 or e-mail to jim.metzger@esc20.net



[Interlocal Agreement](#)

Resolution

Please send a signed Resolution to: Education Service Center, Region 20, Attention: PACE Coop/Jim Metzger, 1314 Hines Avenue, San Antonio, TX 78208 or e-mail to jim.metzger@esc20.net



[Resolution - City](#)



[Resolution - County](#)



[Resolution - School District](#)



Purchasing Association of Cooperative Entities

About Us

The Purchasing Association of Cooperative Entities (PACE) is designed to give its members additional awarded contract tools to assist their entities in meeting bidding requirements, saving valuable staff resources. PACE finds vendors to assist members in meeting their operation goals and save funds when obtaining best value supplies.

PACE was created by Education Service Center, Region 13 in Austin, Texas and Education Service Center, Region 20 in San Antonio, Texas. PACE is administered by Education Service Center, Region 20. Education Service Center, Region 20 was established by the Texas Legislature in 1967 to assist school districts and charter schools in improving efficiencies and student performance. Region education service centers are non-regulatory, intermediate education units. Texas Education Code, Chapter 8, gives each school district the opportunity to voluntarily be served by and participate with a regional educational service center.



PACE welcomes public and government entities, including cities, counties, independent school districts, higher education institutions, non-profit agencies, political subdivisions, and others.

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Why Should I Join?

PACE

- Provides government agencies opportunities for greater efficiency and economy in acquiring goods and services
- Takes advantage of state-of-the-art purchasing procedures to insure the most competitive contracts
- Provides competitive price solicitation and bulk purchasing for multiple government agencies that yield economic benefits unobtainable by the individual entity
- Provides quick and efficient delivery of goods and services by contracting with high performance vendors
- Equalizes purchasing power for smaller agencies that are unable to command the best contracts due to size limitations
- Maintains credibility and confidence in business procedures by maintaining open competition for purchases and by complying with purchasing laws and ethical business practices

PACE FAQs

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Minutes of Called Board Meeting on October 19, 2015

The Board of Trustees West Orange-Cove CISD

A Called meeting of the Board of Trustees of West Orange-Cove CISD was held Monday, October 19, 2015, beginning at 6:00 PM in the Board Room of the Administration Building, 902 W. Park Ave. Orange, Texas 77630.

I. Routine Business

- A. Call To Order – Ruth Hancock
- B. Invocation – Ruth Hancock
- C. Pledge of Allegiance - All
- D. Certification of Notice – Ruth Hancock

Board Members Present: Ruth Hancock, Linda Platt-Bryant, Roderick Robertson, Rev.

Hardy O’Neal, and John Gray Jr.

Bryan Thomas Muhammad arrival 6:12 p.m.

Sarah Jefferson Simon arrival 6:39 p.m.

Board Attorney Present: George Barron

District Personnel Present: Rickie Harris, Dr. Silvia Martinez, Melinda James, Dr.

Wayne Guidry, Dr. Nina LeBlanc, Anitrea Goodwin,

Sherry Hardin, Lorraine Shannon, Greg Willis, Beverly

Robinson, Elvis Rushing, & Donielle Duff

II. Audience with Patrons (limited to 5 minutes per patron)

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.

III. Superintendent's Report

A. Discussion Item for October 19, 2015 and Action Item for October 26, 2015

1. Strategic Planning

- a. Vision Statement
- b. Mission Statement
- c. Strategic Goals

2. Consider moving to one Board Meeting a Month (Rickie Harris)

Board request agenda to be ready the third week of the month or two weeks in advance of scheduled board meeting

IV. Action Items for October 26, 2015:

A. Approval of Consent Agenda Items: 34

- 1. Budget Amendments (Melinda James)
- 2. Board Meeting Minutes as follows: (Donielle Duff)

- a. August 24, 2015 – Called
 - b. August 31, 2015 - Regular
- B. Selection of Leroy D. Breedlove Sign

V. **Finance (Melinda James)**

A. **Information/Discussion Items:**

- 1. Financial Statements
 - a. General Operating Funds
 - b. Student Nutrition Fund
 - c. Debt Service
 - d. Check Register
 - e. Tax Collection
 - (1) Tax Collection 2014
 - (2) Tax Collection 2015
 - f. Head Start Financials
 - g. Head Start Financials
- 2. Wage Increase: School Bus Drivers
 - Board request email of what was contracted pay prior to joining WOCCISD
 - Board request documents showing how much the district recuperated from insurance

VI. **Instruction**

A. **Information Item:**

- 1. Head Start Report (Sherry Hardin)
 - a. Head Start Annual Report for 2014/2015
 - b. Certification of Health and Safety Screening
 - c. Certificate of Governance and Leadership Capacity Screening
- 2. District and Campus Improvement Plans for 2015/2016 – Presentation on October 26, 2015. (Dr. Silvia Martinez, Dr. Wayne Guidry, Rod Anderson, Anthony Moten, Glenneta Henley, and Sherry Hardin)

B. **Action Items for October 26, 2015:**

- 1. Consider Approval of Head Start Impasse Procedures for Internal Disputes (Sherry Hardin)
- 2. Consider Approval of Head Start Interagency Agreement (Sherry Hardin)
- 3. Consider Approval of Request for Appointment of School Board Representative As Liaison on Head Start Policy Council (Sherry Hardin)
- 4. Consider approval of District and Campus Improvement Plans for 2015/2016 (Dr. Silvia Martinez)
 - a. Draft of North ELC Campus Improvement Plan 2015/2016
 - b. Draft of West Orange-Stark Elementary Campus Improvement Plan 2015/2016
 - c. Draft of West Orange-Stark Middle School Campus Improvement Plan 2015/2016

- d. Draft of West Orange-Stark High Scholl Campus Improvement Plan 2015/2016
- e. Draft of West Orange-Cove District Improvement Plan 2015/2016

VII. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.

Board convened to closed session at 6:53 p.m.

- A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law. (Tex. Govt. Code 551.071)
 - 1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.
- B. Teachers and Administrators (Tex. Gov't Code 551.074)
 - 1. Discussion of Selection/Employment
 - 2. Reassignment and Resignations
 - 3. Discussion of Evaluation
 - 4. Discipline
 - 5. Duties
 - 6. Discussion of Termination
 - 7. Consider renewals, non-renewals and terminations of contracts for professional and non- professional personnel and related actions.
- C. Discussion of Discipline of Students (Tex. Govt. Code 551.082)
- D. Discuss other matters as authorized by (Tex. Govt. Code 551.071-551.084)
- E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)
- F. Deliberation Regarding Real Property (Tex. Govt. Code 551.072)

VIII. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.

Board reconvened to open session at 7:57 p.m.

IX. Action Item for October 19, 2016

- A. Consider declaring as surplus and authorization to seek bids for sale of the approximately 1.0 acres tract of real property owned by the District and formerly used as WOCCISD Administration Building (Melinda James/Greg Willis)
 - Motion made by Roderick Robertson
 - Second made by Bryan Thomas Muhammad
 - Rev. Hardy O'Neal Abstained
 - Motion passed
- B. Consider declaring as surplus and authorization to seek bids for sale of the approximately 9.1 acres tract of real property owned by the District and formerly used as Lorena Oates Elementary School (Melinda James/Greg Willis)
 - Motion made by Bryan Thomas Muhammad
 - Second made by Linda Platt-Bryant
 - Motion passed unanimously
- C. Consider declaring as surplus authorization to seek bids for sale of the approximately 17.2 acres tract of real property owned by the District and formerly used as WOCCISD Central Service Center (Melinda James/Greg Willis)

Motion made by Sarah Jefferson Simon to include the Carl Godwin Auditorium
Second made by Linda Platt-Bryant
Motion passed unanimously

X. **Personnel** (Anitrea Goodwin)

A. **Action Item for October 19, 2015:**

1. Approval of Contractual Staff

Motion made by Linda Platt-Bryant
Second made by John Gray Jr.
Abstained: Bryan Thomas Muhammad
Motion passed

B. **Information Items:**

1. Resignations
2. Substitute List

II. Adjourn – **Meeting adjourned at 8:31 p.m.**

Approved:
Ruth Hancock, President

Attest:
Linda Platt-Bryant, Secretary

Minutes of Regular Board Meeting on October 26, 2015

The Board of Trustees West Orange-Cove CISD

A Regular meeting of the Board of Trustees of West Orange-Cove CISD was held Monday, October 26, 2015, beginning at 6:00 PM in the Board Room of the Administration Building, 902 W. Park Ave. Orange, Texas 77630.

I. PUBLIC HEARING

- A. 2015 Final FIRST Rating (Melinda James)

II. Routine Business

- A. Call To Order – Ruth Hancock
- B. Invocation – Ruth Hancock
- C. Pledge of Allegiance - All
- D. Certification of Notice – Ruth Hancock

Board Members Present: Ruth Hancock, Linda Platt-Bryant, Roderick Robertson,
Bryan Thomas Muhammad, Sarah Jefferson Simon, and John
Gray Jr.

Board Members Absent: Rev. Hardy O’Neal

Board Attorney Present: George Barron

District Personnel Present: Rickie Harris, Melinda James, Dr. Wayne Guidry, Dr. Nina
LeBlanc, Anitrea Goodwin, Rod Anderson, Sherry Hardin,
Glenetta Henley, Lorraine Shannon, Greg Willis, Beverly
Robinson, Elvis Rushing, Heather Knox, Ray Levan &
Donielle Duff

III. Audience with Patrons (limited to 5 minutes per patron)

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.

- 1. April Booker – Food Service Department – Raises
 - a. Work is physical and takes a toll on bodies
 - b. Very high turnaround and cannot keep people because of pay
 - c. Only one reliable substitute
 - d. Meal count went up at Elementary 300 – 500 because of free breakfast
 - e. Made 100’s at health inspections last three (3) years
 - f. Haven’t had a raise in five (5) years but cost of living consistently rises

IV. Superintendent's Report – (Rickie Harris)

A. Campus Recognition: Elementary School (Glenetta Henley)

- 1. Student of the Month – Evelyn Jasso
- 2. Teacher of the Month – Terry Reid
- 3. Employee of the Month – Pam Lestage

B. Transportation Department Recognition (Dr. Wayne Guidry)

1. Employee of the Month – Burnadine Edwards

C. Staff Recognition

1. Doctoral Degree
 - a. Dr. Alicia Sigee
 - b. Dr. Anthony Moten
 - c. Dr. Ronald Wright

D. Action Item:

1. Strategic Planning

- a. Vision Statement
- b. Mission Statement
- c. Strategic Goals

Motion made by Bryan Thomas Muhammad

Second made by Sarah Jefferson Simon

Motion passes unanimously

2. Consider moving to one Board Meeting a Month (Rickie Harris)

Board request agenda to be ready the third week of the month or two weeks in advance of scheduled board meeting

Motion made by John Gray Jr; Effective January 2016 board meeting

Second made by Linda Platt-Bryant

Ruth Hancock and Bryan Thomas Muhammad Abstained

Motion passed

V. Action Items for October 26, 2015:

A. Approval of Consent Agenda Items:

1. Budget Amendments (Melinda James)
2. Board Meeting Minutes as follows: (Donielle Duff)
 - a. August 24, 2015 – Called
 - b. August 31, 2015 – Regular

Motion made by Roderick Robertson to approve all consent agenda items

Second made by Linda Platt-Bryant

Motion passed unanimously

B. Selection of Leroy D. Breedlove Sign

Motion made by Bryan Thomas Muhammad for picture 2

Second made by Sarah Jefferson Simon

Ruth Hancock and John Gray Jr. opposed

Motion passed

VI. Finance (Melinda James)

A. Information/Discussion Items:

1. Financial Statements
 - a. General Operating Funds

- b. Student Nutrition Fund
 - c. Debt Service
 - d. Check Register
 - e. Tax Collection
 - (1) Tax Collection 2014
 - (2) Tax Collection 2015
 - f. Head Start Financials
 - g. Head Start Financials
2. Wage Increase: School Bus Drivers

VII. Policy

A. Action Item:

1. Consider approval of PDAS Appraiser (Anitrea Goodwin)
 - Motion made by Sarah Jefferson Simon
 - Second made by Linda Platt-Bryant
 - Motion passed unanimously

VIII. Instruction

A. Information Item:

1. District and Campus Improvement Plans for 2015/2016 Presentation (Dr. Silvia Martinez, Dr. Wayne Guidry, Rod Anderson, Anthony Moten, Glenneta Henley, and Sherry Hardin)

B. Action Items:

1. Consider Approval of Head Start Impasse Procedures for Internal Disputes (Sherry Hardin)
2. Consider Approval of Head Start Interagency Agreement (Sherry Hardin)
3. Consider Approval of Request for Appointment of School Board Representative As Liaison on Head Start Policy Council (Sherry Hardin)
 - Motion made to approve Head Start items 1-3 by Linda Platt-Bryant
 - Second made by Sarah Jefferson Simon
 - Motion passed unanimously
4. Consider approval of District and Campus Improvement Plans for 2015/2016 (Dr. Silvia Martinez)
 - a. Draft of North ELC Campus Improvement Plan 2015/2016
 - b. Draft of West Orange-Stark Elementary Campus Improvement Plan 2015/2016
 - c. Draft of West Orange-Stark Middle School Campus Improvement Plan 2015/2016
 - d. Draft of West Orange-Stark High Scholl Campus Improvement Plan 2015/2016
 - e. Draft of West Orange-Cove District Improvement Plan 2015/2016
 - Motion made by Sarah Jefferson Simon to approve all improvement plans
 - Second made by Roderick Robertson
 - Motion passed unanimously

IX. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.

Board convened to closed session at 8:03 p.m.

- A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)
 - 1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.
 - B. Teachers and Administrators (Tex.Gov't Code 551.074)
 - 1. Discussion of Selection/Employment
 - 2. Reassignment and Resignations
 - 3. Discussion of Evaluation
 - 4. Discipline
 - 5. Duties
 - 6. Discussion of Termination
 - 7. Consider renewals, non-renewals and terminations of contracts for professional and non- professional personnel and related actions.
 - C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)
 - D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)
 - E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)
 - F. Deliberation Regarding Real Property (Tex. Govt. Code 551.072)
- X. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.

Board reconvened to open session at 8:34 p.m.

XI. **Personnel** (Anitrea Goodwin)

A. Action Item for October 19, 2015:

- 1. Approval of Contractual Staff

Motion made by Bryan Thomas Muhammad

Second made by Sarah Jefferson Simon

Motion passed unanimously

B. Information Items:

- 1. Resignations
- 2. Substitute List

II. Adjourn – **Meeting adjourned at 8:35 p.m.**

Approved:
Ruth Hancock, President

Attest:
Linda Platt-Bryant, Secretary

Minutes of Regular Board Meeting on November 16, 2015

The Board of Trustees West Orange-Cove CISD

A Regular meeting of the Board of Trustees of West Orange-Cove CISD was held Monday, November 16, 2015, beginning at 6:00 PM in the Board Room of the Administration Building, 902 W. Park Ave. Orange, Texas 77630.

I. Routine Business

- A. Call To Order – Ruth Hancock
- B. Invocation – Ruth Hancock
- C. Pledge of Allegiance - All
- D. Certification of Notice – Ruth Hancock

Board Members Present: Ruth Hancock, Linda Platt-Bryant, Roderick Robertson,
Rev. Hardy O’Neal, Sarah Jefferson Simon, and John
Gray Jr.

Board Members Absent: Bryan Thomas Muhammad

Board Attorney Present: George Barron

District Personnel Present: Rickie Harris, Dr. Silvia Martinez, Melinda James, Dr. Nina
LeBlanc, Anitrea Goodwin, Sherry Hardin, Anthony Moten,
Lorraine Shannon, Greg Willis, Manuel Vera, Beverly
Robinson, Elvis Rushing, Heather Knox, Danielle
Robinson and Donielle Duff

II. Audience with Patrons (limited to 5 minutes per patron)

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.

III. Action Item:

- A. Approval of the Financial Audit from Davis, Heinemann & Co., P.C. (a draft copy is attached) – (Melinda James)
 - Motion made by John Gray Jr. to accept the report as filed
 - Second made by Roderick Robertson
 - Motion passed unanimously

IV. Superintendent's Report – (Rickie Harris)

- A. **Campus Recognition: Elementary School** (Sherry Hardin)
 - 1. Student of the Month – Mic’hael Sterling
 - 2. Teacher of the Month – Leighia Barron
 - 3. Employee of the Month – Julie Allapworth
- B. Grassroots Meeting – Region 5

February 11, 2016 6:00 p.m. to 9:00 p.m.

C. Lamar San Antonio Session

February 26, 2016 – February 28, 2016

V. **Action Item:**

A. **Approval of Consent Agenda Items:**

1. Budget Amendments (Melinda James)
No amendments to approve
2. Board Meeting Minutes as follows: (Donielle Duff)
 - a. September 21, 2015 – Called
 - b. September 28, 2015 – RegularMotion made by Roderick Robertson to accept minutes
Second made by Linda Platt-Bryant
Motion passed unanimously

VI. **Finance (Melinda James)**

A. **Information/Discussion Items:**

1. Financial Statements
 - a. General Operating Funds
 - b. Student Nutrition Fund
 - c. Debt Service
 - d. Check Register
 - e. Tax Collection
 - (1) Tax Collection 2014
 - (2) Tax Collection 2015
 - f. Head Start Financials
 - g. Head Start Financials
2. **Action Item:**
 - a. Approval of the Certification of the 2015 Current & Delinquent Tax Rolls (Melinda James)
Motion made by Linda Platt-Bryant
Second made by Sarah Jefferson Simon
Motion passes unanimously

VII. **Policy**

A. **Action Item:**

1. Consider approval of the Application For Expedited Staff Development Waiver (Dr. Silvia Martinez)
Motion made by Rev. Hardy O'Neal
Second made by Sarah Jefferson Simon
Motion passed unanimously
2. Consider Approval of the School District Local Wellness Policy (Danielle Robinson)
Motion made by Sarah Jefferson Simon
Second made by Linda Platt-Bryant
Motion passed unanimously
3. Consider Approval of Policy Update 103 (Anitrea Goodwin)

Motion made by Rev. Hardy O'Neal
Second made by Sarah Jefferson Simon
Motion passed unanimously

B. Information Item:

1. Board President's announcement pursuant to Policy BBD (LEGAL) regarding each Board Member's required training.
Roderick Robertson delinquent lacking 1.50 hours as of November 16, 2015. He is scheduled for two sessions and will have hours completed by the required end of fiscal year deadline.

VIII. Instruction

A. Information Item:

1. Student Progress Monitoring Update (Dr. Silvia Martinez)
 - a. Assessment Data Review
2. Head Start Report (Sherry Hardin)
 - a. Acceptance of Donation from Linda Platt-Bryant and Jared Dupree of train and track set to NELC

B. Action Items:

1. Consider approval of contingency plan amending the 2015/2016 school calendar in the event of the WOCCISD football team playing in the championship game.
Motion made by Roderick Robertson
Second made by Linda Platt-Bryant
Motion passed unanimously
2. Consider Approval of Head Start Anonymous Donation (Sherry Hardin)
Motion made by Sarah Jefferson Simon
Second made by Roderick Robertson
Motion passed unanimously
3. Consider Approval of Head Start Integrated Plans for 2015/2016 as follows:
(Sherry Hardin)
 - a. Education and Early Childhood Dev.
 - (1) Curriculum Plan 2015-2016
 - (2) Individualization Plan 2015/2016
 - (3) Child Outcomes Nine Weeks Plan 2015/2016
 - b. Transition Plan
 - c. Nutrition
 - d. Child Health and Dev. Services
 - e. Mental Health Services
 - f. Family Partnership Engagement
 - g. Program Governance
 - h. Management Systems and Procedures
 - i. Human Services
 - j. Facilities, Materials, and Equipment
 - k. Disability Services

I. Transportation

Motion made by Linda Platt-Bryant to approve Head Start

Integrated plans for 2015/2016

Second made by Sarah Jefferson Simon

Motion passed unanimously

IX. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.

Board convened to closed session at 7:07 p.m.

A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)

1. Consider legal advice regarding approval of settlement agreement related to Special Education Case TEA Docket Number No. 025-SE-0915 and/or Special Education Federal Case, C.A. No. 1:15-cv-00119 and related actions.
2. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.

B. Teachers and Administrators (Tex.Gov't Code 551.074)

1. Discussion of Selection/Employment
2. Reassignment and Resignations
3. Discussion of Evaluation
4. Discipline
5. Duties
6. Discussion of Termination
7. Consider renewals, non-renewals and terminations of contracts for professional and non- professional personnel and related actions.

C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)

D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)

E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)

X. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.

Board reconvened to open session at 7:30 p.m.

XI. **Action Items:**

A. Consider approval of settlement agreement related to Special Education Case TEA Docket Number No. 025-SE-0915 and/or Special Education Federal case, C.A. No. 1:15-cv-00119 and related actions

Motion made by Linda Platt-Bryant

Second made by Sarah Jefferson Simon

Motion passed unanimously

B. Resolution casting District's votes for five candidates seeking election to the Board of Directors of Orange County Appraisal District

Motion made by John Gray, Jr. to approve Hughie Allen

Second made by Linda Platt-Bryant

Motion passed unanimously

C. Resolution regarding Governor Abbott's appointment of the next Texas

Commissioner of Education.

Motion made by Linda Platt-Bryant

Second made by Sarah Jefferson Simon

Motion passed unanimously

XII. Personnel (Anitrea Goodwin)

A. Action Items:

1. Consider approval of School District Teaching Permit

Motion made by Sarah Jefferson Simon to approve welding program
part time position

Second made by Roderick Robertson

Motion passed unanimously

2. Consider approval of Contractual Staff

Motion made by Linda Platt-Bryant

Second made by John Gray Jr.

Motion passed unanimously

B. Information Items:

1. Resignations

2. Substitute List

II. Adjourn – Meeting adjourned at 7:39 p.m.

Approved:

Ruth Hancock, President

Attest:

Linda Platt-Bryant, Secretary

Minutes of Called Board Meeting on December 3, 2015

The Board of Trustees West Orange-Cove CISD

A Regular meeting of the Board of Trustees of West Orange-Cove CISD was held Thursday, December 3, 2015, beginning at 12:00 PM in the Board Room of the Administration Building, 902 W. Park Ave. Orange, Texas 77630.

I. Routine Business

A. Call To Order – Ruth Hancock

B. Certification of Notice – Ruth Hancock

Board Members Present: Ruth Hancock, Linda Platt-Bryant, Rev. Hardy O’Neal,
Bryan Thomas Muhammad, Sarah Jefferson Simon, and John
Gray Jr.

Board Members Absent: Roderick Robertson

Board Attorney Present: George Barron

District Personnel Present: Rickie Harris, Melinda James, Dr. Silvia Martinez, Dr.
Wayne Guidry, Dr. Nina LeBlanc, Anitrea Goodwin,
Lorraine Shannon, Elvis Rushing, & Clara Booker

II. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.

Board convened to closed session at 12:05 p.m.

A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)

1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.

B. Teachers and Administrators (Tex.Gov't Code 551.074)

1. Discussion of Selection/Employment

2. Reassignment and Resignations

3. Discussion of Evaluation

4. Discipline

5. Duties

6. Discussion of Termination

7. Consider renewals, non-renewals and terminations of contracts for professional and non- professional personnel and related actions.

C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)

D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)

E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)

III. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.

Board reconvened to open session at 12:15 p.m.

IV. **Personnel** (Anitrea Goodwin)

A. **Action Item:**

1. Consider approval of Contractual Staff

Motion made by Sarah Jefferson Simon

Second made by John Gray Jr.

Motion passed unanimously

II. Adjourn – **Meeting adjourned at 12:15 p.m.**

Approved:
Ruth Hancock, President

Attest:
Linda Platt-Bryant, Secretary

Minutes of Called Board Meeting on January 14, 2016

The Board of Trustees West Orange-Cove CISD

A Regular meeting of the Board of Trustees of West Orange-Cove CISD was held Thursday, January 14, 2016, beginning at 5:30 PM in the Board Room of the Administration Building, 902 W. Park Ave. Orange, Texas 77630.

I. Routine Business

A. Call To Order – Ruth Hancock

B. Certification of Notice – Ruth Hancock

Board Members Present: Ruth Hancock, Linda Platt-Bryant, Rev. Hardy O’Neal,
Roderick Robertson

Board Members Absent: Bryan Thomas Muhammad, John Gray Jr; Sarah Jefferson
Simon

Board Attorney Present: George Barron

District Personnel Present: Rickie Harris, Melinda James, Dr. Silvia Martinez, Dr.
Wayne Guidry, Dr. Nina LeBlanc, Anitrea Goodwin,
Lorraine Shannon, Elvis Rushing, & Donielle Duff

II. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.

Board convened to closed session at 5:40 p.m.

A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)

1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.

B. Teachers and Administrators (Tex.Gov't Code 551.074)

1. Discussion of Selection/Employment

2. Reassignment and Resignations

3. Discussion of Evaluation

4. Discipline

5. Duties

6. Discussion of Termination

7. Consider renewals, non-renewals and terminations of contracts for professional and non- professional personnel and related actions.

C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)

D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)

E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)

F. Discussion of Superintendents' Evaluation

III. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.

Board reconvened to open session at 8:03 p.m.

IV. **Personnel** (Anitrea Goodwin)

A. Action Item:

1. Consideration of Superintendents' Contract

Motion made by Roderick Robertson for the extension of the
Superintendents' one year contract

Second made by Linda Platt-Bryant

Motion passed unanimously

II. Adjourn – **Meeting adjourned at 8:04 p.m.**

Approved:
Ruth Hancock, President

Attest:
Linda Platt-Bryant, Secretary

Minutes of Regular Board Meeting on January 19, 2016

The Board of Trustees West Orange-Cove CISD

A Regular meeting of the Board of Trustees of West Orange-Cove CISD was held Tuesday, January 19, 2016, beginning at 6:00 PM in the Board Room of the Administration Building, 902 W. Park Ave. Orange, Texas 77630.

I. Public Hearing – Texas Academic Performance Report (TAPR) – (Dr. Wayne Guidry & Dr. Silvia Martinez)

II. Routine Business

- A. Call To Order – Ruth Hancock (6:20 p.m.)
- B. Invocation – Ruth Hancock
- C. Pledge of Allegiance - All
- D. Certification of Notice – Ruth Hancock

Board Members Present: Ruth Hancock, Linda Platt-Bryant, Roderick Robertson,
Bryan Thomas Muhammad, Sarah Jefferson Simon, Rev.
Hardy O’Neal and John Gray Jr.

Board Attorney Present: George Barron

District Personnel Present: Rickie Harris, Dr. Silvia Martinez, Melinda James, Dr.
Wayne Guidry, Dr. Nina LeBlanc, Anitrea Goodwin, Rod
Anderson, Sherry Hardin, Glenetta Henley, Dr. Anthony
Moten, Lorraine Shannon, Greg Willis, Beverly
Robinson, Elvis Rushing, Manuel Vera, Coach Cornel
Thompson and Donielle Duff

III. Audience with Patrons (limited to 5 minutes per patron)

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.

IV. Superintendent's Report – (Rickie Harris)

A. Campus Recognition: Elementary School (Beverly Robinson)

- 1. Employee of the Month – Coach Russell Bottley

B. Campus Recognition: WOS High School (Rod Anderson)

- 1. Employee of the Month – Karen Morris
- 2. Teacher of the Month – Selwyn Dews

C. Fan Recognition – Dennis Doggett; McKinley Bland; Mack Dunkin; Kelly Price

D. Discussion of Licensing Agreement of WOS Logo

Goal is to protect the brand

10% back to the district

Comments from the board:

Any incoming employee has to sign in their contract that they will not
sell logo materials

Increase by 75%

How will the funds get tracked and how will they be distributed
throughout the district

E. Update: Open Carry Law

V. Consent Agenda Items:

A. Action Items:

1. Approval of Budget Amendments (Melinda James)
 - a. Approval of General Budget Amendments/Transfers
Motion made by Linda Platt-Bryant
Second made by John Gray Jr.
Bryan Thomas Muhammad opposed
Motion passed

VI. Finance (Melinda James)

A. Information/Discussion Items:

1. Financial Statements
 - a. General Operating Funds
 - b. Student Nutrition Fund
 - c. Debt Service
 - d. Check Register
 - e. Tax Collection
 - (1) Tax Collection 2014
 - (2) Tax Collection 2015
 - f. Investment Report
 - g. Head Start

B. Action Item:

1. Approval of Bid Property (Melinda James)
Motion made by Bryan Thomas Muhammad
Second made by Roderick Robertson
Motion passed unanimously
2. Approval of Signature Cards
Motion made by Linda Platt-Bryant
Second made by Sarah Jefferson Simon
Motion passed unanimously

VII. Instruction

A. Information

1. Head Start Report (Sherry Hardin)

B. Action Item:

2. Approval of 2016/2017 Choices Catalog (Dr. Silvia Martinez)
Motion made by Linda Platt-Bryant
Second made by Roderick Robertson
Motion passed unanimously

VIII. Policy

A. Action Item:

1. Approval of the General Election on May 7, 2016 (Donielle Duff)
 - a. Order to Call Election
 - b. Order of Election
Motion made by Bryan Thomas Muhammad with the correction to three candidates
Second made by Roderick Robertson
Motion Passed unanimously
2. Approval of PDAS Appraisers (Anitrea Goodwin)
Motion made by Linda Platt-Bryant
Second made by Sarah Jefferson Simon
Motion passed unanimously

- IX. The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.

Board convened to closed session at 7:20 p.m.

- A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)
 1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.
 - B. Teachers and Administrators (Tex.Gov't Code 551.074)
 1. Discussion of Selection/Employment
 2. Reassignment and Resignations
 3. Discussion of Evaluation
 4. Discipline
 5. Duties
 6. Discussion of Termination
 7. Consider renewals, non-renewals and terminations of contracts for professional and non- professional personnel and related actions.
 - C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)
 - D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)
 - E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)
- X. The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.

Board reconvened to open session at 8:21 p.m.

XI. **Personnel** (Anitrea Goodwin)

A. **Information Items:**

1. Substitute List
2. Resignations

II. Adjourn – **Meeting adjourned at 8:21 p.m.**

Approved:
Ruth Hancock, President

Attest:
Linda Platt-Bryant, Secretary

FC	OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	2015-16 FYTD Activity	2014-15 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	20,295,000	20,301,933	20,021,481	20,240,226
00	58--	STATE PROGRAM REVENUES	1,868,767	1,868,767	1,489,209	1,179,143
00	59--	FEDERAL PROGRAM REVENUES	850,000	850,000	528,046	380,145
00	61--	PAYROLL COSTS-TEACHERS & OTHER	0	0	0	2
00	----	NO FUNCTION	23,013,767	23,020,700	22,038,736	21,799,516
11		INSTRUCTION				
11	61--	PAYROLL COSTS-TEACHERS & OTHER	9,297,088	9,274,548	5,702,777	5,656,869
11	62--	PURCHASE & CONTRACTED SVS	529,284	496,713	307,065	353,440
11	63--	SUPPLIES AND MATERIALS	288,965	235,689	152,181	267,033
11	64--	OTHER OPERATING EXPENSES	40,321	57,288	35,400	18,825
11	----	INSTRUCTION	10,155,658	10,064,238	6,197,423	6,296,167
12		LIBRARY				
12	61--	PAYROLL COSTS-TEACHERS & OTHER	211,060	211,060	134,698	116,932
12	62--	PURCHASE & CONTRACTED SVS	7,825	7,722	6,507	6,075
12	63--	SUPPLIES AND MATERIALS	8,215	11,318	4,518	3,780
12	----	LIBRARY	227,100	230,100	145,723	126,787
13		CURRIC & INSTR DEVELOPMENT				
13	61--	PAYROLL COSTS-TEACHERS & OTHER	334,431	334,431	188,502	388,754
13	62--	PURCHASE & CONTRACTED SVS	24,420	16,970	10,000	18,958
13	63--	SUPPLIES AND MATERIALS	16,611	12,111	8,733	12,738
13	64--	OTHER OPERATING EXPENSES	28,885	35,135	25,939	21,633
13	----	CURRIC & INSTR DEVELOPMENT	404,347	398,647	233,174	442,083
21		INSTRUCTIONAL ADMINISTRATION				
21	61--	PAYROLL COSTS-TEACHERS & OTHER	333,428	333,428	219,344	126,645
21	62--	PURCHASE & CONTRACTED SVS	7,991	7,343	1,461	3,317
21	63--	SUPPLIES AND MATERIALS	13,274	10,565	3,958	2,384
21	64--	OTHER OPERATING EXPENSES	16,972	19,681	11,075	11,131
21	----	INSTRUCTIONAL ADMINISTRATION	371,665	371,017	235,838	143,477
23		SCHOOL ADMINISTRATION				
23	61--	PAYROLL COSTS-TEACHERS & OTHER	1,236,412	1,258,952	845,120	853,468
23	62--	PURCHASE & CONTRACTED SVS	16,528	15,296	7,800	8,888
23	63--	SUPPLIES AND MATERIALS	24,981	25,204	16,875	21,560
23	64--	OTHER OPERATING EXPENSES	2,500	5,059	2,280	1,291
23	----	SCHOOL ADMINISTRATION	1,280,421	1,304,511	872,075	885,207

FC	OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	2015-16 FYTD Activity	2014-15 FYTD Activity
31		GUIDANCE AND COUNSELING SVS				
31	61--	PAYROLL COSTS-TEACHERS & OTHER	589,176	588,176	404,668	307,449
31	62--	PURCHASE & CONTRACTED SVS	24,677	24,677	15,847	12,437
31	63--	SUPPLIES AND MATERIALS	4,772	5,694	4,023	2,595
31	64--	OTHER OPERATING EXPENSES	0	78	0	0
31	----	GUIDANCE AND COUNSELING SVS	618,625	618,625	424,538	322,481
32		SOCIAL WORK SERVICES				
32	61--	PAYROLL COSTS-TEACHERS & OTHER	9,778	9,778	6,588	7,056
32	62--	PURCHASE & CONTRACTED SVS	0	0	0	50,000
32	----	SOCIAL WORK SERVICES	9,778	9,778	6,588	57,056
33		HEALTH SERVICES				
33	61--	PAYROLL COSTS-TEACHERS & OTHER	86,619	86,619	58,986	54,358
33	62--	PURCHASE & CONTRACTED SVS	414	589	439	158
33	63--	SUPPLIES AND MATERIALS	3,625	5,211	5,118	2,226
33	64--	OTHER OPERATING EXPENSES	100	100	0	0
33	----	HEALTH SERVICES	90,758	92,519	64,543	56,742
34		PUPIL TRANSPORTATION				
34	61--	PAYROLL COSTS-TEACHERS & OTHER	691,230	691,230	505,630	509,835
34	62--	PURCHASE & CONTRACTED SVS	38,500	38,500	16,255	138,935
34	63--	SUPPLIES AND MATERIALS	290,848	288,136	145,742	171,665
34	64--	OTHER OPERATING EXPENSES	10,000	8,000	3,550	3,086
34	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	45,000	49,712	0	0
34	----	PUPIL TRANSPORTATION	1,075,578	1,075,578	671,177	823,521
36		CO-CURR/EXTRA CURR ACTIVITIES				
36	61--	PAYROLL COSTS-TEACHERS & OTHER	445,729	445,729	271,404	257,460
36	62--	PURCHASE & CONTRACTED SVS	88,701	88,701	51,651	58,434
36	63--	SUPPLIES AND MATERIALS	71,665	69,915	49,192	48,937
36	64--	OTHER OPERATING EXPENSES	164,047	164,047	128,129	127,682
36	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	6,933	6,933	0
36	----	CO-CURR/EXTRA CURR ACTIVITIES	770,142	775,325	507,309	492,513
41		GENERAL ADMINISTRATION				
41	61--	PAYROLL COSTS-TEACHERS & OTHER	866,206	869,503	688,500	618,333
41	62--	PURCHASE & CONTRACTED SVS	349,323	446,726	323,297	278,793
41	63--	SUPPLIES AND MATERIALS	68,906	60,690	34,559	41,791
41	64--	OTHER OPERATING EXPENSES	117,173	124,689	99,804	71,550
41	----	GENERAL ADMINISTRATION	1,401,608	1,501,608	1,146,160	1,010,467

FC	OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	2015-16 FYTD Activity	2014-15 FYTD Activity
51		PLANT MAINTENANCE & OPERATION				
51	61--	PAYROLL COSTS-TEACHERS & OTHER	1,493,217	1,483,217	1,042,985	1,098,634
51	62--	PURCHASE & CONTRACTED SVS	1,058,743	1,075,793	746,324	707,714
51	63--	SUPPLIES AND MATERIALS	261,085	254,797	130,090	191,352
51	64--	OTHER OPERATING EXPENSES	622,950	622,188	476,374	483,487
51	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	293,000	0	0
51	----	PLANT MAINTENANCE & OPERATION	3,435,995	3,728,995	2,395,773	2,481,187
52		SECURITY & MONITORING SERVICES				
52	61--	PAYROLL COSTS-TEACHERS & OTHER	15,000	15,000	9,409	11,546
52	62--	PURCHASE & CONTRACTED SVS	40,000	40,000	17,658	32,559
52	----	SECURITY & MONITORING SERVICES	55,000	55,000	27,067	44,105
53		DATA PROCESSING SERVICES				
53	61--	PAYROLL COSTS-TEACHERS & OTHER	212,026	212,026	126,612	169,248
53	62--	PURCHASE & CONTRACTED SVS	50,000	64,523	56,569	2,335
53	63--	SUPPLIES AND MATERIALS	44,855	76,757	21,927	25,111
53	64--	OTHER OPERATING EXPENSES	2,000	2,000	1,536	635
53	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	24,242	24,242	0
53	----	DATA PROCESSING SERVICES	308,881	379,548	230,886	197,329
71		DEBT SERVICES				
71	65--	DEBT SERVICE	398,592	1,898,592	378,689	377,255
71	----	DEBT SERVICES	398,592	1,898,592	378,689	377,255
91		CONTRACTED INSTR SERVICES				
91	62--	PURCHASE & CONTRACTED SVS	1,940,586	1,940,586	1,143,806	432,780
91	----	CONTRACTED INSTR SERVICES	1,940,586	1,940,586	1,143,806	432,780
99						
99	62--	PURCHASE & CONTRACTED SVS	375,662	375,662	276,704	178,587
99	----		375,662	375,662	276,704	178,587
Grand Revenue Totals			23,013,767	23,020,700	22,038,736	21,799,514
Grand Expense Totals			22,920,396	24,820,329	14,957,473	14,367,746
Grand Totals			93,371	1,799,629	7,081,263	7,431,768
			Profit	Loss	Profit	Profit

Number of Accounts: 1572

FC	OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	2015-16 FYTD Activity	2014-15 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	170,132	170,132	106,644	103,237
00	58--	STATE PROGRAM REVENUES	8,069	8,069	2,664	3,017
00	59--	FEDERAL PROGRAM REVENUES	1,363,583	1,363,583	924,533	941,545
00	----	NO FUNCTION	1,541,784	1,541,784	1,033,841	1,047,799
35		FOOD SERVICE				
35	61--	PAYROLL COSTS-TEACHERS & OTHER	434,796	434,796	308,474	316,496
35	62--	PURCHASE & CONTRACTED SVS	229,813	229,813	194,252	142,416
35	63--	SUPPLIES AND MATERIALS	675,744	675,744	373,747	298,099
35	64--	OTHER OPERATING EXPENSES	10,200	10,200	2,984	3,686
35	----	FOOD SERVICE	1,350,553	1,350,553	879,457	760,697
41		GENERAL ADMINISTRATION				
41	64--	OTHER OPERATING EXPENSES	150,000	150,000	0	0
41	----	GENERAL ADMINISTRATION	150,000	150,000	0	0
51		PLANT MAINTENANCE & OPERATION				
51	62--	PURCHASE & CONTRACTED SVS	150	150	89	115
51	----	PLANT MAINTENANCE & OPERATION	150	150	89	115
Grand Revenue Totals			1,541,784	1,541,784	1,033,841	1,047,799
Grand Expense Totals			1,500,703	1,500,703	879,546	760,812
Grand Totals			41,081	41,081	154,295	286,987
Profit						

Number of Accounts: 65

***** End of report *****

FC	OBJ	OBJ	2015-16 Original Budget	2015-16 Revised Budget	2015-16 FYTD Activity	2014-15 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	4,285,036	4,285,036	4,312,014	4,380,587
00	58--	STATE PROGRAM REVENUES	0	0	85,217	0
00	59--	FEDERAL PROGRAM REVENUES	274,660	274,660	0	142,459
00	----	NO FUNCTION	4,559,696	4,559,696	4,397,231	4,523,046
71		DEBT SERVICES				
71	65--	DEBT SERVICE	4,492,640	4,492,640	3,940,206	4,091,366
71	----	DEBT SERVICES	4,492,640	4,492,640	3,940,206	4,091,366
Grand Revenue Totals			4,559,696	4,559,696	4,397,231	4,523,046
Grand Expense Totals			4,492,640	4,492,640	3,940,206	4,091,366
Grand Totals			67,056	67,056	457,025	431,680
Profit						

Number of Accounts: 23

***** End of report *****

	ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY BEGIN	24,903,567.25	.00	24,903,567.25		2,730,626.10		27,634,193.35
LATE HS/65	41,150.90-	.00	41,150.90-		3,830.07-		44,980.97-
OTHER ADJUSTMENTS	379,819.10-	.00	379,819.10-		424,669.32-		804,488.42-
SUPPLEMENTS	.00	63,466.70	63,466.70		31,056.66		94,523.36
ADJUSTED	24,482,597.25	63,466.70	24,546,063.95		2,333,183.37		26,879,247.32
COLLECTED	23,691,466.91-	29,728.87-	23,721,195.78-	96.63	213,355.97-	9.14	23,934,551.75-
PR YR REF/NSF CHK	.00	.00	.00		70,534.26-		70,534.26-
UNCOLLECTED	791,130.34-	33,737.83-	824,868.17-		2,049,293.14-		2,874,161.31-
LATE RENDITION BEGIN	30,920.07	.00	30,920.07		6,554.16		37,474.23
LATE REND ADJUSTED	28,150.64	.00	28,150.64		6,554.16		34,704.80
COLLECTED LEVY	23,691,466.91	29,728.87	23,721,195.78	96.63	213,355.97	9.14	23,934,551.75
DISCOUNTS	.00	.00	.00		.00		.00
PENALTY	40,816.97	74.21	40,891.18		18,819.89		59,711.07
INTEREST	5,640.24	17.12	5,657.36		43,213.84		48,871.20
NET	23,737,924.12	29,820.20	23,767,744.32		275,389.70		24,043,134.02
COURT COST	.00	.00	.00		.00		.00
ABST FEES	.00	.00	.00		.00		.00
ATTY FEES	2,146.36	.00	2,146.36		32,421.63		34,567.99
OTHER FEES	.00	.00	.00		.00		.00
REND PENLTY	24,788.64	.00	24,788.64		649.74		25,438.38
(AGENCY %)	23,549.30	.00	23,549.30		617.25		24,166.55
(CAD %)	1,239.34	.00	1,239.34		32.49		1,271.83
TOTAL	23,764,859.12	29,820.20	23,794,679.32		308,461.07		24,103,140.39

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2013 -	772,314.27	298,196.27-	10,147.16	484,265.16	17,678.46-	70,534.26-	396,052.44-	3.65
2012 -	599,327.96	124,007.44-	7,259.39	482,579.91	132,268.55-	.00	350,311.36-	27.40
2011 -	419,919.46	739.57	6,144.62	426,803.65	20,079.36-	.00	406,724.29-	4.70
2010 -	210,687.63	1,292.61-	7,505.49	216,900.51	18,827.97-	.00	198,072.54-	8.68
2009 -	137,713.40	581.04-	.00	137,132.36	8,995.70-	.00	128,136.66-	6.55
2008 -	93,958.69	897.55-	.00	93,061.14	6,924.08-	.00	86,137.06-	7.44
2007 -	66,615.14	767.19-	.00	65,847.95	3,987.88-	.00	61,860.07-	6.05
2006 -	71,237.35	392.50-	.00	70,844.85	1,879.54-	.00	68,965.31-	2.65
2005 -	67,164.45	425.35-	.00	66,739.10	1,005.86-	.00	65,733.24-	1.50
2004 -	46,895.99	314.51-	.00	46,581.48	279.49-	.00	46,301.99-	0.60
2003 -	42,009.45	311.41-	.00	41,698.04	546.96-	.00	41,151.08-	1.31
2002 -	34,459.86	305.97-	.00	34,153.89	81.49-	.00	34,072.40-	0.23
2001 -	30,549.76	358.77-	.00	30,190.99	15.52-	.00	30,175.47-	0.05
2000 -	29,079.09	352.07-	.00	28,727.02	55.48-	.00	28,671.54-	0.19
1999 -	23,281.79	353.58-	.00	22,928.21	.00	.00	22,928.21-	0.00
1998 -	17,205.05	374.99-	.00	16,830.06	96.58-	.00	16,733.48-	0.57
1997 -	16,259.13	192.59-	.00	16,066.54	124.42-	.00	15,942.12-	0.77
1996 -	14,631.84	115.12-	.00	14,516.72	241.79-	.00	14,274.93-	1.66
1995 -	12,679.11	.00	.00	12,679.11	263.47-	.00	12,415.64-	2.07
1994 -	15,042.55	.00	.00	15,042.55	3.37-	.00	15,039.18-	0.02
1993 -	3,375.03	.00	.00	3,375.03	.00	.00	3,375.03-	0.00
1992 -	2,083.40	.00	.00	2,083.40	.00	.00	2,083.40-	0.00
1991 -	868.56	.00	.00	868.56	.00	.00	868.56-	0.00
1990 -	396.40	.00	.00	396.40	.00	.00	396.40-	0.00
1989 -	373.36	.00	.00	373.36	.00	.00	373.36-	0.00
1988 -	310.66	.00	.00	310.66	.00	.00	310.66-	0.00
1987 -	334.61	.00	.00	334.61	.00	.00	334.61-	0.00
1986 -	536.40	.00	.00	536.40	.00	.00	536.40-	0.00
1985 -	521.48	.00	.00	521.48	.00	.00	521.48-	0.00
PRIOR YEARS -	794.23	.00	.00	794.23	.00	.00	794.23-	0.00

YEAR TO DATE RECAPULATION FOR AGENCY: SWO

	ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY BEGIN	25,006,044.91	.00	25,006,044.91		2,302,693.79		27,308,738.70
LATE HS/65	41,146.69-	.00	41,146.69-		3,609.38-		44,756.07-
OTHER ADJUSTMENTS	208,423.40-	.00	208,423.40-		6,971.33-		215,394.73-
SUPPLEMENTS	.00	42,454.43	42,454.43		894.28		43,348.71
ADJUSTED	24,756,474.82	42,454.43	24,798,929.25		2,293,007.36		27,091,936.61
COLLECTED	23,661,522.97-	14,442.81-	23,675,965.78-	95.47	171,511.97-	7.47	23,847,477.75-
PR YR REF/NSF CHK	.00	.00	.00		6,805.43-		6,805.43-
UNCOLLECTED	1,094,951.85-	28,011.62-	1,122,963.47-		2,114,689.96-		3,237,653.43-
LATE RENDITION BEGIN	27,825.46	.00	27,825.46		6,869.54		34,695.00
LATE REND ADJUSTED	27,683.98	.00	27,683.98		6,836.10		34,520.08
COLLECTED LEVY	23,661,522.97	14,442.81	23,675,965.78	95.47	171,511.97	7.47	23,847,477.75
DISCOUNTS	.00	.00	.00		.00		.00
PENALTY	38,315.30	.00	38,315.30		20,203.47		58,518.77
INTEREST	5,794.49	.00	5,794.49		52,617.30		58,411.79
NET	23,705,632.76	14,442.81	23,720,075.57		244,332.74		23,964,408.31
COURT COST	.00	.00	.00		.00		.00
ABST FEES	.00	.00	.00		.00		.00
ATTY FEES	2,571.19	.00	2,571.19		35,918.48		38,489.67
OTHER FEES	.00	.00	.00		.00		.00
REND PENLTY	24,188.02	.00	24,188.02		197.51		24,385.53
(AGENCY %)	22,978.71	.00	22,978.71		187.62		23,166.33
(CAD %)	1,209.31	.00	1,209.31		9.89		1,219.20
TOTAL	23,732,391.97	14,442.81	23,746,834.78		280,448.73		24,027,283.51

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2014 -	427,360.57	7,738.11-	511.27	420,133.73	66,380.17-	6,805.43-	346,948.13-	15.79
2013 -	332,248.34	312.69-	189.59	332,125.24	32,234.23-	.00	299,891.01-	9.70
2012 -	312,797.47	382.61-	193.42	312,608.28	23,776.78-	.00	288,831.50-	7.60
2011 -	388,256.19	338.61-	.00	387,917.58	17,754.14-	.00	370,163.44-	4.57
2010 -	183,875.30	315.18-	.00	183,560.12	12,193.23-	.00	171,366.89-	6.64
2009 -	119,505.99	.00	.00	119,505.99	8,676.04-	.00	110,829.95-	7.25
2008 -	81,743.10	.00	.00	81,743.10	1,651.65-	.00	80,091.45-	2.02
2007 -	59,506.37	.00	.00	59,506.37	2,238.43-	.00	57,267.94-	3.76
2006 -	65,999.29	.00	.00	65,999.29	2,126.31-	.00	63,872.98-	3.22
2005 -	63,798.48	19.15-	.00	63,779.33	1,701.18-	.00	62,078.15-	2.66
2004 -	42,560.30	.00	.00	42,560.30	662.42-	.00	41,897.88-	1.55
2003 -	39,731.91	.00	.00	39,731.91	401.65-	.00	39,330.26-	1.01
2002 -	33,018.66	.00	.00	33,018.66	195.92-	.00	32,822.74-	0.59
2001 -	28,760.37	.00	.00	28,760.37	193.92-	.00	28,566.45-	0.67
2000 -	27,421.97	.00	.00	27,421.97	123.50-	.00	27,298.47-	0.45
1999 -	22,107.34	354.52-	.00	21,752.82	444.33-	.00	21,308.49-	2.04
1998 -	15,990.88	7.83-	.00	15,983.05	46.30-	.00	15,936.75-	0.28
1997 -	15,103.10	7.77-	.00	15,095.33	380.40-	.00	14,714.93-	2.51
1996 -	13,795.75	552.12-	.00	13,243.63	121.94-	.00	13,121.69-	0.92
1995 -	12,378.67	552.12-	.00	11,826.55	121.94-	.00	11,704.61-	1.03
1994 -	9,110.73	.00	.00	9,110.73	87.49-	.00	9,023.24-	0.96
1993 -	3,019.32	.00	.00	3,019.32	.00	.00	3,019.32-	0.00
1992 -	1,762.09	.00	.00	1,762.09	.00	.00	1,762.09-	0.00
1991 -	391.40	.00	.00	391.40	.00	.00	391.40-	0.00
1990 -	250.20	.00	.00	250.20	.00	.00	250.20-	0.00
1989 -	228.16	.00	.00	228.16	.00	.00	228.16-	0.00
1988 -	286.09	.00	.00	286.09	.00	.00	286.09-	0.00
1987 -	309.34	.00	.00	309.34	.00	.00	309.34-	0.00
1986 -	333.52	.00	.00	333.52	.00	.00	333.52-	0.00
PRIOR YEARS -	1,042.89	.00	.00	1,042.89	.00	.00	1,042.89-	0.00

Summary Investment Report and Cash Balance Report
West Orange-Cove CISD
As of March 31, 2016

	Beginning Balance 2/29/2016	Deposits	Withdrawals	Interest	Ending Balance 3/31/2016	Interest Rate
Investment Pool Account						
<i>First Public - Lone Star</i>						
General Operating Fund	18,038,097.95	345,308.98	1,000,000.00	4,967.35	17,388,374.28	0.3300%
General Operating Savings	1,336.56			0.37	1,336.93	0.3300%
Interest & Sinking Fund	2,224,765.38	75,269.64		628.20	2,300,663.22	0.3300%
Workers Comp Fund	776.28			0.21	776.49	0.3300%
Total Investment Pool	\$ 20,264,976.17	\$ 420,578.62	\$ 1,000,000.00	\$ 5,596.13	\$ 19,691,150.92	
Cash Bank Accounts						
<i>First Financial</i>						
General Operating Fund	1,452,315.42	1,335,205.93	2,477,616.86	244.11	310,148.60	0.3270%
Payroll	330,649.11	1,492,542.21	1,516,927.02	65.79	306,330.09	0.3270%
Debt Service	329,662.83			91.31	329,754.14	0.3270%
Workers Comp	163,533.71		16.00	45.29	163,563.00	0.3270%
Unreimbursed Medical Expense	17,179.35			4.76	17,184.11	0.3270%
In District Mileage	178,985.96	2,346.88		49.96	181,382.80	0.3270%
Food Service	358,109.99	320,622.87	109,794.30	109.99	569,048.55	0.3270%
Student Activity	31,749.90			8.79	31,758.69	0.3270%
Construction	20,275.76			5.62	20,281.38	0.3270%
Tax Holding	48,092.83			8.38	48,101.21	0.2200%
Total Cash Balances	\$ 2,930,554.86	\$ 3,150,717.89	\$ 4,104,354.18	\$ 634.00	\$ 1,977,552.57	
Total All Accounts	\$ 23,195,531.03	\$ 3,571,296.51	\$ 5,104,354.18	\$ 6,230.13	\$ 21,668,703.49	

I certify that the above investments comply with the Texas Public Funds Investment Act and West Orange-Cove CISD Policy CDA

Melinda A. James, CPA, CGMA

 Melinda A. James, CPA, CGMA
 Executive Director of Finance Operations

FC OBJ	OBJ	Original Budget	Revised Budget	FYTD Activity	Revised Budget
11	61-- PAYROLL COSTS-T	794,813.00	794,483.00	476,087.57	794,483.00
11	62-- PURCHASE & CONT	20,400.00	19,072.88	8,932.68	19,072.88
11	63-- SUPPLIES AND MA	35,736.00	35,736.00	13,343.27	35,736.00
11	64-- OTHER OPERATING	12,300.00	12,300.00	10,198.69	12,300.00
11	---- INSTRUCTION	863,249.00	861,591.88	508,562.21	861,591.88
12	61-- PAYROLL COSTS-T	0.00	0.00	0.00	0.00
12	63-- SUPPLIES AND MA	5,700.00	5,700.00	2,788.00	5,700.00
12	---- LIBRARY	5,700.00	5,700.00	2,788.00	5,700.00
13	61-- PAYROLL COSTS-T	59,133.00	59,133.00	38,192.14	59,133.00
13	62-- PURCHASE & CONT	5,951.00	10,460.00	1,310.00	10,460.00
13	63-- SUPPLIES AND MA	1,500.00	214.00	214.00	214.00
13	64-- OTHER OPERATING	1,630.00	5,575.77	3,552.89	5,575.77
13	---- CURRIC & INSTR	68,214.00	75,382.77	43,269.03	75,382.77
21	61-- PAYROLL COSTS-T	0.00	0.00	0.00	0.00
21	---- INSTRUCTIONAL A	0.00	0.00	0.00	0.00
23	61-- PAYROLL COSTS-T	116,393.00	116,393.00	77,632.64	116,393.00
23	62-- PURCHASE & CONT	3,844.00	9,080.00	9,080.00	9,080.00
23	63-- SUPPLIES AND MA	2,100.00	2,100.00	1,257.39	2,100.00
23	64-- OTHER OPERATING	3,594.00	6,460.39	3,773.43	6,460.39
23	---- SCHOOL ADMINIST	125,931.00	134,033.39	91,743.46	134,033.39
31	61-- PAYROLL COSTS-T	54,351.00	54,351.00	35,921.75	54,351.00
31	63-- SUPPLIES AND MA	700.00	700.00	679.99	700.00
31	64-- OTHER OPERATING	2,129.00	1,216.76	1,216.76	1,216.76
31	---- GUIDANCE AND CO	57,180.00	56,267.76	37,818.50	56,267.76
32	61-- PAYROLL COSTS-T	143,330.00	137,660.00	85,203.52	137,660.00
32	64-- OTHER OPERATING	4,065.00	4,660.78	3,121.74	4,660.78
32	---- SOCIAL WORK SER	147,395.00	142,320.78	88,325.26	142,320.78
33	61-- PAYROLL COSTS-T	48,257.00	48,257.00	31,104.45	48,257.00
33	62-- PURCHASE & CONT	15,800.00	13,808.42	5,647.00	13,808.42
33	63-- SUPPLIES AND MA	2,500.00	2,500.00	880.74	2,500.00
33	64-- OTHER OPERATING	2,129.00	0.00	0.00	0.00
33	---- HEALTH SERVICES	68,686.00	64,565.42	37,632.19	64,565.42
34	61-- PAYROLL COSTS-T	50,181.00	50,181.00	4,085.84	50,181.00
34	63-- SUPPLIES AND MA	500.00	500.00	0.00	500.00
34	64-- OTHER OPERATING	1,500.00	1,500.00	0.00	1,500.00
34	---- PUPIL TRANSPORT	52,181.00	52,181.00	4,085.84	52,181.00
41	62-- PURCHASE & CONT	1,500.00	1,500.00	0.00	1,500.00
41	64-- OTHER OPERATING	42,090.00	42,090.00	16,574.10	42,090.00
41	---- GENERAL ADMINIS	43,590.00	43,590.00	16,574.10	43,590.00
51	61-- PAYROLL COSTS-T	76,491.00	76,491.00	8,877.22	76,491.00
51	62-- PURCHASE & CONT	5,000.00	5,000.00	3,386.31	5,000.00
51	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
51	---- PLANT MAINTENAN	81,491.00	81,491.00	12,263.53	81,491.00
61	62-- PURCHASE & CONT	250.00	250.00	155.56	250.00
61	63-- SUPPLIES AND MA	4,000.00	4,000.00	2,272.52	4,000.00
61	64-- OTHER OPERATING	7,700.00	4,193.00	2,072.95	4,193.00

<u>FC</u>	<u>OBJ</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Revised Budget</u>
61	----	COMMUNITY SERVI	11,950.00	8,443.00	4,501.03	8,443.00
<hr/>						
		Grand Expense T	1,525,567.00	1,525,567.00	847,563.15	1,525,567.00

Number of Accounts: 175

***** End of report *****



WEST ORANGE – COVE CISD

902 W. Park St., P.O. Box 1107
Orange, Texas 77631
Phone: 409.882.5500 Fax: 409.882.5467

April 4, 2016

Re: Donation

Dear Mr. Harris and Board of Trustees,

65

Dairy Queen presented Insulated cups to the West Orange-Stark High School Staff, the 2016 Senior Class and the Athletes that played on the 2015 State Football Championship Team today. These Dairy Queen Insulated Cups show their support of West Orange-Stark and will honor them at their Orange and Bridge City locations for \$1.00 refills.

Thank you for your consideration and acceptance of this donation.

Sincerely,

Rod Anderson
Principal
WOSHS



WEST ORANGE – COVE CISD

North Early Learning Center
Head Start - Pre-Kindergarten - PPCD

801 Cordrey – Orange, TX
Phone: 409-882-5434 Fax: 409-882-5449

SHERRY HARDIN
Principal
Head Start Director

April 8, 2016

To: Superintendent and Board of Trustees
From: Sherry Hardin
Re.: Donation

66

Kroger presented a \$50 donation to North Early Learning Center. We would like to request your permission to accept this donation. The monies will be used to support our parent engagement initiative.

Thank you for your consideration of this request.



WEST ORANGE – COVE CISD

902 W. Park Ave
Orange, TX 77630

Cost Reimbursable Amendment

April 25, 2016

Alisdair C. MacLean
Regional Vice President
ARAMARK Educational Services, LLC
4790 Regent Blvd, Suite 150
Irving, TX 75063

67

Re: Amendment No. 4 to Contract for Food Services Management

Dear Mr. MacLean:

This letter shall confirm the understanding between you and our representatives that effective July 1, 2016, the food services management Contract between **WEST ORANGE-COVE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT** ("SFA") and **ARAMARK EDUCATIONAL SERVICES, LLC** ("FSMC") effective July 1, 2012, ("Contract") shall be amended as follows:

1. Section III.A.8, Definitions, is deleted in its entirety and replaced with the following:

"8. "Effective Date" means July 1, 2016."
2. Section III.B.1, Scope and Purpose, is deleted in its entirety and replaced with the following:

"1. Duration of Contract. Unless it is terminated in accordance with Section L, this Contract will be in effect for a period of one year commencing on July 1, 2016, and shall expire on June 30, 2017 and may not be renewed.
3. Section III.J.4.b (3), Financial Terms. The amount of General and Administrative Expense Fee [Per Meal/Meal Equivalent] is deleted and replaced with the following \$1317.
4. Section III.J.4.b (4), Financial Terms. The amount of Management Fee [Per Meal/Meal Equivalent] is deleted and the following substituted: \$0439.
5. Exhibit C, Food Service Budget, is deleted in its entirety and replaced with Exhibit C, the Food Service Budget for the 2016-2017 School Year, attached hereto.
6. Exhibit F, Methodology for Allocated Costs, is deleted in its entirety and replaced with Exhibit F, Methodology for Allocated Costs, attached hereto.



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Orange, TX 77630

7. Exhibit I, Schedule of Terms for FSMC Guaranty, is deleted in its entirety and replaced with Exhibit I, Schedule of Terms for FSMC Guaranty, attached hereto.
8. This Amendment is only valid for the 2016-2017 School Year. This Amendment shall terminate on June 30, 2017. Unless there are no renewal options remaining, the Contract may be renewed upon expiration of this Amendment if the Texas Department of Agriculture (TDA) determines there are no material changes in the nutrition standards and meal requirements in the Contract compared to those required by the January 26, 2012 Final Rule titled Nutrition Standards in the National School Lunch and School Breakfast Programs, 77 FR 4088 (Final Rule). If TDA determines that there are material changes between the nutrition standards and meal requirements in the Contract compared to those required by the Final Rule, the Contract will have to be rebid effective July 1, 2017.
9. This Amendment is executed by the Parties in their capacities as stated below. All parties represent and warrant that the persons signing this Amendment are authorized to bind the respective parties.

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In all other respects, the Contract shall remain in full force and effect. This letter shall be attached to, and become part of, the Contract.

If the foregoing is in accordance with your understanding, please sign, date, and return the enclosed copies of this letter at your convenience.

West Orange-Cove INDEPENDENT SCHOOL DISTRICT

By: _____

Name: Rickie Harris

Title: WOCCISD Superintendent

ARAMARK EDUCATIONAL SERVICES, LLC

By: _____

Name: Alisdair C. MacLean

Title: Vice President

Exhibit C

FOOD SERVICE BUDGET - COST-REIMBURSABLE

West Orange Cove CISD
 School Food Authority
 School Year 2016-2017

Revenues:

Cash Sales:	
Student Breakfast Sales	\$ 2,165
Student Lunch Sales	\$ 60,654
Student Snack Sales	\$ -
Student a la carte Sales	\$ 76,219
Adult Sales	\$ 15,548
Catering Sales	
Interest Income	
Concession Sales	
Vended Meal Sales	
Total Cash	\$ 154,586
State and Federal Reimbursement/Funding	
National School Lunch Program	\$ 895,548
School Breakfast Program	\$ 460,472
Afterschool Care Program	\$ 22,714
State Matching Fund	\$ 8,000
Commodities Received	\$ 69,612
Other Funding	
Total Reimbursements	\$ 1,456,346
Total Revenues = All Cash Sales + All Reimbursements	\$ 1,610,932

Expenses:

Gross Food Costs	\$ 634,268
Food Delivery Costs	
Commodities Used	\$ 69,612
Commodity Delivery	
Commodity Processing	
Total Food Costs	\$ 703,880

Labor Costs		
FSMC Salaried Employees	FTE	PTE
Base Gross Salary		\$ 55,252
Educational Assistance		
Incentive Payments		
Bonus		
Merit Increase		
Retirement / IRA		
401K, 403(b)(7)		
Fringe Benefits		\$ 26,285
Payroll Taxes		\$ 5,384
FSMC Hourly Staff	FTE	PTE
Gross Salaries		
Fringe Benefits		
Payroll Taxes		
SFA Hourly Staff	FTE	PTE
Gross Salaries		\$ 485,000
Fringe Benefits		
Payroll Taxes		
Other Payroll Costs (FSMC)		
Worker's Comp.		
Other		
Other Payroll Costs (District)		
Worker's Comp.		
Other		
Total Labor Costs		\$ 571,921
FSMC Fees		
Administrative Fee Costs		\$ 82,411
Management Fee Costs		\$ 27,447
Total Fees		\$ 109,858

FSMC Direct Costs – Subcategory Examples

Paper & Disposable Goods	\$ 60,849
Replacements / Smallwares	\$ 4,625
Contracted Labor – Specify	
Employee Welfare	\$ 3,003
Insurance Expense	\$ 2,534
Telephone	\$ 525
Office Supplies	\$ 1,872
Postage	
Bank Deposit Services	
Uniforms & Laundry	\$ 4,250
Other Delivery & Freight/NonFood	\$ 1,500
Advertising, Promotions & Menus	\$ 3,003
Marketing/Franchise & Decor	
Equipment Repair	
Licenses	
Employee Travel	\$ 897
Security background check	

EDP Chargeouts,
Amorization Buy Back

Miscellaneous - Specify	\$ 12,137
Total FSMC Direct Costs	\$ 95,195
Total District Direct Costs	\$ 45,182
Total Direct Costs	\$ 140,377

FSMC Indirect Costs – Subcategory Examples would include:

FSMC Charges	
a. Technology Allocations	\$ -
b. Other Allocated Charges	
Insurance Alloc Charge (Ex. WC)	
Other Allocated Charges	
Franchise Charges	
Trademark Charges	
Other Indirect Cost Categories	
Total FSMC Indirect Costs	\$ -

Total Discounts, Rebates, Applicable Credits, allowances or incentives from FSMC Suppliers credited to SFA	\$ (65,250)
---	--------------------

Total Expenses : \$ 1,460,786

Surplus / Subsidy = Total Revenues – Total Expenses \$ 150,146

FSMC Guaranteed Return	\$ 150,146
FSMC Guaranteed Break Even	\$ -
FSMC Guaranteed Subsidy	\$ -

SFA Employee Responsible for submission of this budget data:

Name: Dr. Wayne Guidry
Telephone: 409-882-5462

FSMC Employee responsible for submission for this budget data:

Name: Danielle Robinson
Telephone: 409-882-5447

Exhibit C

FOOD SERVICE BUDGET - COST-REIMBURSABLE

West Orange Cove CISD

School Year: 2015-2016

Revenues:

Cash Sales:

Student Breakfast Sales	\$	866
Student Lunch Sales	\$	46,250
Student Snack Sales		
Student a la carte Sales	\$	97,816
Adult Sales	\$	19,425
Total Cash	\$	<u>164,357</u>

Reimbursements:

State and Federal Reimbursements/Funding	\$	33,820
NSLP	\$	906,948
SBP	\$	504,059
ASCP	\$	22,242
State Matching Fund		
Commodities Received	\$	73,279
Total Reimbursements	\$	<u>1,467,069</u>

Total Revenues = All Cash Sales + All Reimbursements \$ 1,631,426

Expenses:

Gross Food Costs		<u>\$610,175</u>
Food Delivery Costs		
Commodities Used (Call TDA Commodity Division for annual Usage amount for the SFA)	\$	<u>73,279</u>
Commodity Delivery		
Commodity Processing		
Total Food Costs	\$	<u>683,454</u>

Labor Costs (# FTE/PTE)

FSMC Salaried Employees FTE \$ 86,065.00

Summarize Here (Attach an individual categorical breakdown for each FSMC salaried employee. For each shared FSMC employee, SFA and FSMC must identify other SFAs with whom the employee shared and the salary and benefit allocations for FSMC employee.)

Base Gross Salary	\$	<u>54,708</u>
Educational Assistance		_____
Incentive Payments		_____
Bonus		_____
Merit Increase		_____
Retirement / IRA		_____
401K, 403(b)(7)		_____
Fringe Benefits	\$	<u>26,024</u>
Payroll Taxes	\$	<u>5,333</u>

District Hourly Staff FTE \$ 485,000.00

Gross Salaries		_____
Fringe Benefits		_____
Payroll Taxes		_____

Other Payroll Costs (FSMC)		_____
Worker's Comp.		_____
Other		_____

Other Payroll Costs (District)		_____
Worker's Comp.		_____
Other		_____

Total Labor Costs \$ 571,065

FSMC Fees

Administrative Fee Costs	\$	<u>82,444</u>
Management Fee Costs	\$	<u>27,484</u>
Total Fees	\$	<u>109,928</u>

FSMC Direct Costs – Subcategory Example

Paper & Disposable Goods	\$	63,896	
Replacements / Smallwares	\$	10,000	
Contracted Labor – Specify			
Auto Expenses			
Insurance Expense	\$	2,534	
Telephone	\$	700	
Office Supplies	\$	2,500	
Postage			
Training and Employee Welfare Program	\$	3,753	Trainir
Uniforms & Laundry	\$	5,000	
Other Delivery & Freight/NonFood	\$	2,000	
Advertising, Promotions & Menus	\$	6,000	
Marketing/Franchise & Decor			
Equipment/Accessory Expense	\$	11,000	
Licenses	\$	-	
Employee Travel	\$	1,200	
Security background check	\$	-	
Miscellaneous Expense	\$	13,476	
Total FSMC Direct Costs	\$	122,059	
Total SFA Direct Costs	\$	55,182	
Total Direct Costs	\$	177,241	

FSMC Indirect Costs – Subcategory Examples would include:
FSMC Charges

a. Technology Allocations	_____	
b. Other Allocated Charges	_____	
Insurance Alloc Charge (Worker's Comp. Excl)	_____	
Other Allocated Charges	_____	
Franchise Charges	_____	
Trademark Charges	_____	
Other Indirect Cost Categories	_____	
Total FSMC Indirect Costs		\$ _____ -

Total Discounts, Rebates, Applicable Credits, allowances or incentives from FSMC Suppliers credited to SFA		\$ _____ (70,362)
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Total Expenses = All Food Costs + All Labor Costs + All Fees + All Direct Costs + All Indirect Costs- Total Discounts, Rebates, Applicable Credits, allowances or incentives from FSMC Suppliers credited to SFA		\$ _____ 1,471,326
---	--	---------------------------

Surplus / Subsidy = Total Revenues – Total Expenses		\$ _____ 160,100
--	--	-------------------------

FSMC Guaranteed Return		\$ _____ 160,100
FSMC Guaranteed Break Even		_____
FSMC Guaranteed Subsidy		_____

SFA Employee Responsible for submission of this budget data:

Name: Anitrea Goodwin
Telephone Number: 409-882-5610

FSMC Employee responsible for submission for this budget data:

Name: Danielle Robinson
Telephone Number: 409-882-5447



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Exhibit F

ARAMARK EDUCATION K-12 METHODOLOGIES FOR ALLOCATED COSTS

Methodology to Determine Charge for Fringe Benefits & Human Resource Services

The methodology to determine the Charge for Fringe Benefits & Human Resources Services for Aramark Education K-12 is as follows:

1) The costs charged to clients in Education K-12 can be grouped into three cost categories as follows:

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a) Benefit costs for all salaried employees at the unit level, which includes group medical and dental, disability and life insurance, and retirement benefits. The benefit costs are estimated for the upcoming year based on past years' experience. Prior year's benefits as a percentage of salaries and wages for the unit salaried employees is developed and applied to the estimate of salaries and wages of unit salaried employees for the upcoming year.

b) A budget is set at each region and division levels to cover training programs including direct tuition charges incurred for outside training, training program development costs, training materials costs, and costs incurred in connection with training provided to front line personnel, Directors and hourly staff. This budget also covers the cost of a replacement manager for Directors on extended sick leave, and costs for new manager trainees. The budget for each region is based on past years' experience and the number of salaried employees in each region.

c) A budget is established for costs incurred in connection with providing human resource support to Aramark's front line personnel. Some examples of these costs include: costs incurred to ensure compliance with EEO and other employment laws, costs incurred at the District, Regional and Corporate levels to direct and oversee personnel decisions, industrial relations costs, and costs incurred to recruit front line personnel. Also included in this budget are costs incurred by management at the Corporate, Food & Support Services, Division, Region and District levels to support all training and benefit programs provided to front line personnel (Directors and hourly staff).

2) The total of all the above costs is divided by the estimated wages of all salaried employees at the unit level to arrive at an effective Charge for Fringe Benefits and Human Resources Services rate for the 2016-2017 school year of 40%. This rate will be reviewed each year and adjusted in accordance with this methodology each year, if necessary.

3) This methodology is used each year to develop the Charge for Fringe Benefits and Human Resources Services. Each year the costs are reviewed and adjusted (if needed) to assure they are based on actual cost. In addition, a reconciliation will be done annually and if there is a material difference in the Charge for Fringe Benefits and Human Resources Services amount and actual costs incurred an adjustment will be made to the client (contract) year in question.



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ARAMARK Education K-12 Methodology to Calculate General Insurance Charge

The methodology to calculate the General Insurance charge to Aramark Education K-12 clients is as follows:

- 1) All insurance premiums and most other insurance costs originate at the Aramark corporate level and are allocated down to the two domestic business groups in the corporation, Food and Support Services and Uniform and Career Apparel. Food and Support Services (“FSS”) is charged based on the total losses of FSS as a percentage of Aramark’s total losses in prior years. These costs would include:
 - a) Risk insurance premiums and estimated self-insured retention (workers compensation, general liability & automobile liability) 77
 - b) Environmental insurance premiums
 - c) Employment practice insurance premiums
 - d) Professional services liability insurance premiums
 - e) Excess liability insurance (umbrella) premiums
 - f) Brokers administration costs for risk insurance programs
 - g) Claims administration costs for risk insurance programs
 - h) Aramark Corporate Risk Management Department costs, including the Safety and Claims Management Departments
 - i) Database and third party administration costs
 - j) Aramark Corporate financing costs

- 2) Insurance costs are then charged to each line of business, including Education K-12, based on two factors:
 - a) Sixty percent of the costs (excluding costs that pertain to overhead employees – which are estimated at 0.35% of salaries for those employees) are charged to each line of business in FSS based on “Loss Experience”. Loss Experience is the average of estimated incurred and paid losses for the three most recent fiscal years valued at March of the following year, with individual claims capped at \$2,000,000. Each line of business is charged 60% of the costs based on their share of the Loss Experience in relation to total FSS.
 - b) Forty percent of the costs (excluding the costs that pertain to the overhead employees) are charged based on “Exposure”. Exposure is defined as payroll dollars since approximately 75% of the paid losses are for workers compensation claims. Each line of business is charged 40% of the costs based on their estimated total payroll in relation to the total payroll of FSS.



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- 3) In addition to the insurance costs charged to FSS from Corporate, the cost of Monopolistic State premiums and self-insured retention are included. This insurance covers workers compensation, which is not covered under the corporate policy, but is covered by state administered programs for Washington, Wyoming, North Dakota, Puerto Rico and Ohio. These costs are aggregated at the FSS level, and are charged to each line of business based on their share of the Loss Experience in relation to total FSS, as defined above.
- 4) The total costs for insurance programs, which exceed \$6M in fiscal 2015 are broken down into three areas:
 - a) Overhead employees are charged a flat 0.35% of payroll, reflecting the relatively low exposure and loss experience.
 - b) Contracts in Monopolistic States do not get charged anything for Aramark's worker's compensation insurance premiums, rather, they are charged based on the individual state insurance charges. 78
 - c) Contracts in non-Monopolistic States are charged a rate of 4.591% for the 2016-2017 school year that is calculated as the percentage of Aramark Education K-12 payroll expense needed to cover the insurance premiums and others anticipated costs allocated to Education K-12 by Aramark Corporate. This rate can vary from year to year depending on fluctuations in "Loss Experience", "Exposure", Administrative Costs, and Risk Management Costs, as discussed above. As such, Aramark Education K-12 will review this rate each year, and adjust, if necessary, in accordance with this methodology.
- 5) This methodology is used each year to develop the General Insurance Charge. The actual costs incurred are reviewed at the end of every fiscal year and adjusted (if needed) to assure the General Insurance Charge is accurate and reflects only actual costs. A reconciliation of the General Insurance Charge allocated to each client's program is completed at the end of each Aramark fiscal year and, if there is a material difference in the General Insurance Charge and actual costs incurred, an adjustment will be made to the client (contract) year in question.



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ARAMARK Education K-12 Methodology to Calculate Information Technology System Charge

Aramark provides its clients with an information technology system (“IT System”) necessary for the operation of school district’s food service program. The cost of the IT System is reflected in a charge to each school district. The methodology to calculate the IT System charge to Education K-12 clients is as follows:

The costs are allocated to the Aramark business units within Food and Support Services, including Education K-12, using a method that reasonably and fairly approximates the number of users in each business unit. This method is based on the number of exempt employees in a business unit. 79

The majority of the costs in the IT System charge relate to the Oracle enterprise reporting system, communications systems needed to access applications nationwide, the toll-free IT Service Center, and a corporate Intranet that provides field units with all of Aramark’s knowledge resources. Specifically, these costs include the purchase of the new servers and licenses, development and installation of the systems, development of the new communication systems, purchases of other software, and training costs for the new systems. The total costs for Education K-12 are then allocated to each school district. School districts are charged \$3,108 per year.

In addition, each school district is charged \$4,188 per year for the support provided to Education K-12 by the Aramark Information Technology (IT) department. Aramark IT provides training, applications development and help desk support services for systems utilized by Education K-12, including:

- Global Field Financials (GFF) Food Service Accounting System
- Education K-12 Intranet sites and services
- Point of Sale Systems Consulting
- Food Production System and Inventory System (PRIMA)

The rates above will be reviewed each year and adjusted in accordance with this methodology each year, if necessary.

This methodology is used each year to develop the IT System Charge. Each year, the costs are reviewed and adjusted (if needed) to assure that they are based on actual cost. In addition, a reconciliation will be performed annually and if there is a material difference in the IT System Charge amount and actual costs incurred, an adjustment will be made to the client (contract) year in question.



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Exhibit I

SCHEDULE OF TERMS FOR FSMC GUARANTY

- 1) **Projected Food Service Budget Surplus:** FSMC estimates that the projected surplus for the 2016/2017 School Year ("Current Year") shall be at least \$150,146 (the "FSMC Guaranteed Return") for those items of revenue and expense set forth in the Food Service Budget attached hereto as Exhibit C.
- 2) **ARAMARK Reimbursement:** FSMC agrees to reimburse SFA for the amount, if any, by which SFA's Surplus is less than the FSMC Guaranteed Return for the Current Year ("SFA's Shortfall") up to an amount equivalent to \$150,146 for the Current Year. SFA shall be responsible for the balance of the SFA's Shortfall. The term "SFA's Surplus" shall mean the amount, if any, by which SFA's actual Total Revenues for the Current Year exceed SFA's actual Total Expenses for the Current Year.
- 3) **Reimbursement Conditions and Assumptions:** FSMC's obligation to reimburse SFA in accordance with paragraph 2 above, shall remain in effect only during the Current Year and is contingent upon the following conditions and assumptions remaining in effect for the Current Year:
 - (a) Reimbursement rates for NSLP and NSBP meals for the 2016/2017 School Year shall increase by at least 2.5% for all meal types from the reimbursement rates from the 2015/2016 School Year, and District shall receive the additional six cents (\$0.06) per meal reimbursement for each lunch meal served authorized by the Healthy Hunger-Free Kids Act of 2010.
 - (b) Neither the value, mix, nor quantity of government donated commodities received shall be less than the value in Exhibit C. In addition, (i) the value of government donated commodities received that are usable in the approved menus shall not be less than the value set forth in Exhibit C and (ii) commodity delivery charges will not exceed prior year. Without limitation of the foregoing, any guarantee provided herein is subject to reduction commensurate with any such increased costs related to elections for usage of brown box donated commodity ordering as compared to donated commodity diversion for processing.
 - (c) There shall be at least 170 full service days where breakfast and lunch are served for the Current Year.
 - (d) The average daily student attendance for the Current Year shall be at least 2,299.
 - (e) The cost of wages, salary, and fringe benefits for the food service operations employees or the number of such employees shall not exceed such levels as set forth in Exhibit C. FSMC's reimbursement obligation is based on the Federal and State minimum wage laws and health care benefit rates, laws, and regulations including, without limitation, any prevailing wage rates and laws, in effect as of January 1, 2016. Should the minimum wage or health and welfare benefit rates be increased above the January 1, 2016 level pursuant to any Federal, State or local law or regulation, or should FSMC's costs increase due to causes beyond FSMC's control, FSMC's reimbursement



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obligation shall automatically be adjusted to cover increased costs resulting directly or indirectly from such increase.

- (f) The actual costs charged to the Food Service Budget by SFA shall not exceed the projected operating expenses as set forth in Exhibit C.
- (g) Revenue from a la carte sales will be at least equal to a la carte sales from the 2015/2016 school year.
- (h) Food costs during the Current Year shall not increase by an amount greater than Two Percent (2%). Food costs will be measured by the yearly percentage change in the Consumer Price Index, All Urban Consumers, U.S. City Average, Food Away From Home Index (CPI-FAH), published by the United States Department of Labor.
- (i) SFA and its representatives, including, but not limited to, the SFA liaison, school principals, teachers and SFA employees shall fully cooperate with FSMC and its representatives in the implementation of the Food Service Program and any modifications to the Food Service Program. SFA shall fully cooperate with FSMC to limit the expansion of competitive food sales in order to maximize the Gross Receipts and other non-cash sales of the Food Service Program.
- (j) The ratio of students eligible to receive free and reduced price meals as compared to total student enrollment shall not decrease from prior year.

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In the event any of the foregoing conditions or assumptions is not met during the Current Year, FSMC's obligation shall be reduced by the amount of any increase in SFA's Total Expenses or any reduction in Total Revenues which is attributable to the changes in such conditions or assumptions. Furthermore, if during the Current Year SFA requests a change in any phase of the Food Service Program that results in a material decrease in Total Revenues or a material increase in Total Expenses from the amounts set forth in Exhibit C, FSMC shall advise SFA of its estimate of the increase in the Total Expenses or decrease in Total Revenues attributable to such requested change. Any budget, including the Food Service Budget, agreed to by FSMC and SFA shall be adjusted to reflect such estimated increase in Total Expenses or decrease in Total Revenues.

Unit Name: West Orange-Cove ISD

Methodology for Calculation of Increase in
Management Fee and General and Administrative Expense

Aramark has utilized the following methodology in calculating the increase in its Management Fee and General and Administrative Expense for the 2015-2016 school year.

Aramark's General and Administrative Expense and Management Fee were increased by a percentage equivalent to the percentage change in (CPI - U) Food Away From Home – South Size D ("CPI") from December 2014 to December 2015 as published by the U.S. Department of Labor, Bureau of Labor Statistics.

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CPI-U Food Away From Home – South Size D

Index, December 2014	249.51
Index, December 2015	260.068
Increase	10.558
% Increase	4.2%

	SY15/16			SY 16/17
General and Administrative Exp Per Meal	\$0.1264	X	1.042 =	\$0.1317
Management Fee Per Meal	\$0.0421	X	1.042 =	\$0.0439



WEST ORANGE – COVE CISD

NORTH EARLY LEARNING CENTER

801 Cordrey St.
Orange, Texas 77631

Phone: 409.882.5434 Fax: 409.882.5449

Sherry Hardin
Head Start Director / Principal

Head Start Principal/Director’s Report: April 2016

Student Enrollment for 2015 – 2016 School Year

143 - 4 year olds
96- 3 year olds
239 - Total

- ❖ Waiting list: 0
- ❖ Student Attendance: **Goal is 95%**
 - August: 98.73
 - September: 94.17
 - October: 93.7
 - November: 92.94
 - December: 90.37
 - January: 93.91
 - February: 93.47
 - March: 93
 - Cumulative: 93.23

April Activities:

- Monday Blitz – April 4 and 11th
- Mustang Ignite – April 8th
- Career Day Celebration – April 14
- Monday Blitz Rewards Day – April 18
- Earth Day Celebration in Classrooms – April 22
- Literacy Day Celebration – April 29
- Stark Museum Field Trips
- Shangri La Field Trip

- ❖ Meals: March 2016
 - Breakfast: 3430
 - Lunch: 3539

Instructional Materials Allotment and TEKS Certification, 2016-2017

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

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

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

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

Signature of Superintendent

Signature

Signatures of Board President and Secretary or Governing Board Officers

Board President

Board Secretary

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



WEST ORANGE-COVE CISD

INSTRUCTIONAL MATERIALS FINAL SELECTION

2015-2016

2014-2016 PD 360 - School Improvement Network Annual Renewal

Plan4Learning Software - 806 Technologies

Quest Library Archives- TexQuest

ITBS- Houghton Mifflin Harcourt

Language & Literacy Software Program - Imagine Learning

Waterford Annual Site Support - Waterford

Reading Licenses - Learning A-Z

Graphing Calculators - Texas Instruments

Lego Core Sets-Lego Education

Library Books - Follett School Solutions

Algebra 1 Practice & Assessment - GF Educators

Dyna Notes - Dyna Studies

Engineering Kits - Pitsco

Spanish DVD's - Teacher's Discovery



WEST ORANGE – COVE CISD

North Early Learning Center
Head Start - Pre-Kindergarten - PPCD

801 Cordrey – Orange, TX
Phone: 409-882-5434 Fax: 409-882-5449

SHERRY HARDIN
Principal
Head Start Director

April 25, 2016

Attached is the information for the 2016 – 2017 Head Start Grant needing approval by the West Orange-Cove CISD Board of Trustees.

1. Application and Budget Justification Narrative
 - a. Grant Application Section I and II
 - b. Budget Justification
2. Results of Self-Assessment and Improvement Plan
 - a. Self-Assessment Report and Program Improvement Plan
3. Training and Technical Assistance Plan
 - a. T/TA Plan
4. Indirect Cost Rate Agreement
 - a. TEA Indirect Cost Rate Letter
5. Other Supporting Documents
 - a. SF424 (**Superintendent Signature Required**)
 - b. SF424A
 - c. SF424B (**Superintendent Signature Required**)
 - d. Employee Compensation Cap
 - e. Detailed Report
 - f. Community Assessment
 - g. Audit Report & Explanation
 - h. Board of Trustees Approval Letter (**Board of Trustees Signature Required**)

X

Ruth Hancock
President, Board of Trustees



West Orange-Cove Consolidated ISD
North Early Learning Center



Continuation Application

2016-2017

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Introduction

The budget period of 8/1/2016 – 7/31/2017 will represent the second year of operation for the West Orange-Cove Consolidated ISD North Early Learning Center Head Start Program. The program has improved since last year’s operation by providing a broader and more in-depth range of services for children and families in the local community. All required refunding application documents were uploaded into the Head Start Enterprise System under the Grant Application Budget Instrument (GABI) tab.

Section I. Program Design and Approach to Service Delivery

SUB SECTION A: GOALS

Long Range Goals, Short Term Objectives, and Program Impacts

Following is a listing of the West Orange-Cove CISD North Early Learning Center's Head Start Program multi-year priority goals for each of the service areas reflected in the Head Start Performance Standards and the Head Start Act. Program staff determined long-term goals and objectives for program improvement with input from the Policy Council. Information and data from the Community Assessment, family survey results, annual self-assessment findings, child outcomes data, and recommendations from content area managers were used to identify priorities for the grant cycle.

The listing that follows contains the status of implementation for goals established prior to 2016-17, as well as new goals for the years that follow.

1.0 ***Program Goal 1: The NELC program will ensure that children and families will be ready to succeed in Kindergarten and beyond by closing the achievement gap.***

Teaching and Learning

The NELC program will ensure that children and families will be ready to succeed in Kindergarten and beyond by closing the achievement gap.

1.1 **Establish a year-long professional development (PD) plan focused on vocabulary and oral language development.**

An annual professional development (PD) plan that was developed based on teacher needs, student performance data, and trainings to help staff increase teaching vocabulary and oral language development in early childhood.

Instructional staff also regularly meets in Professional Learning Communities

(PLC) to collaborate and plan weekly instructional lessons that includes strategies to enhance and support student learning of vocabulary and oral language.

Professional Development is tracked in ChildPlus. A 2016-2017 plan will be developed for the upcoming school year by September 2016.

1.2 All children will identify and discriminate letter sounds in written words and in isolation.

Throughout the year children focus on identifying and discriminating letter sounds in written words and in isolation. Lesson plans that include individualization plans that show students' progress are on file. DIAL 4 pre-test reports and Teaching Strategies Gold reports, as well as DIAL 4 post tests will show progress to 70% or above.

1.3 Train staff to intentionally use concept and amazing words from the curriculum to develop/hold meaningful conversations.

Throughout the year staff receives training to intentionally use concept and amazing words from the curriculum (to develop and hold meaningful conversations) from local and statewide trainers. See Professional Development Plan Attachment.

1.4 Observe classrooms and home visits; support staff and parents' use of meaningful vocabulary that increases in complexity over time.

Throughout the year observations of classrooms and home visits are conducted to provide staff support and parents' use of meaningful vocabulary that increases in complexity over time. Classrooms are observed regularly. Feedback is shared with teachers and documented using PDAS, CLASS, and CIRCLE. Growth is

shown in TSG quarterly reports and DIAL 4 Spring scores. Home visits have not been observed. However, home visit agendas are on file that includes vocabulary development.

1.5 Provide a bulletin board to capture Amazing Words by Amazing Me (Students).

In August 2015, a bulletin board to capture Amazing Words by Amazing Me was provided. Staff adds the students name and their word on an owl form to add to the board when the student uses a broader vocabulary.

1.6 Children will engage daily in routines to count, compare, relate, identify patterns, and problem solve.

Throughout the year children are encouraged to engage daily in routines to count, compare, relate, identify patterns, and problem solve. Lesson plans that include individualization plans and Teaching Strategies Gold reports that show students are progressing are on file.

1.7 Children will use the scientific method and process skills to collect information, make predictions, and draw conclusions to increase their understanding of their surrounding environment.

Throughout the year children use the scientific method and process skills to collect information, make predictions, and draw conclusions to increase their understanding of their surrounding environment. Lesson plans that include individualization plans and Teaching Strategies Gold reports that show students are progressing are on file.

Parent and Family Engagement

1.1 Conduct family events about the importance of talking with children in their home language; read books and use vocabulary in their home language.

In October 2015, family events were conducted to celebrate Hispanic Heritage month and the importance of talking with children in their home language.

Activities included singing, reading, dancing, and eating cultural based snacks.

Classroom teachers and assistants read books and used vocabulary in home language of student culture. On-site ESL parent classes are offered. All flyers and other materials are provided in English and Spanish. In addition, all children are taught to count in both English and Spanish.

1.2 Conduct family events about lifelong learning to enhance their knowledge and skills as their children's first teacher.

Throughout the year family events about lifelong learning to enhance their knowledge and skills as their children's first teacher are provided. Events such as Ages and Stages and Blitz – Advocacy, and supporting your child's education.

1.3 Partner with families to create a home library by providing a book a month for children to keep.

The year West Orange-Cove CISD North Early Learning Program partners with families to create a home library by providing a book a month for children to enhance their vocabulary. Partnerships with AAUW give West Orange-Cove CISD North Early Learning Program the ability to continue this program year-to-year for our families.

1.4 Provide families with the concept and amazing word list on a weekly basis.

Families are provided with the concept and amazing word list on a weekly basis.

This list is provided through classroom newsletters that are sent home in take-home folders and backpacks, and shared at Curriculum Unit planning meetings.

Community Engagement

1.1 Develop a partnership with the Orange County Libraries to encourage home reading.

In September 2015, families were provided with information of local city libraries to encourage home reading. Flyers are sent home in English and Spanish with local library contact information, as well as information on how to obtain a library card. This gives families access to free library resources to build home reading.

Also, online links are provided to families so that digital media can be accessed.

1.2 Provide parent training on appropriate use of libraries and library materials that includes an on-campus book drop box.

Families are provided the opportunity to understand the importance of library resources. Take-home books are sent home with students once a week. Students are taught the different parts of a book and the importance of caring for a book.

Students then share this information with their parents, along with newsletters explaining what they have learned. Campus drop box was not initiated due to library rules.

Health Services

- 1.1 Coordinate with attendance clerk and family development worker to make sure children and families participate in home visits, parent conferences, and attend school regularly.**

The attendance clerk and family development workers coordinate to make sure children and families participate in home visits, parent conferences & attend school regularly. The attendance clerk monitors attendance daily and reports excessive absences to family development workers, which results in a home visit to work with the family to resolve any barrier that the family may be facing.

- 1.2 Review results of hearing screenings to make sure that children who did not pass their hearing screening were referred for evaluation and services when indicated.**

Results of hearing screenings are reviewed to make sure that children who did not pass their hearing were referred for evaluation and services when indicated.

Within forty-five days of enrollment all Head Start students received hearing evaluations by S. Trump RN, who in accordance with the rules of the Texas Radiation Control Act (Chapter 401 Texas Health and Safety Code), is registered to use audiometric equipment in the State of Texas. In the 2015-16 school year, two of our children were found to be un-testable due to immaturity and inability to understand instructions, however, on evaluation by their physicians; it was found that no hearing concerns were present at this time.

- 1.3 Provide home visitors and teachers with age-appropriate, health-related vocabulary in home language(s) and in English.**

Home visitors and teachers are provided with age-appropriate, health-related vocabulary in home language and English. Communications to non-English speaking parents are translated to their home language. Current community concerns are addressed in monthly Health newsletters. Care plans for students with medical concerns are written and reviewed with teachers by the Health Services manager.

Program Management

1.1 Recruit and hire instructional staff with experience and expertise in working with preschool age children.

Ongoing recruitment and hiring of instructional staff is conducted to ensure candidates have the appropriate experience and expertise in working with preschool age children. Program management components are working well. The director collaborates and works simultaneously with human resources staff to recruit highly qualified staff in a timely manner. All staff receives training on the curriculum, instructional strategies, Teaching Strategies Gold, and CLASS as outlined in the professional development plan. Data is collected and monitored by management staff to ensure all goals are met and students and families are successful and receive timely services. The principal and staff report to the governing body, policy council, and stake holders on a monthly basis.

1.2 Develop a list and cultivate substitutes that are aware of developmentally appropriate practices for young children.

The district maintains a list of qualified substitutes that are aware of developmentally appropriate practices for young children. The director

collaborates with human resources staff to ensure that classrooms are covered with quality substitutes that can engage and teach students in a meaningful manner in the absence of teaching staff.

1.3 Report regularly to governing body, Policy Council, and other stakeholders on progress in meeting goals.

The Principal/Director reports to the governing body, Policy Council and other stake holders on progress in meeting goals on a monthly basis. This includes the directors' report, financial report, and any other events that need to be reported during that month.

1.4 Provide staff training on Teaching Strategies Gold and CLASS.

In August 2015, Teaching Strategies Gold staff training was provided for instructional staff. In April 2016, CLASS staff training was provided for all teaching staff that had not previously been CLASS certified.

1.5 Oversight, aggregation and disaggregation of the collected will be monitored by management staff.

Management and teaching staff routinely collect and disaggregate student data. Child assessment score reports and case management notes are monitored to ensure that every student's needs are being met. The data collected and analyzed drives instruction.

- 2.0** **Program Goal 2: The NELC program will establish an enrichment program to broaden the children’s experiences that continue to support their reading and math skills.**

Teaching and Learning

- 2.1 Provide enrichment activities including music, PE, art, dance, and sports.**

Enrichment activities are provided throughout the year and include math, reading, music, PE, dance, and sports. Due to lack of funding for contract providers to teach enrichment activities in listed areas, we began The Lil Mustang Stomp to meet the dance aspect. We had school-wide dance sessions in our gym once a month from September 2015 through February 2016. In order to encompass all aspects of the enrichment activities, beginning in April 2016 The Lil Mustang Stomp will evolve to Mustang Ignite.

Parent and Family Engagement

- 2.1 Curriculum based meetings will mirror the children’s enrichment activities so parents can provide home support.**

Enrichment activities are provided and give parents opportunities to get involved with their child’s education and interact with other like families. Activities are also provided for families that allow parents to learn to grow financially, gain health / nutritional insight to help their families, and occupational workshops for tips on gaining employment.

Community Engagement

- 2.1 Engage the community to facilitate and provide activities.**

The West Orange-Cove CISD North Early Learning Center Head Start Program engaged the community to facilitate and provide activities for students and

families. An annual calendar of events was developed and published in June 2015 and updated throughout the year. Agency staff facilitated workshops and trainings that provided an overview of services and allowed parents to network on their own to receive information and resources.

Health Services

2.1 Practice healthy and safe habits in regard to general health, oral health and nutrition, and safe environment and injury prevention.

Healthy and safe habits are practiced daily in regard to general health, oral health and nutrition, and safe environment and injury prevention. Safety checklists are reviewed daily, weekly, and monthly as appropriate. Menus are sent home to families monthly that provide the healthy breakfasts and lunches being served on a daily basis. Oral hygiene is covered daily with tooth brushing in the classroom. A nutritionist consultant is on site monthly to ensure the general health of all students.

Program Management

2.1 Monitor attendance, activities, and funding

Attendance is monitored closely by all staff and recorded in Skyward. Incentives are given to classrooms and overall 100% participation of students to encourage attendance of all students.

3.0 Program Goal 3: The NELC program will partner with community agencies to provide STEM enrichment knowledge and application.

Teaching and Learning, Parent and Family Engagement, Health Services, and Program Management

3.1 Lessons on planting and maintaining a garden from Agri-Life.

Community partnerships have continued with Agri-Life, Master Gardeners, Shangri-La Botanical Gardens, and the Stark's Art Museum. Education and demonstrations on maintaining a garden for healthy eating, nutritional recipes, cooking demonstrations, and a chili cook off brought the community together and focusing on a healthy lifestyle. In the classrooms students were engaged learning and witnessing the life cycles of butterflies, bees, and chickens.

Self Assessment and Community-wide Needs

The Self-Assessment process began in January 2016 and was completed in February 2016. Team managers received training from the Director in January 2016. Each team manager trained their teams and completed the self-assessment program booklets. A parent survey was sent home on January 19, 2016, to obtain program information from the parents' perspective. Programmatic data was compiled, reviewed and analyzed to determine the strengths, needs, and plans for improvement. Parents, staff, managers, community members, and Policy Council and Board of Trustee members were invited to participate in the process. The results were compiled into a narrative report and were shared with the Policy Council and the Board at the March 2016 Meeting.

School Readiness Goals 2016 - 2017

15a. Notices and discriminates rhyme

HS Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

16b. Uses letter-sound knowledge

HS Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with the letters.

8b. Follows directions

HS Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.

Cognition and General Knowledge

20b. Quantifies

HS Goal P- MATH 2. Child recognizes the number of objects in a small set.

20c. Connects numerals with their quantities

HS Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

24. Uses scientific inquiry skills

HS Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

Social and Emotional Development

1a. Manages feelings

HS Goal P-SE

8. Child manages emotions with increasing independence.

Approaches to Learning

9a. Uses an expanding and expressive vocabulary

HS

Goal P-ATL 7. Child expresses himself in increasingly long, detailed and sophisticated ways.

11a. Attends and engages

HS Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

Physical Development and Health

7b. Uses writing and drawing tools

HS Goal P-PMP 3. Child demonstrates increasing control, strength and coordination of small muscles.

Number/letter identification from Teaching Strategies Gold skills

Head Start Child Outcomes listed in italics

Program Impacts

Information from the community assessment provided insight into the need of the children and families that are served by Head Start. It offered in-depth information and analysis focused on the strengths, needs and resources of the community.

Based on information from the new community assessment there were eight major challenges that our community faces. We are committed to assisting and empowering families in obtaining their goals and meeting their needs by providing relevant program information, community engagement and agency referrals. Active collaboration amongst stakeholders includes community organizations, local/community agencies, faith based, and applicable state and national resources.

1. Poverty, Employment and Income:

To address these issues NELC continues to partner with community resources to provide help and resources to the families we serve. Specifically we partner with the Texas Workforce Solutions, Experience Workers, South East Texas Regional Planning Commission, Lone Star Legal Aide, Greater Orange Community Chamber of Commerce, Greater Orange Area Literacy Service –GOALS and local business that provide training, workshops and legal information about employment opportunities to address employment and income issues our families struggle with daily.

2. Households: (Divorce rate, single parents and grandparents responsible for their grandchildren).

Actions to support and respect the family dynamics and composition including grandparent and single parents is accomplished with outstanding partnerships;

onsite/campus on-going parent training including “Male Buzz, Ladies Breeze, Monday Blitz, and transition activities; Community agencies include HHSC Center for Elimination of Disproportionality And Disparities, Orange County Child Abuse and Neglect –Community Partners and the Garth House.

3. Housing:

Families are provided information regarding housing from our partners at The Orange Housing Authority. In addition Capitol One, Jackson Community Center, Orange Christian Services Center; Lone Star Legal Aide provide information to address poverty, housing as well as financial Literacy and tax preparation and filing all of which can help families address short and long term housing needs and goals

4. Language and Education: (Graduation rates, ESL, and passing rates for economically disadvantaged students)

West Orange-Cove had the highest dropout rate in Orange County in 2014. That rate is improving because WOCCISD is actively addressing the situation through adult ESL classes and high school students are actively monitored and provided assistance and resources to keep them in school and achieve earn a diploma. WOCCISD has also improved vertical alignment and implemented many instructional strategies to ensure all students learn at a rigorous level and are successful. Struggling students are identified early and provided with additional resources to help them be successful.

5. Insurance, Health and Food Insecurity:

At orientation head start staff determines insurance status of all students. HS partners with community organization such as Orange Christian Services, Molina, and STAR to assist parents with information and access to resources. Maximus representatives were on campus to assist parents with information concerning eligibility and access to Medicare, SNAP, and CHIPS. Because of this, Orange has the highest percent of insured students in the county. Orange has limited community access to mental health assistance but HS partners with Samaritan counseling to evaluate and assist students and families in the program with identified mental health issues. NELC also partners with local agencies and churches to provide food, clothing, and other essentials on an as needed basis.

6. Birth Characteristics:

Families are assisted on an as needed basis to address pregnancy, medical care, and early prenatal care. Families are referred to Medicaid and WIC to ensure they receive proper care to help prevent low birth weight and other nutritional and medical issues that may occur as a result of the pregnancy and birth.

7. Family Violence and Child Maltreatment

South East Texas Family Services provides information about domestic violence, maltreatment, abuse and neglect and other mental health information include from community partners including Orange County Child Abuse and Neglect –Community Partners, Garth House, Samaritan Counseling and the Department of Health and Human Services.

8. Child Care:

Local childcare centers include James Hope and New Beginnings. Children are provided transportation either from our buses or from the child care center. Catholic Charities Childcare Program provides childcare subsidies to qualifying families.

See Community Assessment Attachment for full Community Assessment details.

2015 Information

Geographic Location	Population	Racial and Ethnic Composition				Poverty	Median Household Income Dollars	Household with SSI / Public Assistance
		W	B	H/L Orig.	Other			
Orange City	18,828	60.9%	33.2%	5.2%	4.0%	20.3%	41,494	2.9%
Orange County	83,514	87.8%	8.8%	6.9%	3.4%	14.8%	48,766	2.2%
Texas	26,438,031	80.0%	12.5%	38.6%	7.4%	17.7%	52,576	1.8%

SUB SECTION B: SERVICE DELIVERY

Needs of Children and Families

There have been no changes to either the program plan to provide child development services, or to the service / recruitment areas and criteria. The North Early Learning Center Head Start Program of West Orange-Cove Consolidated ISD preschool funded enrollment has remained, and will continue to remain, at 239. The program still consists of fourteen head start classroom one pre-kindergarten classroom and one pre-school program for children with

disabilities (PPCD) classroom. The district still provides the center services for children with English as a Second Language (ESL) on site. Our community partner continues to teach parents and families English two days per week.

Service Area

Program barriers to parent participation are steadily addressed and continue to offer staff opportunities to build bridges with stakeholders. Some of the barriers include: effective and ongoing communication with multilingual families; meeting the needs of parents with full time work schedules; encouraging parent participation in classrooms; and using a new parent participation tracking system. This new procedure shows parents with full time schedules how to participate in community events and engage with their children and families. This year we also implemented a “passport” program that encourages parents to be involved with their children outside of the school.

Health Services are delivered in a variety of ways. The program continues to utilize the parent communication newsletters in the take home folder. These newsletters provide current and appropriate seasonal information regarding health and wellness along with preventative information. Other documents required that need to be completed by families to provide a full and complete understanding of the health needs of all children are sent home as appropriate with the student with a follow up contact to the parent from the Health Services staff. The program continues to provide hearing and vision screenings, as well as body mass indexes for all students. During the registration process, families shared current health physicals and immunization records with the certified health coordinator. This information was then documented, which allowed the health services staff to analyze the information and quickly identify children that may not have a medical home.

The North Early Learning Center Head Start Program works collaboratively with other departments, elementary schools and local organizations to strengthen the transition process as children progress within Head Start pre-kindergarten programs and between Head Start pre-kindergarten and kindergarten. A transition team consisting of teachers, parents, and administrators share plans and gather input and provide feedback. At registration, families receive a packet of materials and information designed to support a smooth transition to school. Another component of the transition plan included the development and distribution of school boxes for the upcoming school year. The school boxes contained pencils, glue, crayons, and scissors. The family advocates shared the school boxes at the end of the school year to introduce families to the purpose of the contents before sending them home. Therefore, teaching students and parents to utilize the materials in the school boxes to support learning and promote family engagement which was a critical part of the success of this initiative.

The program aligned the enrollment application with the District's application to make the transition from Head Start to kindergarten easier. There were no changes in the program involving children with disabilities, dual language learners, homeless children, and children involved in the welfare system.

Justification of Proposed Funded Enrollment and Program Options

There has been no change to our funded enrollment of 239 that meets the needs of the Orange County community. We continue to serve the neediest children in Orange County, preparing them to be school ready. The center based option continues to allow the option to meet the needs of these children. The center based program provides the many varied services and referrals to meet the needs of the children and families.

Centers and Facilities

The location of our program has not changed and is still centrally located and meets the needs of our families as evidenced by the demographics. Many of our families are within walking distance of the center and bus transportation is available for students within our ISD. The facility meets or exceeds all state and federal building requirements for children. Our program personnel have not changed. We continue to host a Foster Grandparent program, as well as the Experienced Works program.

Recruitment and Services

The Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) remains under the oversight and supervision of the content area expert to ensure the neediest families are identified and receive services through the Selection Criteria. Eligibility and the source documents are maintained on site. The selection criteria include points to ensure that not less than 10 percent of the actual enrollment will be children with disabilities and full enrollment is met and maintained. The Head Start recruitment of students with disabilities is made through flyer, public service announcements, newspaper articles, Early Childhood Intervention (ECI), Hospitals, clinics, and Health and Human Services Commission (HHSC).

Transportation

There has been no change to the transportation services provided to the North Early Learning Center Head Start Program. School buses are utilized for home to school trips and field trips for all eligible students enrolled at the center.

Educational Services

The TSG ongoing monitoring tool was new this year. The assessment instruments provides staff with the data necessary to drive instruction ensuring all students reach their

potential and are ready for kindergarten. Ongoing professional development keeps the staff on the cutting edge of best practices and provides training on specific strategies needed to meet the needs of our students. Our learning environments are child-focused and conducive to the emotional, social, cognitive, physical and healthy growth of Head Start children.

Health

There has been no change to the implementation of Health Services. Within the first 45 days of every child's enrollment date, heights and weights are taken. Written information is given throughout the year in the form of hand-outs and newsletters. Eating habits are monitored during meals and snacks and pertinent information is relayed to dietician or physician, when a need is indicated. Health Services continues to work collaboratively with parents on issues related to their child's mental health by obtaining parental information at orientation from the Child Health Record and parental interview. Parents are educated to better understand mental health issues with workshops, one-on-one counseling, and our Community Resource handbooks and assistance in accessing community resources. Our current Mental Health Provider is Carla Badgett, LPC intern with Samaritan Counseling through the Southeast Texas Regional Planning Commission. Mental Health services are provided by Mrs. Badgett once a week. Her schedule is posted in all classrooms, hallway and Parent Involvement room in English and Spanish. Our Nutritionist recently changed her name from Kalyn Layton to Kalyn Cryer. Services being provided by her have not changed. All children continue to be screened for speech and language within 45 days of their enrollment and the appropriate services provided.

Family Services and Social Services

A nurturing and supportive environment continues to be provided by using appropriate activities that address the particular situation or need of the child and family. The process to

assist families in obtaining needed family services and social services in support of a family's well-being begins during our program orientation. Agency staff continues to facilitate meetings, workshops and training throughout the year to support the family unit and meet the requests and needs of our community. Aggregated data, Community and Program Self-Assessments, parent surveys, Parent Information and Needs Updates are shared with staff throughout the year and as needed during case management and staff trainings to better understand and identify with families culture, interest, desired goals and needs. There has been no change in Family Development staff who continues to collaborate with and establish agency partnerships to facilitate parent engagement activities that will help families become self-sufficient and foster life-long learning for the benefit of the family. Activities, meetings and trainings are planned with parent input and made aware of by flyers, newsletters, individual contact, and signage. Parents and instructional staff are recognized for their participation and involvement. There has been no change to the family case load to family development worker. A minimum of 4 family planned family contacts are made with each family with the endorsement and agreement of the family.

Transition

There has been no change to the transition process that begins at time of enrollment. Early Childhood Intervention (ECI) and Head Start meet within 90 days of a child's third birthday. The ARD committee will decide appropriate placement, including Head Start as long as child meets age and eligibility guidelines. Head Start three year olds will transition into a four year old Head Start class. All local LEAs work in collaboration to ensure that the transition from Head Start to Kindergarten is eased and parents and children are prepared. Local elementary principals continue to participate in an annual meeting that occurs in April to address families of

transitioning students. Students continue to visit local elementary schools as appropriate in May. Returning students are given the opportunity to complete applications 2 weeks prior to new student enrollment. Transition for students with disabilities is seamless. The Speech Language Pathologist, disability coordinator and health coordinator works closely with the elementary campuses as well as the Diagnostician to ensure all information about our children is accurate.

Coordination

There has been no change in the local child care centers that North Early Learning Center Head Start coordinates with. Head Start works with parents and several out of district child care centers to ensure children are loaded on a day car van as needed.

Memorandums of Understanding MOUs are kept on file and describe individualized services offered by the Grantee Student Services department. Any direct or related services authorized by the ARD committee will be provided by the LEA on site.

SUB SECTION C: APPROACH TO SCHOOL READINESS

The North Early Learning Center Head Start program has established a school readiness plan that includes school readiness goals that are aligned with the five essential domains outlined in the National Education Goals Panel as well as the eleven domains in the Head Start and Early Learning Outcomes Framework. Additionally the goals are aligned with the Texas Pre-Kindergarten Guidelines for 3- and 4-year olds, the Head Start Performance Standards, adopted curriculum components and the requirements and expectations of the school district.

Child Assessment Data

Progress towards meeting the school readiness goals is measured using a wide variety of assessment tools including anecdotal notes, children's portfolios, the DIAL 4 screener, and the Teaching Strategies Gold ongoing assessment.

All Head Start three-and four-year-olds are pre-tested using the Developmental Indicators for the Assessment of Learning, 4th edition (DIAL 4) within 45 days of each child's first day of entering the program. The Mental Health Coordinator and Education Coordinator train instructional paraprofessionals as DIAL 4 assessors. The Education/Early Childhood Coordinator develops and analyzes DIAL 4 class and campus data. DIAL 4 Test Booklets and score summaries are given to the teacher for their records and to drive instruction. Linguistic and cultural accommodations are made as appropriate for each child. This data is used for program evaluation and modification.

The Davis Observation Checklist for Texas (DOCT) is our speech screening discussed in the Disabilities Coordinator section. The teacher completes the DIAL 4 Teacher Questionnaire, a behavioral observation instrument, on all students within 45 days of entering the program. Results are given to the Mental Health/Disabilities Coordinator for documentation in Child Plus and follow-up. Teaching Strategies Gold Assessment (TSG) was new to our program in 2015 – 2016 year. It is a comprehensive ongoing monitoring and assessment solution for early childhood education programs that is based on the latest research, proven valid and reliable, and fully aligned with the Head Start Early Learning Outcomes Framework.

Data Analysis and Individualization drive instruction. Each student's targeted skills are noted on class lesson plans each week. Teachers develop lesson plans from Professional Learning Communities (PLC) meetings where they address the common needs of students. Four (4) Nine Weeks Class Summary and Campus Outcomes Summary reports are generated during a school year to track campus data and guide instruction, as well. Each teacher will use TSG data to generate the TSG Class Profile. This report shows individual students' developmental level on each objective, and will be used to identify and target individual skills. Classroom Aggregated

Data Plans are created by teachers. These plans assist teachers in planning targeted group and individualization activities and are updated periodically. The Early Childhood/Education Coordinator generates the TSG Snapshot Reports and School Readiness Summary each nine weeks period. Classroom specific patterns are identified and appropriate coaching, training, instructional strategy changes and materials needed are derived from this data. The School Readiness Outcomes Report is generated and shared with all staff, governing bodies and parents via our campus website and bulletin board in our main hall.

Ongoing Assessment is integral part of our process. Student progress is discussed with parents at the end of each nine weeks period during the home visit or conference as well as the daily communication folder. Case management meetings are held after each home visit/conference series to review data and discuss individual child/family needs with Director, all Coordinators, class Family Development Workers, and Teachers. Area coordinators follow up on student needs.

Each teacher meets with Head Start Director/Principal and Education/Early Childhood Coordinator in September, January, and May to review the campus ongoing child assessment system and their professional development needs. Content, quality, consistency and credibility of our system are discussed. Suggestions for improvement and professional development needed will be noted and provided as appropriate.

Parents are recognized as their child's first teacher. Their partnership with us in their child's education starts when they complete the DIAL 4 Parent Questionnaire during the enrollment process. This instrument provides the parent's view of their child's self-help development, social-emotional development, and overall development. Parent assessment of student's learning is discussed at each home visit and parent conference. Parents complete a

Parent Needs and Information Update at the end of each nine weeks during the home visit or parent conference. Parent's opportunities are provided including serving on/attending the Policy Council, Parent Center Committee, Curriculum Committee, participating in special activities and parent training opportunities (including Ages and Stages, Curriculum and Assessment overviews), weekly classroom/Texas OWL newsletters, daily communication folder, individual counseling with LPC upon request, a parent lending library, parent center meetings, take home library books, home visits and parent conferences.

Additionally, the TSG Snapshot Reports and School Readiness Summary are disaggregated and analyzed by coordinators to ensure agency goals and intended impacts meet identified criteria. Weak areas are identified and rigorously addressed to increase student success through targeted lesson plans and individualization. Direct continuous improvement is identified in TSG reports, individualization plans, and case management meetings. Fidelity of assessment tools is maintained via the ongoing monitoring of data for accuracy by management and instructional staff.

Curriculum

North Early Learning West Orange-Cove Consolidated ISD Head Start Program will continue to use the Texas OWL (Opening the World to Learning) curriculum. Texas OWL is our adopted program that consists of child-centered instruction that develops cognitive, physical, and social emotional skills and is equally delivered in English and Spanish. Our curriculum has a strong Family Involvement component and addresses all domains of learning. Texas OWL curriculum and TSG are both developmentally appropriate and aligned to Texas Pre-kindergarten Outcomes. We created a direct crosswalk between Head Start outcomes and TSG Plus, which reports children's developmental levels.

Staff-Child Interaction Observation Tools

Classroom Assessment Scoring System (CLASS) tools are used by the director, education coordinator and Campus Instructional Leadership Team (CILT) to measure the quality of classroom interactions, including emotional support, classroom organization and instructional support. Professional Development Appraisal System (PDAS) also provides integral information such as strengths and opportunities for growth for staff. CLASS and assessment data are analyzed in relation to School Readiness Goals to improve children's experiences and drive professional development. The fidelity of CLASS and TSG tools are maintained through frequent use of training.

SUB SECTION D: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Goals and Objectives

Family Connections to Peers and Community: Parents and families form connections with peers and mentors in formal and informal social networks that are supportive and/or educational and that enhance social wellbeing and community life.

Goal: Provide the opportunities for parents to change mindset, increase engagement and form relationship with community organizations, resources and their peers as leaders and stakeholders bridging the gap between home, school and community.

- **Program Leadership:** Family Services staff connects related family goals, peers and community agency resources and staff in a strategic collaborative interactive relationship of action through meetings, trainings and referrals.
- **Continuous Programming:** The self-assessment, community assessment, parent surveys and interactions drive and guide staff in mentoring families in self-sufficiency as they develop positive community relationships and leadership skills as advocates for their

family and community. This year we provided a parent resource room that has computers and a printer where parents may conduct job searches, type resumes, apply for jobs online.

- **Program Environment:** The Center provides a safe, warm welcoming place for parents. Staff facilitates various parent trainings to enhance parent and child interactions, strengthen their roles as parents, as well as, peer exchange with other parents and encourage leadership, management and advocacy.
- **Family Partnerships:** Parents grow and gain essential knowledge in accessing resources, goal obtainment, and committee and leadership skills.
- **Program Impact:** All staff encourages formal and informal social networks, engage participation in transition and increase volunteerism. Families are linked to resources, provided agency flyers, and encouraged to participate in community fairs and events.
- **Child Outcomes:** Children develop skills that sustain developmental and learning gains through high school and beyond.
- **Measurement:** ChildPlus Software Database, sign-in logs, family partnership agreements, and volunteer logs.

Data / Tools / Methods of PFCE Goals and Objectives and Analyzing Data

Tools used to identify and prioritize Parent, Family and Community Engagement (PFCE) includes: PFCE Framework, ChildPlus data, Self-assessment, parent survey, monthly contact forms, Parent Needs and Information Form (PINU), and parent evaluations. Aggregated data assessment is to target outcomes. These tools are used to support the implementation and track progress toward PFCE goals and objectives. Aggregated program data is used to better

understand the nature, referrals, needs and strengths of families and to show overall trends in meeting the individual, family and program goals.

SUB SECTION E: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES, AND ONGOING OVERSIGHT

Governing Body Structure

The governing body structure of North Early Learning Center with the Orange-Cove Consolidated ISD Head Start remains unchanged. The by-laws continue to be reviewed and approved at the beginning of each year. Members of the governing body do not have a conflict of interest with the Head Start program.

Program Governance Requirements

West Orange-Cove Consolidated ISD Board of Trustees, superintendent, and administrative staff (including: chief financial officer and center director) exercise program oversight in accordance with Section 642(1)(1) (C). Both governing body and Policy Council receive a written monthly director's report. The governing body is responsible for the selection of the program's auditor and receipt of the annual audit report. Policy Council minutes reflect Policy Council involvement in decision-making and monthly meetings. Parents elect Policy Council members and members represent our diverse student population. As appropriate, the Policy Council actively participates in collaboration with staff in setting and monitoring agency priorities and operations systems. As applicable, Policy Council, community patrons, administrative staff, and grantee agency participate as members of the annual self-assessment, ongoing monitoring, and outcome monitoring and outcome-based evaluation. See Organizational Chart Attachment.

Composition of Policy Council and Parent Committees

Policy Council is comprised of 71% current elected parent membership. Parents volunteer daily in classrooms and serve on numerous campus and district committees to include the curriculum committee, attendance committee, special activities committee, and parent training opportunities.

Systems for criminal Record Check, TB Testing, ETC

The West Orange-Cove Consolidated ISD provides centralized human resources support for the program that includes recruitment, classifications, salary, benefits, leave, appraisal oversight and records maintenance and retention. In accordance with district Human Resources policy all employees must undergo a criminal background check prior to employment. HR Employee Handbook also reflects all Head Start employees and district bus drivers must get a TB Test and health screening prior to employment. To facilitate this process HR uses the New Hire Checklist (See New Hire Checklist Attachment). The Head Start director, the HR department, and the transportation director coordinate with the health / nutrition coordinator and the fiscal specialist to ensure that the New Hire Checklist is used to monitor TB screenings of all staff and reviewed each August for compliance.

Staff Qualifications

There has been no change to the staff qualification expectations of North Early Learning Center. All jobs are posted and include the essential job functions, licenses and / or certifications required to meet the position qualifications. All staff must hold the proper qualifications and / or licenses prior to employment. All certificates / license are on file in the Human Resources office prior to an employment offer.

Comprehensive Services

Staff will continue to plan, organize and provide comprehensive services that include instructional staff, professional development opportunities, agency staff, and instructional support staff. This will ensure effective lesson plans, strengthen identified focused areas, develop ways to support families and children's development, and support the instruction delivery process.

Management Systems

There has been no change to the management systems for planning, communicating, record-keeping, and ongoing monitoring that is aligned with the Program Management and Fiscal Operations (PMFO) model and are all interrelated and connected. Reviewing of the community assessment and self-assessment identifies the programs strengths and weakness and the need for services within the community. This data was used to formulate the long-lasting program goals

Technical and Training Assistance

See Technical and Training Assistance Plan Attachment

Section II. Budget Justification Narrative

1. Budget Narrative:

The West Orange-Cove CISD Head Start program currently staffs 48.5 employees. Our Head Start program has plans for 14 teachers at an average salary of \$29,475, an hourly rate of \$21.02 per hour; 14 teacher assistants at an average salary of \$15,676, an hourly rate of \$11.18 per hour; 2.5 custodians at an average salary of \$20,194, an hourly rate of \$10.36 per hour; 7 bus aides at an average salary of \$3,250, an hourly rate of \$4.75 per hour (this rate is calculated at paying 50% of their salary). The Pay Scale for the 2016-17 FY has not been approved by the governing board as of this date. We will forward as soon as possible.

Our Head Start program intends to use the funding amount of \$1,525,567 for the 2016-17 FY as follows: Salaries (including fringe and summer pay) in the amount of \$1,351,835; Supplies in the amount of \$38,000; Contractual in the amount of \$24,116; Other Costs in the amount of \$44,984; Indirect Costs in the amount of \$42,090; and Training and Staff Development in the amount of \$24,542. See attached Budget Justification for details.

- 2. Budget Justification:** See Budget Justification Attachment
- 3. Direct / Indirect Costs Support:** See Budget Justification Attachment
- 4. Comprehensive Head Start Service Funding:**

The West-Orange Cove CISD Head Start program will continue to demonstrate cost-effective measures through Technical and Training Assistance Plans and the Self-Assessment and Program Improvement Plan that is provided in attachments.

5. Financial and Property Management Systems and Internal Controls:

The West-Orange Cove CISD Head Start program Financial and Property Management Systems and Internal Controls are outlined in the business office procedures manual, and are reviewed and updated annually or as needed. Section 44.007 of the Texas Education Code (Code or TEC) requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform to Generally Accepted Accounting Principles (GAAP). This section further requires that a report be provided at the time that the school district budget is filed, showing financial information sufficient to enable to the state board of education to monitor the funding process and to determine educational system costs by school district, campus and program. The TEC, Section 44.008, requires each school district to have an annual independent audit conducted that meets the minimum requirements of the state board of education, subject to review and comment by the state auditor. The annual audit must include the performance of the certain audit procedures for the purpose of reviewing the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS). The audit procedures are to be adequate to detect material errors in the school district's fiscal data to be reported through the PEIMS system for the fiscal period under audit. A major purpose of the following accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes within the overview may be used at local

option, the sequence of the codes within the structure, and the funds and chart of accounts, are to be uniformly used by all school districts in accordance with GAAP. The main focus of the Purchasing Office is to facilitate the acquisition of goods and services in order to meet the needs of schools and departments. The District's objective is to purchase the best value of products, materials, and services at the lowest practical prices within relevant statutes, policies, and procedures. School district staff is not authorized to override the procedures found in this section which have been written to comply with the State laws and regulations, as well as preserve a level of internal accounting control necessary to demonstrate accountability, ethical conduct, and responsible behavior. The Purchasing Office of the West Orange-Cove CISD is a part of the Business Office. The function of this office is to organize and administer procurement/purchasing for the district in accordance with the responsibility and authority delegated by the Superintendent of Schools and the Board of Trustees. As a support organization of the District charged with the responsibility of acquiring goods and services requested by Instructional and Administrative Departments, the Purchasing Office will function in a manner consistent with State Law, Board policies and sound business practices. The Purchasing/Business Office shares with the other Administrative Offices the responsibility of expenditures of district funds in such a manner that all transactions will pass numerous audits with respect of State, Federal, and District procurement regulations. Acquisition of the requested goods and services shall be made only by the issuance of an official numbered District purchase order, approved by the principal or department manager, and the Executive Director of Finance Operations. Effective purchasing is a cooperative venture between the Business Office and other

departments within the District. The level of service rendered by Business Office personnel will be improved by a thorough understanding of the procedures listed in this manual. Situations will undoubtedly arise which are not fully covered by these procedures. The Business Office staff is available to discuss and special procurement procedure that serves the best interest of the District and the department concerned. The Purchasing procedures contained in this document are intended to comply with Local, State, and Federal Statutes and Ordinances. In the event of conflict the appropriate statute or ordinance shall prevail. In accordance with Article 6252-16 of the State of Texas statutes, the West Orange-Cove CISD does not discriminate against individuals or companies with respect to race, religion, color, sex, handicap, or national origin in the awarding of bids.

6. Non-Federal Share Narrative:

West Orange-Cove CISD matches 33% of thirteen teachers' salaries and fringe benefits and 50% of seven bus assistants' salaries and fringe benefits at a cost of \$266,474. Bus routes are furnished by the West Orange-Cove CISD transportation department at a cost of \$665.00 per day for 171 days. Seven bus routes are used as Non-Federal share at a cost of \$113,715.

West Orange-Cove CISD has a Foster-Grandparent program that volunteers in the Head Start classrooms. Classroom parent volunteers are reimbursed @ \$7.25 per hour and Foster Grandparent volunteers are reimbursed @ \$4.55 per hour for a total of \$1,203.

7. Funding and Administrative Costs:

Admin Costs

Salaries	88,205.00	
Fringe	20,139.60	
Supplies	2,000.00	
Contracted Svcs	1,500.00	
Out-of-Town Travel	945.00	
In-Direct Costs	42,090.00	
Other	435.00	
Total Admin Costs	\$155,314.60	8.14%

8. Source and Amounts for Donated Cash, Goods and Services:

The 2015-2016 school year had donation from the American Association of University Women (AAUW), Kroger, and other community donations that supported our literacy initiative and parent and family engagement initiatives. Clothing donations assisted students that were in need of a change of clothes for various reasons. These donations are not guaranteed and are not contingent upon independent organization funding sources.

9. Cost Allocation Plan:

All funding received by West Orange-Cove CISD Head Start program continues to be received solely for the purpose of operating the Head Start program or support services for Head Start children and families. No Federal funds shall be used to cover the costs of other funding streams. When possible, costs are charged directly according to which funding source the class is assigned to. Central management and administrative costs are allocated based on the number of children served by the funding source.

Specific costs are allocated as follows:

Salary, Wages and Fringe Benefits

Personnel costs for those employees working directly for one funding source are charged directly to that award. Funding codes correspond to the specific fund source(s) in the computer payroll system (Skyward) and charged out accordingly.

For those positions that require the same job function for multiple funding sources, personnel costs are charged according to the percentage of children being served that qualify for Head Start, Pre-K, or PPCD. Benefits for employees that are paid from multiple funding sources are distributed based on the percentages per funding source as well.

The methods used to verify time allocated to Head Start job functions will include classroom schedules, class rosters and time sheets. Verifications will be made semi-annually.

10. In-Direct Cost Agreement: See In-Direct Cost Agreement Attachment

11. Procurement Method for Equipment:

The district has a quotation threshold for purchases of \$5,000 or more. This means that any order that is \$5,000 or more, that has not been bid, will need to have a minimum of three formal quotes attached to the order before it can be processed, or a very clear description of the items and/or services being requested so that the Business Office can obtain quotations. Formal quotes will need to have a signature from the company representative who is providing the quotation. The exceptions to this would be professional services, sole source purchases and items purchased from a bid. Copies of the request must be sent in e-mail to the Business Office, along with a list of all

companies receiving the request. The campus contact person and phone number must accompany the request to ensure notification of quotes received. Also, formal quotations must have a clear cut-off date and time, necessary specifications for product or service, quantities, delivery site and instructions, the length of time the quotation is good for, as well as the name and number of a person to call if the vendor has questions concerning your request. Any special requests should be noted. After evaluating the quotations the originator will complete the purchase order. A justification must be attached to purchase order if lowest bidder is not used.

BUDGET JUSTIFICATIONS FOR REFUNDING 16-17 BUDGET

Program Account 4122

(1) PERSONNEL (6a)	#	PERSONS/ DAYS	% Salary Charged to	
Director	1	220	80%	60,564
Secretary/Financial	1	220	80%	27,641
Education Coordinator	1	202	80%	44,000
Attendance Clerk	1	212	80%	16,924
Mental Health/Disabilities Coord.	1	212	80%	46,764
Records Manager/FDW Caseworker	1	220	100%	26,703
FDW Coordinator	1	212	75%	27,343
FDW Caseworker HSFIS Data Clerk	1	187	100%	19,678
FDW Caseworker	2	187	100%	37,259
RN - Health Coord.	1	193	85%	39,818
Teachers	13	187	67%	371,675
New Teacher	1	187	100%	40,981
Assistants	14	187	100%	219,470
Bus Aides	7	171	50%	22,752
Custodial	2.5	260	100%	50,485
	48.5			1,052,057
Summer FDW			100%	7,000
Summer Nurse			100%	500
Summer Enrichment Prog. Teac 3000/ Aide 1500 - Transition Funds			100%	4,500
			Stipends/Extra Duty	12,000
			TOTAL SALARIES	1,064,057
(2) Fringe Benefits (6b)				
FICA				15,429
Health				148,895
Unemployment Compensation				4,815
Workman's Compensation				6,913
Teacher's Retirement System				111,726
			TOTAL FRINGE BENEFITS	287,778
(6) SUPPLIES (Object Class 6e)				
1. Office Supplies				
Office Supplies				1,500
Postage Adm				500
			TOTAL OFFICE SUPPLIES	2,000
2. Child and Family Services Supplies				
Instructional supplies,books, materials				10,000
Right Choice & Perfect Attendance Awards				500
Curriculum/Testing Materials				900
Mental Health Supplies				500
Medical/Dental Supplies				3,100
Library Supplies				2,500
Field trip entry fees				2,000
Teacher Food Stipends/ Foster GP (2,000)				8,000
School Supplies for transition				500
			TOTAL CHILD & FAMILY SERV SUPPLIES	28,000

3. Food Services Supplies		
Cooking Activities/Snack supplies	8,000	
	TOTAL COOKING ACT. / SNACK SUPPLIES	8,000
(f) CONTRACTUAL (Object Class 6f)		
1. Administrative Services		
Audit Fees	1,500	
	TOTAL ADM. SERVICES	1,500
4. Child Transportation Services		
Fields trips - busing	2,000	
	TOTAL CHILD TRANSPORTATION	2,000
8. Other Contracts		
Maintenance - Equipment - Agreements Laminator	1,500	
Winnagabo Service Contract (Library tracking system)	450	
Copy Machine Rentals	13,669	
Child Plus.net Service Contract	1,966	
Teaching Strategies Gold / CLI	3,031	
	TOTAL OTHER CONTRACTS	20,616
(h) OTHER (Object Class 6h)		
4. Utilities, Telephone		
Garbage Pickup	5,000	
	TOTAL UTILITIES	5,000
5. Building & Child Liability Insurance		
Child Liability Insurance	1,200	
	TOTAL INSURANCE	1,200
8. Local Travel		
Teacher's Homevisits	500	
Bus / Van Insurane & Operating Expenses	2,000	
	TOTAL IN-DISTRICT TRAVEL	2,500
9. Nutrition Services		
Contract with nutritionist for counseling with parents and children	3,600	
	TOTAL NUTRITION SERVICES	3,600
10. Child Services Consultants		
Medical Exams/Follow-ups	500	
Dental Exams & Follow-ups	500	
Mental Health Counselor & Evaluation Contracts	5,400	
	TOTAL CHILD SERVICES CONSULTANTS	6,400
12. Substitutes		
Teacher, Assistants, Office and Nurse substitutes	14,000	
	TOTAL SUBSTITUTES	14,000
13. Parent Services		
Parent Travel (Natn'l HS Conf)	2,634	
Stipends for Policy Council Governanccce Training	250	
Parent Functions Seminars Workshop supplies	2,500	
Parent Training Materials for Seminars / Workshops	2,000	
Refreshments/parents-volunteers meals	2,000	
	TOTAL PARENT SERVICES	9,384
15. Publications/Advertising/Printing		
Advertising - Transition	250	
	TOTAL PUBLICATIONS/ADVERTISING	250
17. Other		
Association Dues	800	

CDA Renewal	850
CPR Certification Renewal	500
Physical & TB Test	500
TOTAL OTHER	2,650
In-Direct Cost:	1,458,935
	In-Direct Cost 2.759% as of 7-1-15
	TOTAL PA 4122 FUNDS 42,090
In-Direct Cost X 2.759%	1,501,025

**Program Account 4120
BUDGET JUSTIFICATIONS FOR REFUNDING 15-16 BUDGET**

(c) TRAVEL (Object Class 6c)

1. Staff Out-of Town Travel

Director's/Admin Staff Travel				
Head Start Director Nat'l Conf	7 days per diem 252 + Air 717 +	Hotel, Food, Airfare	Nashville, TN	2,089
Ed. Coord. Nat'l HS Conf.	7 days per diem 252 + Air 717 +	Hotel, Food, Airfare	Nashville, TN	2,089
Fiscal Nat'l HS Conf.	7 days per diem 252 + Air 717 +	Hotel, Food, Airfare	Nashville, TN	2,089
Region VI Annual Conf. Director	4 days per diem 144.00 + Air 623	Hotel, Food, Airfare	Oklahoma City,	1,061
Region VI Annual Conf. Fiscal	4 days per diem 144.00 + Air 623	Hotel, Food, Airfare	Oklahoma City,	1,061
Region VI Annual Conf. Ed. Coord.	4 days per diem 144.00 + Air 623	Hotel, Food, Airfare	Oklahoma City,	1,061
FDW/Mental Health/Health Staff				
FDW Coord. Na'tl HS Conf	7 days per diem 252 + Air 717 +	Hotel, Food, Airfare	Nashville, TN	2,089
Region VI Annual Conf. FDW Coord	4 days per diem 144.00 + Air 623	Hotel, Food, Airfare	Oklahoma City,	1,061
Nurse Na'tl HS Conf.	7 days per diem 252 + Air 717 +	Hotel, Food, Airfare	Nashville, TN	2,089
Region VI Annual Conf. Nurse	4 days per diem 144.00 + Air 623	Hotel, Food, Airfare	Oklahoma City,	1,061
Mental Health Na'tl HS Conf.	7 days per diem 252 + Air 717 +	Hotel, Food, Airfare	Nashville, TN	2,089
Region VI Annual Conf. Mental Health Coord	4 days per diem 144.00 + Air 623	Hotel, Food, Airfare	Oklahoma City,	1,061
TOTAL TRAVEL				18,900

16. Training or Staff Development

Conference Registrations - Director, Ed Coord.		1,090
Conference Registrations - Fiscal		545
Conference Registrations - FDW/Health/Mental Health		1,635
Region V Training		1,108
TeachStone CLASS Registrations		1,264
TOTAL TRAINING/STAFF DEVELOPMENT		5,642
TOTAL T&TA Expenses		24,542
TOTAL T&TA Expenses		24,542

**NORTH EARLY LEARNING
CENTER**

HEAD START

**Self-Assessment Report and Program
Improvement Plan**

2016 - 2017

BACKGROUND INFORMATION

North Early Learning Center Head Start Orange, Texas

The North Early Learning Center Head Start family takes pride in its school. North Early Learning Center is fully accredited by the Texas Education Agency and offers a quality education for its students. The Center also provides a variety of content area services for children and families, and parents are involved at every level of the program. The school's collaborative efforts with Foster Grandparents Program, Retired Senior Volunteers Program, Lamar University Mentoring Services, the Library System, and many other agencies allow for maximum community involvement. An intentional, coordinated planning process allows for the provisions of quality services. Transition services and supports are provided to all students to include those with disabilities.

North Early Learning Center offers three (3) pre-school programs to eligible children (i.e., Head Start, Pre-Kindergarten, and PPCD Programs.) The Head Start and Pre-Kindergarten Programs introduce both three and four year olds to the concepts of learning. Both programs are designed for children of low-income families. North Early Learning Center also offers Preschool Programs for Children with Disabilities (PPCD). This program largely serves eligible children three years old and older who are referred by county and state agencies. Over 300 children are usually served in North Early Learning Center's programs during the school year.

This comprehensive plan highlights the unique needs of the program and the community in which the program operates. The Training and Technical Assistance Plan takes into account information from the program's Self-Assessment, Community Assessment, Program Plans and collaborative meetings with the management team.

<p>Overall Vision for Growth: North Early Learning Center—Head Start will implement an exemplary Head Start Program that follows the overall philosophies and procedures mandated by the Administration for Children and Families (ACF) and dictated by the Head Start Performance Standards.</p>	<p>Resources Available: Head Start Funding Community Partners West Orange Cove Independent School District Consultants – Lamar Speech and Hearing Dept, Samaritan Counseling</p>
<p>Strengths:</p> <ol style="list-style-type: none"> 1. School District collaboration and support 2. Community partnerships and involvement 3. Highly-qualified teachers 4. Implementation of Professional Learning Communities to develop rigorous lesson plans using state-adopted curriculum 5. Numerous success stories 6. Positive school climate 7. Highly-trained and qualified assistants 8. FDW credentialing 9. Technology data systems 10. High level of student engagement and learning 	<p>Growth Areas to be addressed:</p> <ol style="list-style-type: none"> 1. Program Governance 2. Planning 3. Record Keeping/Reporting 4. Prevention and Early Intervention 5. Family Partnerships 6. Child Outcomes 7. Curriculum and Assessment 8. On-Going Monitoring 9. Family and Community Engagement <p>Ongoing Professional Development to be addressed:</p> <ol style="list-style-type: none"> 1. Staff Development as outlined in the PD Plan 2. Disability training to include Autism training

ACTION PLAN

Growth Area or Ongoing Professional Development Identified	Performance Standards to be addressed	Additional information gathered	Outcomes
Program Governance	1304.50 Program Governance	Training to the governing board, policy council, and parent committees on individual and collective roles and responsibilities and shared governance will enhance their leadership roles in the program.	The School Board and the Policy Council will be able to better understand and articulate their individual and collective roles and responsibilities as it relates to shared governance.
Planning	1304.51 Management Systems and Procedures	North Early Learning Center—Head Start has prepared a 5 year strategic goal plan. 2016-17 is year 2 of the grant cycle. Goal 3 has been amended.	An agency-wide planning calendar will be developed and implemented to ensure goals are met.

Record Keeping Reporting	1304.51 Management Systems and Procedures	North Early Learning Center utilizes ChildPlus and TSGold to monitor student success and needs.	Ongoing monitoring will continue through reporting and data analysis.
Prevention and Early Intervention	1304.20 Child Health and Developmental Services	North Early Learning Center—Collaboration with dietician and health coordinator for more intensive training for parents on the importance of starting good nutrition early to prevent childhood obesity. Working with students to make good nutrition choices and exercise.	Parent and student's knowledge of good nutrition will increase healthy eating habits for all families.
Family Partnerships	1304.40 Family Partnerships	Provide parent training that promotes family self- sufficiency, including mental health classes, nutrition, education, marriage, housing, financial literacy, male involvement and ESL classes.	Parents will have opportunities to increase their self-sufficiency.
Child Outcomes and Curriculum and Assessment.	1304.21 Education and Early Childhood Development	North Early Learning Center—Head Start implemented TSGold and associated technology in August 2015 to ensure effective monitoring and assessment, to improve student learning, individualization and close the achievement gap.	Improved student monitoring allows for individualization and closing the achievement gap.
Disabilities	1308.0 Services for Children With Disabilities	Additional training to staff regarding children with disabilities will enable the staff to be more knowledgeable of specific disabilities which will help them provide developmentally appropriate instruction to students. In 2016-17, we will seek staff training in Autism.	All staff will continue to be trained on disabilities to ensure a high quality education for all students.
Family and Community Engagement		Parent training; childcare for parents during meetings. Raise program expectations of parents for engagement throughout the year.	Increased parent engagement and student success.

North Early Learning Center—Head Start

Self-Assessment Plan of Action

2016 - 2017

Area	Strategies/Activities	Person(s) Responsible	Completion Date	Sources of Information/Resources	F/U Date by Director or Designee
PLANNING					
	Plan and conduct regularly-scheduled, documented management team, policy council, staff, and parent center meetings <ul style="list-style-type: none"> • Manager Meetings • CILT Meetings • PLC • Policy Council Meetings • Parent Center Meetings 	Director Education Coordinator Program Coordinators	August - May	Self-Assessment Sign in logs Evaluations Policy Council Meeting/Training Minutes	Quarterly - Director
GOVERNANCE					
	<ul style="list-style-type: none"> • Maintain a uniform and consistent approach with the PC binder (i.e., monthly sign-in sheets, agendas, minutes, HS Director's program reports, fiscal report, and any resources, information shared) • Continue high level of Policy Council Involvement 	Director Family Service Coordinator	August - May	Policy Council Minutes Interagency Agreement Impasse Conflict Resolution Board of Trustee –Approval	Monthly – Family Service Coordinator
		Director Family Service Coordinator	August - May	Policy Council member attendance sign in sheets Policy Council Minutes	Monthly – Director and Family Service Coordinator

COMMUNICATION					
	<ul style="list-style-type: none"> • Maintain effective and efficient communication process, that is implemented and documented, to include the following policies and procedures • Communication with the Board of Trustees and Policy Council • Communication with Staff • Integrated collaboration campus wide • Increase planning and communication between program coordinators and staff • Increase classroom engagement 	<p>Director Program coordinators Staff</p> <p>Director Family Services Coordinator</p> <p>Director</p> <p>Director</p> <p>Director Program Coordinators Staff</p> <p>All staff</p>	<p>August – May</p> <p>On-going</p> <p>August – May</p> <p>On-going</p> <p>On-going</p>	<p>Meetings/Trainings Staff sign –in logs Meeting/Training Agenda Evaluation Information packets Self-Assessment Content Area Plans Monthly Calendars Managers meetings</p> <p>Sign in sheet log</p> <p>Sign in sheets</p>	<p>Monthly</p> <p>On-going</p>
ONGOING MONITORING					
	<ul style="list-style-type: none"> • Continuation of an ongoing monitoring system, that identifies staff responsibilities, specific timelines for completion, as well as documentation of completion 	<p>Director Program Coordinators</p>	<p>August - May</p>	<p>Programmatic Tracking form Documented Monthly Managers meetings</p>	<p>Monthly</p>

	<ul style="list-style-type: none"> and follow-up, to include the systems and services Weekly checks of ChildPlus and TSGold data for completion and accuracy and to ensure goals are met 	<p>Director Education Coordinator Family Services Coordinator</p>	August - May	ChildPlus and TSGold	Weekly
HUMAN RESOURCES					
	<ul style="list-style-type: none"> Continue use of technology to facilitate the hiring process –Applitrak system Representation at job fairs to recruit 	<p>Director Finance Specialist Human Resources</p>	On-going	Applitrak software	On-going
RECORD-KEEPING & REPORTING					
	<ul style="list-style-type: none"> Continue utilizing ChildPlus Continue utilizing Teaching Strategies GoldPlus or comparable system 	<p>Director Program Coordinators Family Services Staff Education Coordinator Teachers Instructional Aides</p>	August – May	<p>Weekly and monthly data review by director and management team</p> <p>End of unit reports</p>	Weekly and monthly
ERSEA					
	<ul style="list-style-type: none"> All FDC staff input applications, family services, and events in ChildPlus and closely monitor family goals SLP will be given parental concerns by the end of the 1st. week of school and pre-screen in a reasonable amount of time. 	<p>Director ERSEA Coordinator Family Services Staff</p> <p>Disabilities Coordinator</p>	<p>August – June</p> <p>August</p>	<p>Monthly data review by director – daily data review by Family Services Coordinator</p>	Daily, Weekly. Monthly
FACILITIES, MATERIALS, EQUIPMENT and SUPPLIES					
	<ul style="list-style-type: none"> Continue to immediately address issues that require immediate resolution and prioritize attention for correction 	<p>Director Head Custodian Maintenance Staff All staff</p>	August - July	Maintenance work orders	Daily

HEALTH SERVICES					
	<ul style="list-style-type: none"> Continue implementation of a holistic plan, that incorporates and strengthens the home-school connection, Continue to improve staff training on promoting physical development and supporting other learning areas to address and support OHS's initiative on childhood obesity 	Health/Nutrition Manager	August - May	News Letters, agendas	On going
NUTRITION SERVICES					
	<ul style="list-style-type: none"> Continue providing training for parents and students Continue to improve training in the areas of nutrition, health and wellness 	Dietitian Health Manager	August - May	Sign in sheets	On-going
DISABILITIES AND MENTAL HEALTH SERVICES					
	<ul style="list-style-type: none"> Continue to encourage parent participation at ARD meetings: reminder note sent home and phone calls day before, reminders from SpEd office, offer transportation, option to participate by phone Parental participation in issues dealing with their child – i.e.- behavioral <ul style="list-style-type: none"> Parent participation – train parents on the importance of school and school behavior, have parents volunteer in the classroom, provide more behavior-related trainings for parents 	Disabilities Coordinator Education Coordinator Director Student Services Clerk SLP Director and All staff	August – May August – May August – May	Sign in sheets Trainings Referral forms ChildPlus Agendas Sign In Sheets Case Management Documentation	Monthly and Ongoing On-going
EDUCATION AND EARLY CHILDHOOD SERVICES					
	<ul style="list-style-type: none"> Continue to provide additional opportunities for parents to participate in the curriculum committee planning process Continue to utilize Teaching Strategies GoldPlus or comparable system to improve individualization instruction 	Director Education Manager Curriculum Committee Field Trip Committee Education Coordinator Teachers	August – May	Agendas Sign In Sheets	Monthly and Ongoing

		Instructional Aides	August - May		
FISCAL					
	<ul style="list-style-type: none"> Continue to seek applicable trainings to include Region 5, Region 6, Region 13, NHSA, and their affiliates 	Fiscal Specialist	August – May	Training Documentation	Ongoing
FAMILY ENGAGEMENT					
	<ul style="list-style-type: none"> Continue to increase parent involvement Encourage family goal setting Increase student attendance 	All staff	August - May	Meetings Trainings Staff sign in sheets	Monthly

NORTH EARLY LEARNING CENTER

HEAD START

**TRAINING AND TECHNICAL
ASSISTANCE PLAN**

2016 - 2017

ONE YEAR IMPLEMENTATION PLAN

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost PA4120	Estimated Cost PA4122	Timetable	Evaluation
Program Governance	Effective program governance Effective collaboration	Maintain a uniform and consistent approach evident with the PC binder (i.e., monthly sign-in sheets, agendas, minutes, HS Director's programmatic report, fiscal report, and any resources, information shared)	Head Start Director Food Services Manager ERSEA Manager Attendance Clerk	Spreadsheet of tracked meals Communication with attendance and ERSEA for enrollment count Time allotted on Board / Policy Council Agenda	None		August 2016 – May 2017	Sign Ins Agendas Board minutes
Program Governance	Effective program governance Effective collaboration	Governing Body and Policy Council representatives and Head Start staff will participate in Governance Training activities on-site and off-site that will address our program's identified needs related to the decision making process and oversight of the Head Start Program by the governing bodies and policy council.	Head Start Director Management team	Program Documents Program Monitoring and Operational Plan w/Timelines Family Services Manager Consultants (as needed) Materials		\$250 on-site training session	August 2016 -November 2016	Completion of on-site, off-site and collaborative training sessions Sign Ins Agendas Feedback from Board/ Policy Council
Program Governance	Increased communication Shared decision-making	Encourage a Governing Body liaison to attend policy council meetings, participate in planning and decision-making, and keep Board apprised and informed.	Policy Council Secretary and/or President Head Start Director	Interagency Agreement	None		September 2016	Policy Council meeting attendance roster

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost PA4120	Estimated Cost PA4122	Timetable	Evaluation
Program Governance	Effective program governance	Continued training for Head Start Director and Education Coordinator	Head Start Director Education Coordinator	Agendas NHSA Conference Region VI Conference	\$4178 (travel expense) \$1090 (registration fee) 2122 (travel expenses)		August 2016 – June 2017	Agendas Training Materials
Record Keeping and Reporting	More Formalized Management System	Continue maintenance of ChildPlus and maintain the record keeping system	Head Start Director Management Team	ChildPlus Management Team			August 2016 – June 2017	Ongoing report monitoring
Planning	Effective planning	Program Calendar	Head Start Director Management team	Google Calendar	None		August 2016 – May 2017	Calendar
Planning	Effective planning	Regularly-scheduled, documented management team and center staff meeting	Head Start Director Management Team Center Staff	Materials	None		August 2016 – May 2017	Meeting agendas Sign Ins Calendars
Ongoing Monitoring	Effective program monitoring	Continuation of an ongoing monitoring system that tracks program statistics to include Child Plus and Skyward	Head Start Director Management Team Attendance Clerk	ChildPlus Skyward			August 2016 – May 2017	ChildPlus Reports Skyward Reports Nurse Database

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost PA4120	Estimated Cost PA4122	Timetable	Evaluation
Communication	Effective program communication	Maintain effective and efficient communication processes that is implemented and documented, to include the following: (Communication with the Board of Trustees and Policy Council, Communication with Staff, CILT Team, Integrated collaboration with Family Development and other staff.	Head Start Director Management Team All staff	E-Mail Agendas Meetings	None		August 2016 – May 2017	Agendas Sign Ins
Family Engagement and Partnerships	Effective engagement and partnerships.	Staff attend trainings, meetings, events, and fairs as applicable	Head Start Director Family Services Coordinator Family Development Workers	Head Start Trainings (NHSA Conference) Region VI Conference	\$ 2089 (travel expenses) \$545 (registration fee) \$1061 (travel and expenses)		August 2016 – June 2017	Agendas
Family Engagement and Parental Involvement	Effective family engagement and partnerships.	Use ChildPlus database	Head Start Director Family Services Coordinator Family Development Workers	ChildPlus		\$ 1966	August 2016 – June 2017	ChildPlus reports
Family Engagement and Parental Involvement	Effective family engagement	Offer opportunities for a variety of parent trainings.	Head Start Director Family Services Coordinator Family Development Workers Parents	Agendas Training Materials		\$2000	August 2016 – June 2017	Agendas Sign Ins

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost PA4120	Estimated Cost PA4122	Timetable	Evaluation
Family Engagement and Parental Involvement	Effective family engagement.	Encourage parents to support children and be advocates for their children	Head Start Director Family Services Coordinator Family Development Workers Center Staff	Training National HSA Conference		\$2089 (travel expense) \$545 (registration fee)	August 2016 – June 2017	Agendas Feedback forms
Curriculum and Assessment	Effective parental engagement in opportunities to enhance child outcomes.	Make parents aware of the curriculum committee opportunity during orientation and the ICARE meetings	Family Services Coordinator Head Start Director Education Coordinator	Agendas	None		August 2016 – May 2017	Agendas Sign Ins
Child Outcomes	Provide effective classroom instruction.	CDA Training Local Training	Head Start Director Education Coordinator Teachers Instructional Aides	Registration Materials Region V	\$1108	\$850	August 2016 – June 2017	Agendas
Child Outcomes	Provide effective classroom instruction and improve instruction through coaching	Training on CLASS for all teachers CILT will be trained and or recertified as appropriate	Head Start Director Education Coordinator CILT Team T &TA Specialist	CLASS Books / Registration Fee T&TA Specialist	\$1264 (registration fee)		Fall 2016	Agendas Sign Ins

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost PA4120	Estimated Cost PA4122	Timetable	Evaluation
Nutrition Services	Provide effective nutrition services.	Training for center staff on health, nutrition, allergies, and wellness	Head Start Director Head Start Nurse Consultant – Dietitian	USDA Requirements Head Start Regulations		\$3600	August 2016 – May 2017	Agendas Sign Ins
Health Services	Provide effective child health services	Provide parent and staff training on promoting physical development and supporting other learning areas to address and support OHS's initiative on childhood obesity	Head Start Director Head Start Nurse Education Coordinator T&TA Specialist	Materials Training – I am Moving, I am Learning Materials – Play 60			August 2016 – May 2017	Materials Agendas
Health Services	Provide effective child health services	Attend applicable trainings to increase knowledge	Head Start Director Head Start Nurse	Training – National HSA Region VI Conference	\$2089 (travel expenses) \$545 (registration fees) \$1061 (travel and expenses)		August 2016 – May 2017	Materials Agendas
ERSEA	Effective use of ERSEA systems.	All FDW staff input applications, family services, and events in ChildPlus	Family Services Coordinator Head Start Director Family Development Workers	ChildPlus Reports			August 2016 – June 2017	ChildPlus reports
Mental Health Services	Provide effective mental health services.	Parent participation – train parents on the importance of school and school behavior, have parents volunteer in the classroom, provide more behavior-related trainings for parents and individual meetings with	Head Start Director Mental Health Coordinator Family Services Coordinator				Fall 2016 – Jun 2017	Agenda Sign Ins

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost PA4120	Estimated Cost PA4122	Timetable	Evaluation
		parents as need.	Family Development Workers Consultant			\$5400		
Mental Health Services	Provide effective mental health services.	Communication – case management	Head Start Director Mental Health Coordinator All Staff				August 2016 – June 2017	Case Management Notes
Disabilities Services	Provide effective disabilities services.	Attend applicable trainings to increase knowledge/resources. (ex. Law Conference, Autism Conference)	Disabilities Coordinator Education Coordinator Inclusion Teachers	National HSA Conference Region VI Conference	\$2089 (travel expenses) \$545 (registration fees) \$1061 (travel and expenses)		August 2016 – June 2017	Agendas
Fiscal	Effective use and management of fiscal systems.	Continue to seek applicable trainings	Fiscal Specialist Head Start Director	National Head Start Conference Region VI	\$2089 (travel expenses) \$545 (registration fees) \$1061 (travel and expenses)		August 2016 – June 2017	Agenda

May 1, 2015

181906
Rickie Harris, Superintendent
West Orange-Cove CISD
P.O. Box 1107
Orange, Texas 77631

Subject: Fiscal Year 2016 Local Educational Agency Approved Indirect Cost Rates

To the Administrator Addressed:

The Division of Federal Fiscal Compliance and Reporting at the Texas Education Agency (TEA) reviews, approves, and negotiates indirect cost rates for local educational agencies (LEAs). The approved indirect cost rate allows the LEA to recover indirect costs incurred in the administration of federal grants.

TEA, as the cognizant agency for your LEA, has approved your fiscal year 2016 indirect cost rates. The LEA's indirect cost rates for fiscal year 2016 are effective July 1, 2015 through June 30, 2016.

Rate Type	Rate
Restricted Indirect Cost Rate (federal grant programs with a "supplement not supplant" statutory requirement)	2.759%
Unrestricted Indirect Cost Rate (federal grant programs not subject to the "supplement not supplant" statutory requirement)	30.430%

Regardless of the restricted and unrestricted cost rate that has been approved for a grantee, refer to the Indirect Cost Handbook, available on the [Grant Management Resources](#) page of the TEA website in the Handbooks section, for guidance on calculating the maximum indirect cost amount to claim for a particular grant.

Please forward a copy of this indirect cost rate notification to your business office/manager, federal fund coordinators, and administrators.

If you have any questions related to the indirect cost rates, please contact the Division of Federal Fiscal Compliance and Reporting at (512) 463-9127.

Sincerely,



Ed Santiago, Senior Director
Division of Federal Fiscal Compliance and Reporting

Local Education Agency: West Orange-Cove CISD
Effective Date of Rates: July 1, 2015 – June 30, 2016

*Base – Unrestricted Rate

Modified Total Direct Costs

- Including - all governmental funds (including special revenue funds) expenditures consisting of direct cost salaries and wages, fixed costs, materials, supplies, services, travel; subgrants/subcontracts/subawards up to the first \$25,000.
- Excluding - subrecipient items (subgrants/subcontracts/subawards in excess of \$25,000, payments to shared services arrangements, payments to member districts of shared services arrangements, other federal grant pass-through funds), equipment, capital expenditures, debt, debt service, TRS On-Behalf payments reimbursed to the district, Medicaid Part D payments reimbursed to the districts, transfers, food and milk costs in a school food service program, monetary judgements against the district.

*Base – Restricted Rate

Modified Total Direct Costs

- Including - all governmental funds (including special revenue funds) expenditures consisting of direct cost salaries and wages, fixed costs, materials, supplies, services, travel; subgrants/subcontracts/subawards up to the first \$25,000; indirect salaries and wages for the superintendent, chief executive officers, and the superintendent and chief executive officers immediate support personnel; related indirect costs associated with the superintendent, chief executive officers, and the superintendent and chief executive officers immediate support personnel.
- Excluding – subrecipient items (subgrants/subcontracts/subawards in excess of \$25,000, payments to shared services arrangements, payments to member districts of shared services arrangements, other federal grant pass-through funds), equipment, capital expenditures, debt, debt service, TRS On-Behalf payments reimbursed to the district, Medicaid Part D payments reimbursed to the districts, transfers, food and milk costs in a school food service program, monetary judgements against the district.

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text"/>	4. Applicant Identifier: 06CH010172
---	--

5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="06CH010172"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="WEST ORANGE-COVE CONSOLIDATED INDEPENDENT SCHOOL"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="746001837"/>	* c. Organizational DUNS: <input type="text" value="825391659"/>

d. Address:

* Street1:	<input type="text" value="801 Cordrey St"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Orange"/>
County/Parish:	<input type="text" value="Orange County"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="77630-3420"/>

e. Organizational Unit:

Department Name: <input type="text" value="North Early Learning Center"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Sherry"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hardin"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(409) 882-5434"/>	Fax Number: <input type="text" value="(409) 882-5449"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

ACF-Head Start

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

Head Start

*** 12. Funding Opportunity Number:**

eGrants-N/A

* Title:

N/A

13. Competition Identification Number:

Not Applicable

Title:

Not Applicable

14. Areas Affected by Project (Cities, Counties, States, etc.):

Orange County: Cities of Orange; West Orange

*** 15. Descriptive Title of Applicant's Project:**

Head Start

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,525,567"/>
* b. Applicant	<input type="text" value="381,392"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="1,906,959"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 06/30/2014

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Head Start: Program Operations	93.600	\$	\$	\$ 1,501,025	\$ 381,392	\$ 1,882,417
2. Head Start: TTA	93.600			24,542	0	24,542
3.						
4.						
5. Totals		\$	\$	\$ 1,525,567	\$ 381,392	\$ 1,906,959

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) Head Start: Program Operations	(2) Head Start: TTA	(3)	(4)	
a. Personnel	\$ 1,064,057	\$ 0	\$	\$	\$ 1,064,057
b. Fringe Benefits	287,778	0			287,778
c. Travel	0	18,900			18,900
d. Equipment	0	0			0
e. Supplies	38,000	0			38,000
f. Contractual	24,116	0			24,116
g. Construction	0	0			0
h. Other	44,984	5,642			50,626
i. Total Direct Charges (sum of 6a-6h)	1,458,935	24,542			\$ 1,483,477
j. Indirect Charges	42,090	0			\$ 42,090
k. TOTALS (sum of 6i and 6j)	\$ 1,501,025	\$ 24,542	\$	\$	\$ 1,525,567
7. Program Income	\$	\$	\$	\$	\$

SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program		(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8.	Head Start: Program Operations	\$ 381,392	\$	\$	\$ 381,392
9.	Head Start: TTA				0
10.					
11.					
12. TOTAL (sum of lines 8-11)		\$ 381,392	\$ 0	\$ 0	\$ 381,392

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 1,525,567	\$ 381,391	\$ 381,392	\$ 381,392	\$ 381,392
14. Non-Federal	\$ 381,392	95,347	95,349	95,347	95,349
15. TOTAL (sum of lines 13 and 14)	\$ 1,906,959	\$ 476,738	\$ 476,741	\$ 476,739	\$ 476,741

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SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b)First	(c) Second	(d) Third	(e) Fourth
16.	\$	\$	\$	\$
17.				
18.				
19.				
20. TOTAL (sum of lines 16 - 19)	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:		22. Indirect Charges:	
23. Remarks:			

**U.S. DEPARTMENT OF HEALTH AND HUMAN
SERVICES COMPENDIUM OF REQUIRED
CERTIFICATIONS AND ASSURANCES**

Office of Head Start

Updated July 29, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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Certification of Filing and Payment of Federal Taxes	4

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

<p>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</p> <p><input type="checkbox"/> ** I AGREE</p> <p><small>** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.</small></p>	
Authorized Representative:	
Prefix: <input style="width: 150px;" type="text"/>	* First Name: <input style="width: 350px;" type="text"/>
Middle Name: <input style="width: 350px;" type="text"/>	
* Last Name: <input style="width: 650px;" type="text"/>	
Suffix: <input style="width: 150px;" type="text"/>	
* Title: <input style="width: 500px;" type="text"/>	
* Telephone Number: <input style="width: 300px;" type="text"/>	Fax Number: <input style="width: 300px;" type="text"/>
* Email: <input style="width: 750px;" type="text"/>	
* Signature of Authorized Representative: <input style="width: 200px;" type="text"/>	* Date Signed: <input style="width: 200px;" type="text"/>
* Submitted by: <input style="width: 400px;" type="text"/>	Date Submitted: <input style="width: 200px;" type="text"/>

EMPLOYEE COMPENSATION RECAP 2016-17

Listed below are the salaries of the Head Start Director and Superintendent's Salary as paid by West Orange-Cove

C.I.S.D.

06CH010172

	Salary	Health Insurance	Medicare	U/C	W/C	TRS	Total Fringe
Head Start Director	75,264	3,780	1,091	341	489	7,903	13,604
80% Paid by Head Start	60,211	3,024	873	272	391	6,322	10,883
20% Paid by Local & State	15,053	756	218	68	98	1,581	2,721

Superintendent's Salary	Salary	Health Insurance	Medicare	U/C	W/C	TRS	Total Fringe
Paid by Local ISD	132,252	3,780	1,918	598	859	13,886	21,042

Program Type	Line Item #	Budget Categories	Budget Category Section	Line Item Description	Line Item Other Description	Program Operations	TTA	Federal Total	Non-Federal Share
Head Start	a.1	Personnel	Child Health and Development	Program Managers and Content Area Experts		\$131,082	\$0	\$131,082	\$0
Head Start	a.2	Personnel	Child Health and Development	Teachers / Infant Toddler Teachers		\$415,656	\$0	\$415,656	\$183,064
Head Start	a.5	Personnel	Child Health and Development	Teacher Aides and Other Education Personnel		\$220,970	\$0	\$220,970	\$0
Head Start	a.10	Personnel	Family and Community	Program Managers and Content Area Experts		\$27,343	\$0	\$27,343	\$0
Head Start	a.11	Personnel	Family and Community	Other Family and Community Partnerships Personnel	FDW Caseworkers	\$90,640	\$0	\$90,640	\$0
Head Start	a.13	Personnel	Program Design and Management	Head Start / Early Head Start Director		\$60,564	\$0	\$60,564	\$0
Head Start	a.16	Personnel	Program Design and Management	Clerical Personnel		\$16,924	\$0	\$16,924	\$0
Head Start	a.17	Personnel	Program Design and Management	Fiscal Personnel		\$27,641	\$0	\$27,641	\$0
Head Start	a.19	Personnel	Other Personnel	Maintenance Personnel		\$50,485	\$0	\$50,485	\$0
Head Start	a.20	Personnel	Other Personnel	Transportation Personnel		\$22,752	\$0	\$22,752	\$22,752
Head Start	b.1	Fringe Benefits		Social Security (FICA), State Disability, Unemployment		\$27,157	\$0	\$27,157	\$5,253
Head Start	b.2	Fringe Benefits		Health / Dental / Life Insurance		\$148,895	\$0	\$148,895	\$33,794
Head Start	b.3	Fringe Benefits		Retirement		\$111,726	\$0	\$111,726	\$21,611
Head Start	c.1	Travel		Staff Out-Of-Town Travel		\$0	\$18,900	\$18,900	\$0
Head Start	e.1	Supplies		Office Supplies		\$2,000	\$0	\$2,000	\$0
Head Start	e.2	Supplies		Child and Family Services Supplies		\$28,000	\$0	\$28,000	\$0
Head Start	e.3	Supplies		Food Services Supplies		\$8,000	\$0	\$8,000	\$0
Head Start	f.1	Contractual		Administrative Services (e.g., Legal, Accounting)		\$1,500	\$0	\$1,500	\$0
Head Start	f.4	Contractual		Child Transportation Services		\$2,000	\$0	\$2,000	\$113,715
Head Start	f.8	Contractual		Other Contracts	Other Contracts	\$20,616	\$0	\$20,616	\$0
Head Start	h.4	Other		Utilities, Telephone		\$5,000	\$0	\$5,000	\$0
Head Start	h.5	Other		Building and Child Liability Insurance		\$1,200	\$0	\$1,200	\$0
Head Start	h.8	Other		Local Travel		\$2,500	\$0	\$2,500	\$0
Head Start	h.9	Other		Nutrition Services		\$3,600	\$0	\$3,600	\$0
Head Start	h.10	Other		Child Services Consultants		\$6,400	\$0	\$6,400	\$0
Head Start	h.11	Other		Volunteers		\$0	\$0	\$0	\$1,203
Head Start	h.12	Other		Substitutes (if not paid benefits)		\$14,000	\$0	\$14,000	\$0
Head Start	h.13	Other		Parent Services		\$9,384	\$0	\$9,384	\$0

Program Type	Line Item #	Budget Categories	Budget Category Section	Line Item Description	Line Item Other Description	Program Operations	TTA	Federal Total	Non-Federal Share
Head Start	h.15	Other		Publications / Advertising / Printing		\$250	\$0	\$250	\$0
Head Start	h.16	Other		Training or Staff Development		\$0	\$5,642	\$5,642	\$0
Head Start	h.17	Other		Other	Other	\$2,650	\$0	\$2,650	\$0
Head Start	j.1	Indirect Charges		Indirect Costs		\$42,090	\$0	\$42,090	\$0
Total						\$1,501,025	\$24,542	\$1,525,567	\$381,392

Program Type	Line Item #	Budget Categories	Budget Category Section	Line Item Description	Total Budget	Admin Allocation	Admin Cost	Admin Cost (% Total Budget)	Number of Employees
Head Start	a.1	Personnel	Child Health and Development	Program Managers and Content Area Experts	\$131,082	0.00%	\$0.00	0.00%	3
Head Start	a.2	Personnel	Child Health and Development	Teachers / Infant Toddler Teachers	\$598,720	0.00%	\$0.00	0.00%	14
Head Start	a.5	Personnel	Child Health and Development	Teacher Aides and Other Education Personnel	\$220,970	0.00%	\$0.00	0.00%	14
Head Start	a.10	Personnel	Family and Community	Program Managers and Content Area Experts	\$27,343	0.00%	\$0.00	0.00%	1
Head Start	a.11	Personnel	Family and Community	Other Family and Community Partnerships Personnel	\$90,640	0.00%	\$0.00	0.00%	4
Head Start	a.13	Personnel	Program Design and Management	Head Start / Early Head Start Director	\$60,564	100.00%	\$60,564.00	3.18%	1
Head Start	a.16	Personnel	Program Design and Management	Clerical Personnel	\$16,924	0.00%	\$0.00	0.00%	1
Head Start	a.17	Personnel	Program Design and Management	Fiscal Personnel	\$27,641	100.00%	\$27,641.00	1.45%	1
Head Start	a.19	Personnel	Other Personnel	Maintenance Personnel	\$50,485	0.00%	\$0.00	0.00%	2.50
Head Start	a.20	Personnel	Other Personnel	Transportation Personnel	\$45,504	0.00%	\$0.00	0.00%	7
Head Start	b.1	Fringe Benefits		Social Security (FICA), State Disability, Unemployment	\$32,410	0.00%	\$0.00	0.00%	
Head Start	b.2	Fringe Benefits		Health / Dental / Life Insurance	\$182,689	0.00%	\$0.00	0.00%	
Head Start	b.3	Fringe Benefits		Retirement	\$133,337	0.00%	\$0.00	0.00%	
Head Start	c.1	Travel		Staff Out-Of-Town Travel	\$18,900	5.00%	\$945.00	0.05%	
Head Start	e.1	Supplies		Office Supplies	\$2,000	100.00%	\$2,000.00	0.10%	
Head Start	e.2	Supplies		Child and Family Services Supplies	\$28,000	0.00%	\$0.00	0.00%	
Head Start	e.3	Supplies		Food Services Supplies	\$8,000	0.00%	\$0.00	0.00%	
Head Start	f.1	Contractual		Administrative Services (e.g., Legal, Accounting)	\$1,500	100.00%	\$1,500.00	0.08%	
Head Start	f.4	Contractual		Child Transportation Services	\$115,715	0.00%	\$0.00	0.00%	
Head Start	f.8	Contractual		Other Contracts	\$20,616	0.00%	\$0.00	0.00%	
Head Start	h.4	Other		Utilities, Telephone	\$5,000	5.00%	\$250.00	0.01%	
Head Start	h.5	Other		Building and Child Liability Insurance	\$1,200	5.00%	\$60.00	0.00%	
Head Start	h.8	Other		Local Travel	\$2,500	0.00%	\$0.00	0.00%	
Head Start	h.9	Other		Nutrition Services	\$3,600	0.00%	\$0.00	0.00%	
Head Start	h.10	Other		Child Services Consultants	\$6,400	0.00%	\$0.00	0.00%	
Head Start	h.11	Other		Volunteers	\$1,203	0.00%	\$0.00	0.00%	
Head Start	h.12	Other		Substitutes (if not paid benefits)	\$14,000	0.00%	\$0.00	0.00%	
Head Start	h.13	Other		Parent Services	\$9,384	0.00%	\$0.00	0.00%	

Program Type	Line Item #	Budget Categories	Budget Category Section	Line Item Description	Total Budget	Admin Allocation	Admin Cost	Admin Cost (% Total Budget)	Number of Employees
Head Start	n.15	Other		Publications / Advertising / Printing	\$250	50.00%	\$125.00	0.01%	
Head Start	n.16	Other		Training or Staff Development	\$5,642	0.00%	\$0.00	0.00%	
Head Start	n.17	Other		Other	\$2,650	0.00%	\$0.00	0.00%	
Head Start	J.1	Indirect Charges		Indirect Costs	\$42,090	100.00%	\$42,090.00	2.21%	
Total					\$1,906,959	7.09%	\$135,175.00	7.09%	48.50

North Early Learning Center Head Start



2016 COMMUNITY ASSESSMENT

Prepared by
Essential Elements, LLC



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Introduction

In accordance with **Head Start Program Performance Standards 1305.3; Determining community strengths and needs**, a Community Assessment was created according to program planning procedures. The Performance Standards state that a Head Start/Early Head Start agency must conduct a Community Assessment within its service area once every three years and further conduct a yearly review to determine whether there have been significant changes in the information/data that must be reconsidered. The purpose of the Community Assessment is to determine the needs of the birth to five community, evaluate the relevance of services provided by the Head Start program and to make programming recommendations.

This Community Assessment presents an overview of the current community conditions for West Orange-Cove Consolidated Independent School District (CISD) Head Start within the designated service area. This assessment is to be used to aid in identifying the needs of low-income children and families in Orange County. It is also to be used to develop goals and objectives for program and strategic planning. This Community Assessment includes information derived from program data as well as community, state, and national sources on, but not limited to:

- Population Profile/Demographics
- Poverty
- Employment
- Education
- Housing
- Workforce Development and Income
- Nutrition
- Health Care
- Head Start-eligible/available children
- Childcare facilities and school district Pre-K programs
- Children with special needs
- Transportation
- Education, Health, and Social Service Needs
- Community Resources and Survey results

West Orange-Cove CISD Head Start will use the Community Assessment information to further address the issues that are listed below:

- Determine the philosophy as well as long-range and short-range program objectives
- Determine the type of content area services that are most needed and the program option or options that will be implemented

- Identify and determine housing needs
- Determine strategies to successfully partner with local community organizations
- Determine resources to support family stability
- Determine the recruitment area that will be served
- Determine appropriate locations for centers/classrooms and the areas to be served by the Head Start program
- Set criteria that define the types of children and families who will be given priority for recruitment and selection.

EXECUTIVE SUMMARY

The Annie E. Casey Foundation's 2015 National KIDS COUNT Data Book ranks Texas as the 43rd best state to be a child, based on economic well-being, health, education, family and community. The State of Texas is ranked 47th in Family and Community, 40th in Health, 32nd in Economic Well-being, and 34th in Education, as compared to other states in the United States. According to recent KIDS COUNT estimates, more than a quarter of Texas children lived in poverty, more than half did not attend preschool, almost three-quarters of Texas fourth graders were not proficient in reading, and more than one out of every 10 Texas children lacked health insurance. When one out of every 11 kids in the country lives in Texas, this is not good news for Texas or the U.S.

Research tells us that the best predictors of success for children are a healthy start at birth and healthy development in the early years; being raised by two married parents; having adequate family income; doing well in school, graduating high school and completing postsecondary education or training; and young people avoiding teen pregnancy and substance abuse, staying out of trouble and becoming connected to work and opportunities (*Kids Count Data Book, 2015*). The normal challenges of raising children are far more daunting for families struggling with poverty. Low-income parents often spend more time away from their children because they are juggling multiple jobs, spending significant periods in transit, searching for secure housing or navigating complex public assistance bureaucracies. By the time a child in a very low-income family reaches age four (4), the child will have heard only two words for every seven that a child in a higher income family has heard. By the time children in families with very low incomes enter kindergarten, they are 12 to 14 months behind in language and pre-reading skills, compared with children in higher income families, where reading books and engaging in regular conversations with adults help build much larger vocabularies.

According to Kids Count, there are measurable differences between how children in lower-income families and their middle class peers develop and learn. Research shows that children who enter kindergarten with below average language and cognitive skills are most likely to catch up only if they are physically healthy and have strong social and emotional skills. The experience of poverty and other related risk factors such as poor parenting skills, inadequate nutrition, frequent moves and changes in non-parental caregivers, insufficient cognitive stimulation and unsafe environments can suppress a child's brain development and have lasting negative effects. Early intervention can prevent or at least reduce some of the negative effects associated with living in poverty.

House Bill 4 (HB 4) was passed into law in May 2015. The law will distribute up to \$130 million worth of grants to school districts for Pre-K programs as long as they meet certain quality requirements like having certified teachers and using a state-approved curriculum. The Prekindergarten Grant Program would provide up to \$1,500 per eligible student to districts. School Districts would have to report certain data about their Pre-K programs to the state for the first time (*Texans Care for Children*). The House and Senate also released a

spending bill for Fiscal Year 2016. This bill will ensure that Head Start and Early Head Start will receive a significant increase in funding - over half a billion dollars. In general, the funding will stabilize and grow the Head Start workforce, support Head Start programs as they expand the duration of their services, and expand access for infants and toddlers.

The specific highlights of the \$570 million increase for Head Start and Early Head Start include:

- \$141 million for a Cost of Living increase,
- \$294 million as a "down payment" for Head Start programs that are ready to increase their duration of services, and
- \$135 million for the expansion of Early Head Start, of which \$59 million is reserved for EHS-CC Partnerships.

Comprehensive early childhood programs and high quality preschool can assist children with overcoming the developmental deficits that are associated with chronic economic hardships among low-income and minority children. We must continue to identify all of the key developmental factors and risk indicators to ensure that Early Head Start and Head Start early intervention services pay off in the long term. Therefore, smarter spending and planning on programs and services that we know increase children's long-term chances for success is essential.

The following are identified issues and challenges facing the program as well as the children and families it serves.

Adult /Child Population and Race/Ethnicity

Orange County had a population of 83,514 in 2015. The city of Orange had a population of 18,828 in 2015. Approximately 22.5% of the county's population resides in the city of Orange. The city of Vidor (10,920) had the largest population, with Bridge City (7,924) having the second largest population. Rose City (514) had the smallest population. According to the Department of State Health Services and the Center for Health Statistics, the Hispanic population will increase by 1,322 individuals by the year 2020 in Orange County. The Anglo population is projected to increase by only 147 individuals. The Black population is projected to increase by 420, and the "Other" category is expected to increase by 453 individuals.

The majority of adults in Orange County were between the ages of 35 - 54 representing 27% of the population, while adults 55 - 84 represent 25.7% of the population. The median age in Orange County was 38.5, slightly higher than the state (33.9). Rose City had the highest percentage of adults ages 55 – 64 (21.8%) and ages 65 – 84 (13.9%). Rose City (47.5) had the highest median age, considerably higher than the county (38.5) and state (33.9) median age. The median age for Pinehurst (40.1), Pine Forest (39.1) and West Orange (38.6) was also higher than the county and state median age. The aging population is the fastest growing demographic in the region.

In the city of Orange, children ages 0 - 4 represented approximately 25% of the 0 - 4 population in Orange County. There were 3,126 children under age 3 and 2,314 children, ages 3 - 4, in Orange County. The city of Orange (808) had the largest number of children below 3 years of age, while Rose City (19) and Pine Forest (18) had the lowest number of children below age 3. The cities of Bridge City-Orangefield (597), Pinehurst (580) and Vidor (564) had large numbers of children who were below age 3. The city of Orange (545), Pinehurst (470), Bridge City-Orangefield (462), and Vidor (381) had the largest population of children ages 3 – 4, while Rose City (6), West Orange (24) and Pine Forest (30) had the smallest population of children ages 3 – 4.

The majority of the population in the city of Orange identified as White (60.9%), while individuals who identified as Black (33.2%) and Hispanic (5.2%) were the next largest population groups. The percentage of individuals who identified as Black was higher in the city of Orange (33.2%) than in Orange County (8.8%). The Hispanic population in the city of Orange was 5.2% as compared with the county (6.9%). Individuals who identified as Two or More races in the city of Orange were approximately 2.0%, slightly higher than the county (1.5%). The Asian population in the city of Orange (1.7%) was also slightly higher than the county (1.1%). West Orange (21.1%) had the highest percentage of individuals who identified as Black. Rose City (12.3%) and Bridge City (8.7%) had the highest percentages of individuals who identified as Hispanic. Bridge City also had the highest percentages of individuals who identified as Asian (2.4%) and Two or More Races (2.6%).

In Orange County, 37% of foreign-born individuals were from Asia, much higher than the state (19.4%). Approximately 66.3% of foreign-born individuals from Asia resided in the city of Orange. 33% of foreign-born children with foreign-born parents lived below the poverty line, compared with 27% of native children with foreign-born parents and 19% of native children with native parents. The majority of the 18 million children in immigrant families in the United States are children of color. These children face obstacles to opportunity that include poverty, lack of health insurance, parents with lower levels of educational attainment, substandard housing and language barriers.

Most vulnerable are the 5.5 million children who reside with at least one unauthorized immigrant parent. Children in these families have less access to public programs that benefit children's development because of their parents' legal status or English language ability. They must often overcome school interruption and economic hardship if parental income is lost because of immigration enforcement and deportation. Recent bipartisan proposals for meaningful immigration reform offer opportunities to improve the lives of these vulnerable children and their families. If implemented, they would help remove significant roadblocks to the future success of children in immigrant families (*Annie E. Casey Foundation, Race for Results 2013*).

Poverty, Employment and Income

Low income families with children age 8 and under face extra barriers that can affect the early years of a child's development. Parents in these families are more likely than their higher income peers to lack higher

education and employment, to have difficulty speaking English and to be younger than 25. The poverty rate for adults in the city of Orange was 20.3%, which was higher than the county (14.8%) and the state (17.7%). The city of Orange experienced an increase in poverty rate of 2.0% since 2013. West Orange (19.1%), Vidor (15.7%) and Bridge City (13.7%) had the highest poverty rates, while Pine Forest (6.2%) had the lowest poverty rate. The poverty rate for children ages 0 - 5 in the city of Orange was 37.4%, representing an increase of 4.7% since 2013. The 0 - 5 poverty rate for the city of Orange (37.4%) was considerably higher than the county (18.4%) and the state rate of 28.1%. The cities of West Orange (35.3%), Orangefield (28.1%) and Vidor (26.4%) had the highest poverty rate for children under age 5, while the cities of Pinehurst (14.9%) and Rose City (0.0%) had the lowest poverty rates for children under age 5.

Households below poverty were significantly higher for female-only households with children under 5 years old. The female-only household poverty rate was 41.1% in the city of Orange, slightly lower than the county (48.6%) and state (46.4%) rates. In Orange County, 10.0% of married households with children below age 5 were below the federal poverty level, slightly higher than the state rate of 9.1%. However, data indicated that the city of Orange had 0% of married households with children under 5 that were below the poverty level. The cities of Pine Forest (73.4%) and Vidor (61.6%) had the highest female-only household poverty rates, while Bridge City and Rose City had the lowest female-only household poverty rates with children below age 5. West Orange (26.6%) and Orangefield (15.0%) had the highest poverty rates for married households with children below age 5, while Rose City (0.0%), Vidor (0.0%) and Pine Forest (2.8%) had the lowest poverty rate for married households with children below age 5. The majority (79%) of Head Start families and children being served had income below the Federal Poverty Level. Approximately 8.7% were receiving public assistance, and 3.4% had foster child or homeless status. Eight (8) children were over income and 14 (5.3%) had income between 100% - 130% of the Federal Poverty Level.

The median household income for Orange County was \$48,766, while the city of Orange had a median household income of \$41,494. According to the ACS, the city of Orange experienced a decrease in median household income of \$2,973 from 2013 – to 2014. The cities of Orangefield (\$65,119), Bridge City (\$63,234), Pinehurst (\$60,609) and Pine Forest (\$53,482) had the highest median household income, higher than the county's median household income of \$52,576. Rose City (\$38,021) had the lowest median household income. In the city of Orange, 707 (9.3%) households received SSI, while only 2.9% of households received cash public assistance. The percentage of SSI households in the city of Orange (9.3%) was higher than the county (7.2%) and the state rate of 4.9%.

The city of West Orange had the highest number (940) and the highest percentage (8.6%) of households that received SSI, while the city of Vidor had the lowest number of households, 200 (4.9%), that received SSI. The cities of West Orange (2.5%) and Pine Forest (2.4%) had the highest percentages of households that

received Cash Public Assistance, while Rose City (1.1%) had the lowest percentage of households that received Cash Public Assistance.

The average unemployment rate in Orange County decreased 1.1% from 2011 - 2013, but increased slightly from 6.5% in 2014 to 6.7% in 2015. The unemployment rate for the city of Orange remained stable in 2014 and 2015 at 6.7%, which was 2.2% higher than the state rate of 4.5%. The largest employers are from manufacturing and schools. In Orange County, occupations that will be adding the most jobs from 2012 – 2022 are personal care aides and food preparation workers.

Households

The divorce rate for males 15 years and older in the city of Orange (12.5%) was marginally higher than the county (12.4%) and state rate of 9.4%. Males who never married in the city of Orange represented 35.7%, which was higher than the county (27.9%) and state (34.8%). The divorce rate for males 15 years and older in West Orange was 14.8%, while males who never married in Bridge City represented 35.3%. In Rose City, males who were married and now separated represented 59.9%. Rose City (7.3%) had the lowest percentage of divorced males, while Vidor (22.4%) had the lowest percentage of males who never married. Females who never married in the city of Orange represented 30.2%, which was higher than the county (20.3%) and state (28.4%).

Eleven (11.0%) of female-only households lived in the city of Orange, which was slightly higher than Orange County (6.9%) and the state (8.5%). 4.3% of male-only households live in the city of Orange. Bridge City (28.6%) and Orangefield (28.4%) had the highest percentages of married households with children under age 18, while Rose City (8.7%) had the lowest percentage of married households with children under 18. West Orange (9.7%) had the highest percentage of female-only households with children under age 18, while Rose City (8.7%) had the highest percentage of male-only households with children under age 18.

The percentage of grandparents responsible for their grandchildren in the city of Orange was 62.2%, slightly lower than the county rate of 63.0%, but higher than the state rate of 41.8%. In the city of Orange, approximately 59.3% of grandparents were female, 68.5% were married and 31.4% were responsible for their grandchildren for 5 years or more. The percentage of grandparents responsible for their grandchildren in Orange County (63.0%) was significantly higher than the state rate of 41.8%. Grandparents may need assistance with legal difficulties related to obtaining guardianship, enrolling their grandchildren in school, and accessing medical care for their grandchildren. They often have limited financial resources and may experience difficulty providing adequate housing, food, and clothing. Grandparents may need current information about discipline, child development, and childhood problems.

Housing

The home ownership rate in the city of Orange was 60.5%, which was lower than the home ownership rate for Orange County (76.1%). The home ownership rate for Orange County was much higher than the state rate (62.7%). The city of Orange (82.9%) had a slightly lower percentage of occupied housing units than Orange County (87.8%). The city of Orange also had 17.1% of housing units that were vacant as well as an 11.8% rental vacancy rate. The percentage of occupied units paying gross rent ranging from \$750–\$999 was slightly higher in the city of Orange (34.8%) than Orange County (34.5%), which both were higher than the state average of 28.9%. In Orange County, 33.6% of occupied units were paying rent ranging from \$500-\$749. Median rent for Orange County was \$753.

Nationally, household wages needed to afford rent across the U.S. in 2015, the 2-bedroom national housing wage is \$19.35. An American household must earn at least \$19.35 an hour to afford a modest, two-bedroom apartment without spending more than 30% of income on rent. In Texas, working at minimum wage \$7.25/hr., each week you have to work 73 hours to afford a modest 1-bedroom apartment at FMR. In the state of Texas you would need to make \$16.62 per hour to rent a 2-bedroom apartment without spending more than 30% of income on rent. In Orange County working at minimum wage, each week an individual would have to work 65 hours to afford a 1-bedroom apartment. A wage earner would also need to make \$14.56 per hour to rent a 2-bedroom apartment without spending more than 30% of income on rent. The percentage of households that paid gross rent that was 35% or more of household income in the city of Orange was 45.1%, as compared to 39.7% in Orange County and 40% in the state.

Orange County and the city of Orange had similar percentages as related to homes lacking plumbing, kitchen facility and telephone services. However, there were 58 homes in the city of Orange that lacked plumbing facilities, whereas Orange County had 174 homes that lacked complete plumbing facilities. The housing stock in older neighborhoods was built in an era when building code standards and material quality were much different than those commonly in use today. As a result, many homes in older neighborhoods have aged poorly, some to the point of nearing complete collapse. Many were painted, at some point, with lead-based paint, adding an element of risk to the well-being of young children, even those living in well maintained homes.

Language and Education

In 2014, the graduation rate for Orange County was 91.4%, higher than the state rate (88.3%), and the drop-out rate for Orange County was 5.7%, lower than the state rate of 6.6%. In 2014, the graduation rate was highest for Little Cypress-Mauriceville CISD at 97.1%, while West Orange-Cove (83.9%) had the lowest graduation rate. West Orange-Cove ISD (11.9%) had the highest drop-out rate, while Little Cypress-Mauriceville CISD (0.8%) had the lowest drop-out rate. In Orange County, the percentage of students obtaining a GED in

2014 was 0.9%, slightly higher than the state rate of 0.8%. PIR data indicated that 10.3% of Head Start families had less than a High School Diploma, while 26.7% had a High School Diploma or GED.

According to the ACS, the percentage of individuals who obtained a Bachelor's degree or higher was 18.5% in the city of Orange, which was slightly higher than the county (13.8%), but lower than the state rate of 27.1%. Pinehurst (18.5%), Orangefield (16.7%) and West Orange (14.0%) had the highest percentages of individuals with a Bachelor's degree or higher, whereas Pine Forest (8.1%) and Vidor (8.4%) had the lowest percentages of individuals with a Bachelor's degree or higher. Overall, data suggests that individuals in Orange County are pursuing higher educational opportunities. PIR data showed that 12.3% of Head Start parents had an Associate or Vocational training, while 1.6% of parents had an advanced degree or Bachelor's degree.

English was the primary language spoken in homes throughout the service area. However, the percentage of homes where Spanish was the primary language was 2.5% in the city of Orange. In the city of Orange, the percentage of homes where Spanish was the primary language was slightly lower than the county rate of 3.1%. The city of Orange also had 1.0% of homes where Indo-European languages were the primary languages spoken and 1.2% was Asian and Pacific Islander languages.

The percentage of homes in which Spanish was the primary language spoken was 12.5% in Rose City. West Orange had 1.3% of homes where Indo-European languages were the primary languages spoken, and Bridge City (1.5%) had the highest percentage of Asian and Pacific Islander languages that were spoken at home. Orange County had 3.8% of residents who spoke English less than very well, and in the city of Orange, approximately 0.2% of individuals spoke English less than very well. The number and percent of students in all grades receiving bilingual or English as Second Language (ESL) instruction in the Orange County public school system was 397 (2.6%).

Approximately 387 (38%) 3rd grade students in Orange County passed the reading component of the STARR exam in program year 2013 - 2014, slightly lower than the state rate of 42%. It is evident that the percentage of students classified as economically disadvantaged, who passed the STAAR test, was significantly less than the percentage of students classified as non-economically disadvantaged.

Insurance, Health and Food Insecurity

The percentage of uninsured children in the city of Orange was 6.8%, lower than the county rate (10.8%) and the state rate of 12.6%. The 2014 – 2015 Program Information Report (PIR) data reported 99.6% of Head Start children had some type of insurance. 98% of the children had CHIP/Medicaid. Nine (9) children had private health insurance and one (1) child did not have any insurance. Bridge City (18.1%) and Orangefield (12.8%) had the highest percentages of uninsured children, while Pinehurst (5.6%) and West Orange (9.3%) had the lowest percentages of uninsured children. In Orange County, 7,609 participants were enrolled in children's Medicaid. Total Medicaid enrollment for children age 1-5 was 2,118, while the number of TANF children was 1,720 and

foster care children was 143. CHIP enrollment in the county decreased approximately 379 participants from September 2013 to April 2014. Texas CHIP enrollment also experienced a decrease in participation.

The number of adults without insurance coverage was 3,117 (17.0%) in the city of Orange, which was slightly lower than the county (18.3%) and the state (21.9%) rates. The percentage of adults without insurance coverage was highest in Rose City (30.6%) and Vidor (22.9%), while Pinehurst (13.8%) had the lowest percentage of uninsured adults. Pinehurst (86.2%) and Orangefield (85.0%) had the highest percentages of adults with health insurance.

The region is limited in mental health, behavioral health, and substance abuse resources. According to the U.S. Department of Health and Human Services, there were 19 active Medicare and Medicaid institutional service providers in Orange County in the second quarter of 2014. There were no community mental health centers in the County. There was one (1) identified Health Professional Shortage Area (HPSA) facility in Orange County. HPSA is defined as having shortages of primary medical care, dental or mental health providers. This indicator is relevant because a shortage of health professionals contributes to access and health status issues. 100% of the population in Orange County was considered as living in a HPSA.

In Orange County, adult smoking (28%), physical inactivity (30%) and diabetes (11%) were higher than the state rates. Findings suggest that conditions related to unhealthy lifestyles and behaviors are a concern in the communities served by Baptist Beaumont. These lifestyle conditions include obesity, diabetes, smoking and communicable diseases. For example, according to Behavioral Risk Factor Surveillance System (BRFSS) data nearly 26% of residents in Orange County and 28% of respondents in Jefferson County identify as current smokers. This compares to 17.9% in Texas. Accidents are also a concern in Orange County, with the county having a much higher accident mortality rate than the state.

According to Texas State Department of Health Services, 1,376 children were tested for blood lead levels in Orange County. Approximately 9 children had elevated blood levels which were designated as a "level of concern". This is the level at which interventions are triggered and resources are allocated. According to the Texas Health and Human Services Regional 2 Healthcare Partnership, Orange County had 5 of its 8 zip code areas designated as areas of concern for pediatric blood lead levels. Children under the age of 6 years old are at higher risk for lead poisoning because their digestive systems absorb a high percentage (as much as 50%) of any lead ingested. According to the Texas Childhood Lead Poisoning Prevention Program, Childhood lead poisoning continues to be a significant – and preventable – environmental health problem for the children of Texas. Despite considerable progress toward the goal of eliminating elevated blood lead levels (EBLL), children continue to suffer the consequences of exposure to this toxic metal. Lead poisoning can damage nearly every system in the body. Because it often occurs with no obvious symptoms, lead poisoning frequently goes undiagnosed. It can cause irreversible learning disabilities, behavioral problems, and at very high levels, seizures, coma, and even death.

Orange County has worse rates of diabetes and disability and more poor physical and mental health days than the State, or national averages. Although Orange County's rates of TB, Pertussis, Varicella, and Chlamydia were lower than the State and national averages, the rates for AIDS, syphilis, and gonorrhea were among the worst (bottom 25% or 10%) for all Texas counties. For cancer incidence, Orange County's rates were among the worst (in the bottom 25% or 10% of all Texas counties) for 12 of 15 cancer sites, and for all cancers (bottom 10%). Orange County's mortality rates for 8 of the 11 mortality indicators were also among the worst compared to all other Texas counties, and the rate of mortality from accidents was more than double the Texas rate.

Approximately 2,176 households below poverty received SNAP during 2014. During this same period there were 2,428 households with income levels below the poverty level that were not receiving SNAP in Orange County. Orange County had 19.0% of households that was food insecure during 2015, which was slightly higher than the state rate of 18.0%. In Orange County, 6,060 (29.6%) children were estimated to be food insecure, which was slightly higher than the state rate of 27.4%. A child (under 18 years old) is defined as being food insecure if he or she lives in a household having difficulty meeting basic food needs, as defined by the Census Bureau's Current Population Survey.

The average obesity rate for preschoolers and children was 7.1%, considerably lower than the state rate of 15.7%. One study showed that children who became obese as early as age 2 were more likely to be obese as adults (Center for Disease Control and Prevention). Childhood obesity has both immediate and long-term effects on health and well-being. Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.

According to County Health Rankings, the adult obesity rate for Orange County was 32% in 2015, which was higher than the state rate of 29.0%. In Orange County, 29.9% of adults aged 18 and older self-reported that they have a Body Mass Index (BMI) between 25.0 and 30.0 (overweight), slightly lower than the state rate of 35.5%. Excess weight may indicate an unhealthy lifestyle and puts individuals at risk for further health issues.

30.8% of adults aged 20 and older self-report that they have a Body Mass Index (BMI) greater than 30.0 (obese) in Orange County, which was slightly higher than the state average of 28.24% and the national average of 27.14%. In Orange County, 31.4% of adult males were reported as obese, while 30.1% of females were reported as obese. The obesity rates for males and females were higher than the state and national rates. Excess weight may indicate an unhealthy lifestyle and puts individuals at risk for further health issues. Those who are overweight or obese are at risk for hypertension, high cholesterol, and type II diabetes. Obesity prevalence was the highest among children in families with an income-to-poverty ratio of 100% or less (household income that is at or below the poverty threshold), followed by those in families with an income-to-

poverty ratio of 101%–130%, and then found to be lower in children in families with an income-to-poverty ratio of 131% or larger (greater household income) (*Center for Disease Control and Prevention*).

Disparities exist for people who are overweight and obese based on income, education, gender, and race. There is a trend, although not statistically significant, for black adults to have higher prevalence of obesity as compared to white or Hispanic adults. Also, obesity is more common among people in households earning less than \$25,000 per year and, interestingly, is higher in people who graduated high school or have a more advanced degree.

Birth Characteristics

There were approximately 255 per 1,000 women, age 15-50, who had births in the last 12 months in the city of Orange and 915 births in Orange County. Births to women ages 20 - 34 were higher per 1,000 women than any other age groups. Births to women ages 15-19 were 33 per 1,000, slightly lower than the county (29 per 1,000 women). The highest number of women who gave birth in the past 12 months resided in West Orange (354) and Pine Forest (354). The birth rate per 1,000 women ages 20 – 34 was highest in West Orange (124 per 1,000), while the birth rate per 1,000 women ages 15 – 19 was highest in Vidor (73 per 1,000 women). In 2013, the number and percent of births in Orange County to females under age 19 was 142 (12.3%), higher than the state rate of 9.8%. Births to teens in Orange County have steadily increased since 2011.

In Orange County, there were 124 (10.7%) of infants born weighing under 5.5 pounds. The number of low birth weight infants increased from 87 in 2009 to 124 in 2012. The percentage of low birth weight infants in Orange County (10.7%) was higher than the state rate of 8.3%. Babies who are premature and low birth weight may have organs that are not fully developed. This can lead to breathing problems, such as respiratory distress syndrome, bleeding in the brain, vision loss and serious intestinal problems. Very low birth weight babies (less than 3 1/3 pounds) are more than 100 times as likely to die, and moderately low birth weight babies (between 3 1/3 and 5½ pounds) are more than 5 times as likely to die in their first year of life, than babies of normal weight. The infant mortality rate per 1,000 children who died before their first birthday was 7.8 per 1,000 (9) for Orange County, slightly higher than the mortality rate for the state (5.8).

The number of babies born before 37 week gestation in Orange County was 144 (12.5%), slightly higher than the state rate of 12.0%. The number of babies born premature increased from 120 in 2011 to 144 in 2013. The rate of babies born with a low birth-weight was among the bottom 25% of all Texas counties (Texas Health and Human Services, Region 2 Healthcare partnership). In Orange County, the number and percent of births to women who received no prenatal care, or care after the first trimester was 331 (29%), slightly lower than the state rate of 36%.

Family Violence and Child Maltreatment

Orange County Sherriff's Office reported 116 incidents of family violence, whereas the Orange Police Department reported 167 family violence incidents. Vidor Police Department reported the next highest incidents of family violence (129). The largest percentage of family violence reports was between other family members (45.1%). The second most commonly reported relationship among offenders and victims was married spouses and the third most common relationship was common law spouses.

The number of children ages 0-17 who was confirmed as victims of child abuse was 291 in 2014, (14.0 per 1,000), which was higher than the state rate 9.2 per 1,000. The psychological consequences of child abuse and neglect include the immediate effects of isolation, fear, and an inability to trust. When children cannot trust that someone will be there to meet their needs, they tend to develop low self -esteem, anxiety, depression, and hopelessness. These difficulties can lead to life long relationship problems and may also lead to the development of antisocial behavioral traits. These children are also more likely to engage in violent behaviors and to be diagnosed with conduct and personality disorders (*childhelp.org*). Nearly one in eight children (12%) have had three or more negative life experiences associated with levels of stress that can harm their health and development. These adverse experiences include abuse or neglect, the death of a parent, parental divorce or separation, witnessing domestic violence, living with someone who has a mental illness or substance abuse problem, and the incarceration of a household member. Recently, researchers have proposed adding chronic economic hardship, and social exclusion by peers to the list of negative life experiences. More than the experience of any one of these traumas, the cumulative burden over time of these threats is particularly damaging to a child's physical and mental health (*Child Trend Databank*).

Child Care

The funded enrollment for North Early Learning Center Head Start was 239 in 2015 – 2016. There were approximately 2,968 eligible 0 - 3 year old children and 577 eligible 3 - 5 year old children in Orange County. There were approximately 302 eligible 0 - 3 year old children and 204 eligible 3 - 5 year old children in the city of Orange. The program currently serves 100% of eligible Head Start children in the city of Orange and 41% in Orange County. The number of unserved children ages 0 - 3 indicates possible expansion opportunities for and Early Head Start services in Orange County. Also, possible Head Start expansion may be considered for Vidor and the Bridge City-Orangefield area.

The number of children in the city of Orange, ages 3 to 5 that were enrolled in nursery school or preschool, was 436 (10.2%). Approximately 8.0% of children, ages 3 to 5, in Orange County were enrolled in nursery school or preschool. The highest percentages of children enrolled in nursery/preschool were in West Orange (11.4%) and Vidor (9.8%) and Orangefield (9.3%). Pinehurst (5.1%) and Bridge City (6.0%) had the lowest percentages of children enrolled in nursery/preschool.

In Orange County, the number and percent of children ages three and four who were enrolled in public school pre-kindergarten programs was 670 (31.3%). There were approximately 131 (12.4%) children age 3 and 539 (49.6%) children age 4 that were enrolled in public school pre-kindergarten programs.

Licensed child care center capacity for Orange County in 2014 was 2,531. The number of licensed child care centers was 24 in 2014. The total child care center capacity decreased from 2,583 in 2013 to 2,531 in 2014. Licensed child care homes' capacity was 48. There were only 4 licensed child care homes in Orange County, although 16 family child care homes were listed in 2014. The number of children, ages 0-12, who received state subsidized child care during 2014 in Orange County was 369, a slight decrease from 2012. In 2013, approximately 2.6% of children in Orange County received subsidized child care.

According to a nation-wide study, families' primary choices for child care arrangements are predominately center-based care at 35% and grandparents at 32% (***Child Care Aware***). The quality of child care impacts children's development and the country's economic development. Longitudinal studies show that children in higher quality programs: 1) Do better in school and are less likely to require special education services, 2) Are more likely to attend college and 3) Are more likely to earn higher wages and are less likely to be involved in the criminal justice system. While quality child care has a positive benefit on all children, the impact is particularly strong for children in low-income families. Economists have estimated the rate of return for high quality early intervention to be in the range of 6-10% per annum for children in disadvantaged families. High quality programs provide more benefit and low-quality programs have a greater negative impact on children (***Child Care Aware, 2014***).

Opportunities

1. The current community assessment identified an increase in the need for licensed full-day childcare or early childhood education providers, number of families with social service needs, number of children with mental health and other health issues, lack of job availability in the local community, increase in grandparents raising their grandchildren and an increase in the number of low-income families in Orange County. Parents are not aware of existing resources and services and must travel long distances to service providers. Transportation to service providers was reported as a challenge and waiting lists are too long. Parents reported that rules and eligibility exclude people from accessing services, and childcare was not available when visiting agencies. The Head Start program should continue to provide comprehensive social services to families and ensure that families are aware of all existing resources. Work closely with community partners in order to collaborate on expanding the scope of social services for families in poverty and those who may be subject to family violence, homelessness, child maltreatment, unemployment, food insecurity and health care. Single female households are steadily increasing and services should be considered to address issues such as economic hardship, quality of

parenting, stress, and health issues such as obesity. Children are at greater risk for adverse consequences when born to a single mother because the social, emotional, and financial resources available to the family may be limited. Children of single mothers are also at higher risk of adverse birth outcomes such as low birth weight and infant mortality than are children of married mothers. They are also more likely to live in poverty than children of married mothers. Continue to provide supportive services to single parent families. Also, increase efforts to identify the increasing number of grandparents in poverty who are raising their grandchildren.

2. Expand partnerships opportunities to non-traditional and new partners and share survey results with current community partners and new potential partners. Work closely with community partners in order to collaborate on expanding the scope of social services for families in poverty and those who are without jobs, food or health care. Identify and develop additional collaborative partnerships with local workforce development organizations to provide unemployed individuals a variety of skill building and support services to aid career pathways, provide job training and work opportunities to individuals with barriers to employment and assist low-income adults in their efforts to earn college-level credentials and enter living wage careers.
3. Approximately 26% of Head Start families were two parent families, and 68% were single parent families in 2014 - 2015. Single parent households are steadily increasing. Services should continue to address issues such as economic hardship, quality of parenting, stress and depression, childhood development and child support collection. Possible considerations may also include extended-day child care services (before and after hours) for those families who work non-traditional hours.
4. The rates for AIDS, syphilis, and gonorrhea in Orange County were among the worst (bottom 25% or 10%) for all Texas counties. For cancer incidence, Orange County's rates were among the worst (in the bottom 25% or 10% of all Texas counties) for 12 of 15 cancer sites, and for all cancers (bottom 10%). Orange County's mortality rates for 8 of the 11 mortality indicators were also among the worst compared to all other Texas counties. The rate of mortality from accidents was more than double the Texas rate. The rate of babies born with a low birth-weight is among the bottom 25% of all Texas counties. Approximately 9 children had elevated blood levels which were designated as a "level of concern". According to the Texas Health and Human Services Regional 2 Healthcare Partnership, Orange County had 5 of its 8 zip code areas designated as areas of concern for pediatric blood lead levels. Because of the extremely high rate of chronic diseases and other health issues, the program's Health Advisory Committee may consider collaborating with other health organizations/agencies to address these concerns in the program, as well as throughout the local communities.
5. Approximately 28% of economically disadvantaged 3rd grade students passed the STAAR reading test as compared to 51% of non-economically disadvantaged students. Only 20% of economically

disadvantaged 3rd grade students passed the STAAR math test as compared to 39% of non-economically disadvantaged students. Taking into consideration math and reading scores on the 3rd grade STAAR examination for economically disadvantaged students, Head Start should continue to place special focus on emergent math and reading skills for children.

6. Poor nutrition can lead to obesity and other poor dietary habits, which are linked to chronic disease and early death. Initiate additional outreach efforts and implement educational programs for children and adults that will provide activities and services that encourage good nutritional choices, more physical activity, and less television and computer screen time. The program may consider designing and initiating regular family play days in the program to promote physical movement and exercise as an ongoing parent involvement activity with their children.
7. Expand recruitment efforts to locate low-income children and families that are most in need of Head Start services. According to PIR data, the program served 22 over income children in program year 2014 – 2015.
8. In order to increase parent involvement, the program may want to create an on-site clothing center or food pantry (food, clothing etc.) for families. The store could be managed by Head Start parents.
9. Quality and affordable child care continues to be a major issue for low-income families. Families are paying a significant part of their earnings for child care. Early Head Start child care services are currently not available for infants and toddlers (birth to three years) in Orange County. Data indicates a need for infants and toddler services in Orange County, as well as the city of Orange. Data also indicates that possible consideration for expansion may include Head Start, as well as Early Head Start full-day services for Vidor or Bridge City. Because of a low number of child care providers in Orange County, many children are neither enrolled in nursery school or preschool. Explore opportunities to increase recruitment efforts in those areas with the highest concentration of poverty. Explore expansion of center-based services with other local school districts.

METHODOLOGY

Primary and secondary data was obtained from a variety of sources. The sources included the following: The Annie E. Casey 2015 Kids Count Data Book, Bureau of Labor Statistics, Child Care Aware, Citydata.com, County Health Rankings, Texas Department of Family and Protective Services, Texas Department of State Health Services, Texas Workforce Commission, Texas Education Agency, Department of Assistive and Rehabilitative Services, Division for ECI Services, Spindletop Center, Regional 2 Healthcare Partnership, Texas Health and Human Services Commission, U.S. Department of Health and Human Services, Childstats.gov, Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System, National Center for Chronic Disease Prevention and Health Promotion, 2014 Crime in Texas, National Low-Income Housing Coalition, U.S. Census Bureau Quick Facts, American Community Survey, 2010 - 2014, Southeast Texas Coalition for the Homeless, Center for Health Statistics, citytowninfo.com, Orange City Housing Authority, Region V Education Service Center, National Center for Children in Poverty, Head Start Program Information Report (PIR), and a survey of Head Start parents and community residents.

Relevant data was researched and collected regarding the State of Texas and Orange County. This was accomplished by accessing websites of a multitude of local agencies and organizations, by e-mail inquiries and by telephone. The data gathered pertains to general demographics and economics, education attainment, disabilities, health, nutrition, social service issues, transportation, housing and child care. Most of the data comes from published sources available online or in a draft form from the originating public agencies. The information was used to frame a report that defines the number of Head Start eligible children living in the service area, analyze the greatest needs for the families and community, and determine what West Orange-Cove CISD Head Start program can do to meet those needs.

A total of five surveys were developed and administered. One survey targeted Head Start parents and Policy Council members, three of the surveys targeted staff, board members and community partners. The fifth survey targeted local ISD's pre-school programs. Questions in the surveys were tailored to gather data not found in other data sources. Results of the surveys were compiled and analyzed to assist in determining future needs and direction of the Head Start Program.

State of Texas

Poverty by demographic

- Child poverty rate: 26%
- Senior poverty rate: 12%
- Women in poverty: 18.9%
- Percent of single-parent families with related children that are below poverty: 38%
- Number of Black and Hispanic children below 200% poverty: 2,778,000

Economic well-being

- Poverty rate: 17.5%
- Extreme poverty rate: 7.3%
- Unemployment rate: 5.4%
- Food insecurity: 18.0%
- Low-income families that work: 38.3%
- Minimum Wage: \$7.25
- Percent of jobs that are low-wage: 31.3%
- Percent of individuals who are uninsured: 24%
- Number of Black and Hispanic children living in families where no parent has full-time, year-round employment: 1,534,000

Family

- Teen birth rate per 1,000: 52.2
- Children living in single parent families: 36%
- Children in foster care: 28,954
- Percent of children in immigrant families: 33%
- Number of grandparents raising grandchildren: 644,989

Assets

- Asset poverty rate: 23.8%
- Unbanked households: 10.4%
- Average college graduate debt: \$24,030

Education

- Individuals with a high school degree: 80.7%
- Individuals with a four year college degree: 27.5%
- Teens ages 16 to 19 not attending school and not working: 9%
- Percent of college students with debt: 56%
- High school graduation rate: 78.9%

Housing

- Total households: 8,886,471
- Renters: 36%
- Households paying more than 30% of income on housing: 701,993
- Homeless people: 28,495
- Home foreclosure rate: 1.01%

Justice System

- Number of youth residing in juvenile justice and correctional facilities: 4,671
- Total incarcerated (prison and jail): 168,280

Participation in federal programs

- Adults and children receiving welfare (TANF): 99,080
- Children receiving food stamps (SNAP): 2,188,000
- EITC recipients: 2,600,000
- Households receiving federal rental assistance: 277,015
- Families receiving child care subsidies: 71,200
- Participants in all Head Start programs: 91,869
- Number of children enrolled in Medicaid and CHIP: 4,518,670
- Number of women and children receiving WIC (Women, Infants and Children supplemental nutrition program): 955,072
- Households receiving LIHEAP (Low Income Home Energy Assistance Program): 171,943

Source: *Spotlight on Poverty and Opportunities*

SERVICE AREA DESCRIPTION

Orange County (K-23) is in the Central Prairie region of southeastern Texas. (65% urban, 35% rural)The Sabine River on the east forms a natural border between it and the state of Louisiana, and the Neches River forms its south and west boundary. The county seat, Orange, is twenty-four miles east of Beaumont and 288 miles southeast of Dallas. Orange County comprises 362 square miles of two ecological zones; the Gulf prairies and marshes in the southeastern half of the county and the Piney Woods in northwest half of the county. Both the Sabine and Neches rivers drain to Sabine Lake, which feeds into the Gulf of Mexico through the Sabine Pass. Sabine Lake, the largest lake in the region, is thirty miles long and twenty miles wide. There are seven additional streams in the county. The city of Orange, also known as the "Gateway City," is the county seat of Orange County. It is located on U.S. Highway 90 near Adams Bayou, and the Southern Pacific and Missouri Pacific railroads and stands at the junction of the Sabine River and the **Gulf Intracoastal Waterway** in eastern Orange County near the Louisiana border.

The community was originally called Green's Bluff for Resin (or Reason) Green, a Sabine River boatman who arrived there sometime before 1830. The town was renamed Madison in 1840 in honor of President James Madison. It obtained a post office in 1850 and became the county seat upon the 1852 organization of Orange County. Because of its relative isolation on the Louisiana border, the community became a stopping place for outlaws and renegades interested in crossing the Sabine River into Texas. The lumber industry was responsible for Orange's late Victorian "Golden Age," when seventeen steam sawmills made the community the center of the Texas lumbering district.

Local ferries, which had operated during much of the town's history, were replaced in 1938 by the Rainbow Bridge on Highway 87 across the Neches River between Orange and Port Arthur; at the time of its construction, it was the highest bridge in the South. Later, Orange, along with Beaumont and Port Arthur, came to be considered part of an industrial Golden Triangle; it became a major manufacturing center as well as a seaport.

Orange is credited with pioneering the first black Boy Scout troop in Texas and in 1970 elected its first black city council member. The city was 90 percent white in 1980. As the state's oil-based economy declined in the 1980s, the city's shipyards and oil industry complex experienced major strikes and layoffs. (www.tshaonline.org).

Primary economic activities in Orange County are the petroleum refining industry, paper milling, rice farming, and shrimping. In addition to the traditional four -year college at Lamar University in Beaumont, Texas, the southeast Texas area also offers two -year associate degrees and vocational certificates through Lamar Institute of Technology (LIT), Lamar State College -Port Arthur, and Lamar State College -Orange, all members of the Texas State University System.

Orange County Airport is owned and operated by Orange County. The airport consists of two runways: The primary runway, Runway 4/22, is asphalt that is 5,500 feet in length and 75 feet in width, the secondary runway, Runway 13/31, is a visual turf runway that is 3,000 feet in length and 50 feet in width. (<http://www.co.orange.tx.us/>)

The possibility for a significant change to community needs is always present due to the region's vulnerability to hurricanes. Hurricane Katrina that impacted New Orleans in 2005 affected the region by increasing demand for services from evacuees and from changes to population that occurred by evacuees who decided to relocate to this region for their permanent home. Hurricane Ike which struck this region in September 2008 had an enormous impact on available healthcare resources to the region and to existing facilities. Demand went way up and available resources went way down. While the region has been resilient in recovery from Ike, there still exist some post-storm mental health issues.

PROGRAM SUMMARY

North Early Learning Center offers three pre-school programs to eligible youngsters. The Head Start and Pre-Kindergarten programs introduce four year olds to the concepts of learning. Both programs are designed for children of low-income families. North Early Learning Center also offers Preschool Programs for children with disabilities. The program largely serves eligible three year old children and older who are referred by county and state agencies. North Early Learning Center Head Start Program provides services to 239 full-time students in a center-based program option. Services are provided five (5) days per week and 6.5 hours per day. There are currently 14 classrooms (8 – 3 year old classes and 6 – 4 year old classes). Over 300 children are usually enrolled in North Early Learning Center Head Start program during the school year.

North Early Learning Center offers a broad range of services to meet the individual needs of the whole child and family. The program's primary curriculum resource is the research-based, comprehensive Scholastic Early Childhood Program. Scholastic combines teacher-directed instruction with child-centered exploration. Supplemental resources include two additional research-based computer programs, Earobics and Waterford Literacy Programs. Efforts to prepare children for kindergarten begin as soon as the child is enrolled in the program. The center staff, along with the parents, reviews the child's health and nutrition history and completes the required developmental screening within the first 45 days of enrollment. The Head Start program encourages parent participation in the screening process by using the DIAL 4 (Developmental Indicators of Assessment of Learning, Fourth Edition) as the developmental and behavior screening tool and the Davis Observational Checklist for Texas (DOCT) as the speech screening tool. Throughout the program year, the teaching staff implements the research-based early childhood curriculum "Opening the World of Learning (OWL)" program. This curriculum promotes school readiness in the areas of language and cognitive development, early reading and math skills, science and social studies, social/emotional development, and physical development. For the 2015 - 2016 program year, funded enrollment was 239 children. The cumulative number of actual children served was 262, including drops and new enrollees. There were 15 children on the waiting list as of November 20, 2015. All classrooms are based at one location which is 801 Cordrey St.

The classroom environment is guided by the Texas OWL (Opening the World to Learning) curriculum, which promotes children's emotional, social, cognitive, and physical growth. Children are involved in exploring and manipulating a variety of materials in a developmentally-appropriate environment. Teachers work in partnership with parents, who are invited to volunteer in the classroom, on field trips, and in parent engagement activities. Certified Teachers are in all classrooms in addition to a paraprofessional that assist teachers. The curriculum is supported by strong technology resources such as Smart Board, iPads, Texas OWL online resources, supplemental online resources and Waterford Literacy that is the primer for the Kindergarten literacy program.

There were twenty-nine children (PIR) with disabilities under IDEA (Individuals with Disabilities Education Act) served in the Head Start Program during the 2014-2015 school year. The majority of children were identified as speech impaired. Speech therapy services are provided by a licensed Speech Pathologist that is housed on site. Students with disabilities are provided inclusive environments through the collaboration of Head Start and PPCD classes.

Vision Statement

North Early Learning Center believes in providing rigorous yet developmentally appropriate instruction in a positive collaborative environment

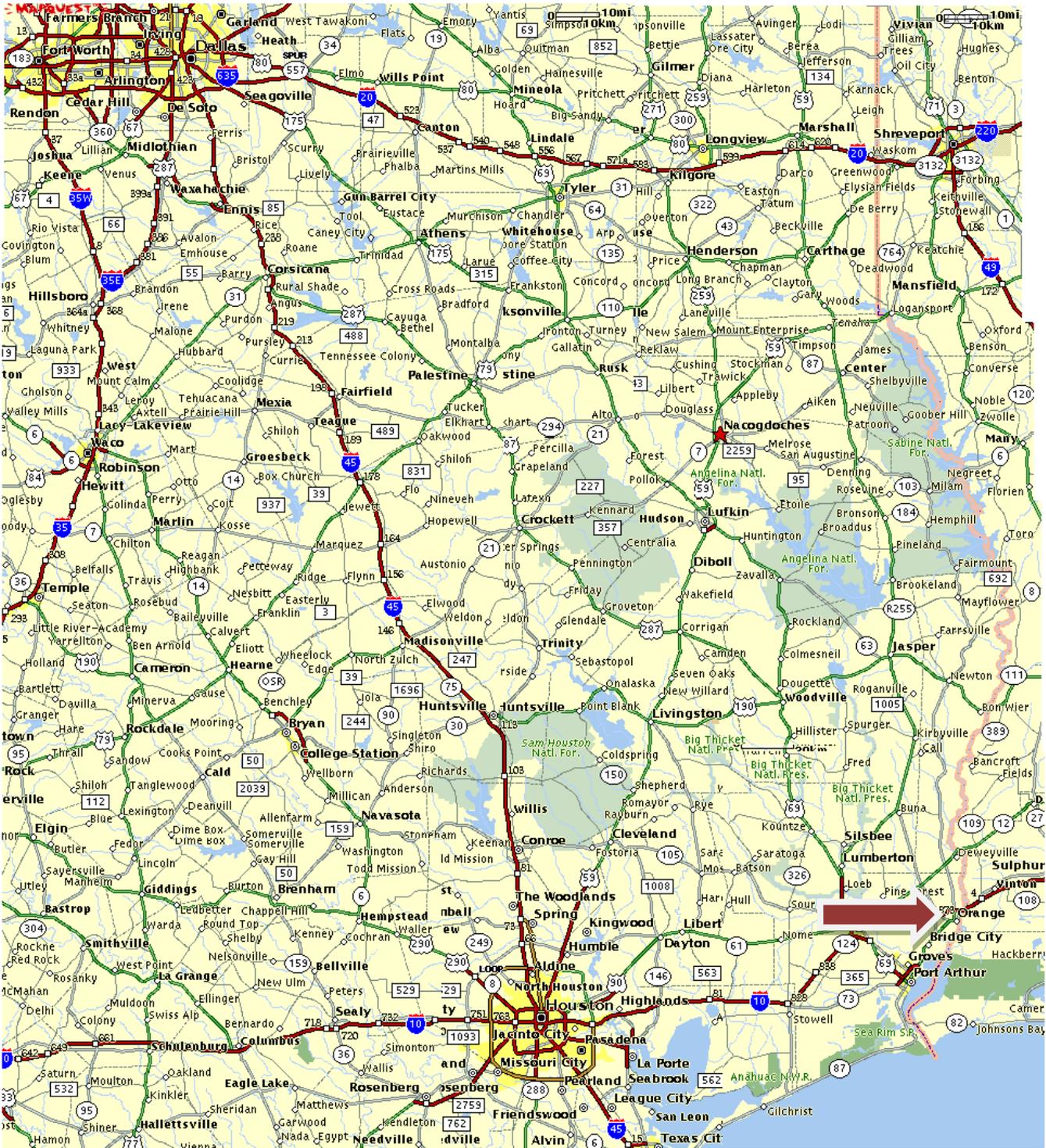
Mission Statement

The mission of the West Orange-Cove Consolidated Independent School District, as a progressive multicultural community, is to graduate students able to reach their potential and excel in a diverse society as productive, responsible citizens by utilizing an innovative curriculum, outstanding facilities, patrons' special talents, and a unique business-industry partnership.

North Early Learning Mission Statement:

The mission of North Early Learning Center is to empower all families in school readiness, focusing on the areas of socialization, health, and academics. With mutual respect and a collaborative effort, children and families become self-reliant, productive members of our community.

Map II – Eastern Texas

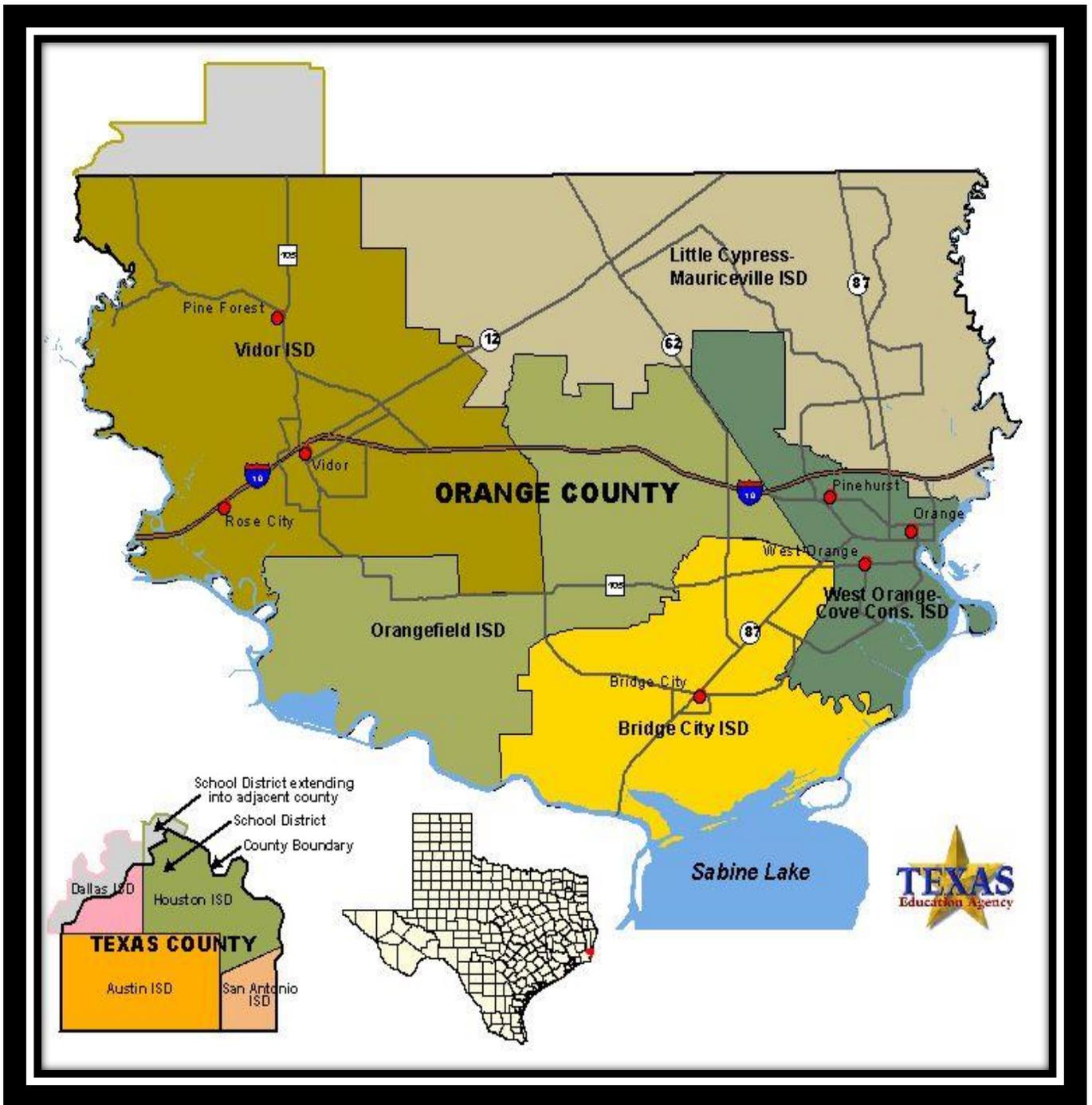


MAP III – SURROUNDING COUNTIES AND STATES



Source: <http://www.worldatlas.com>

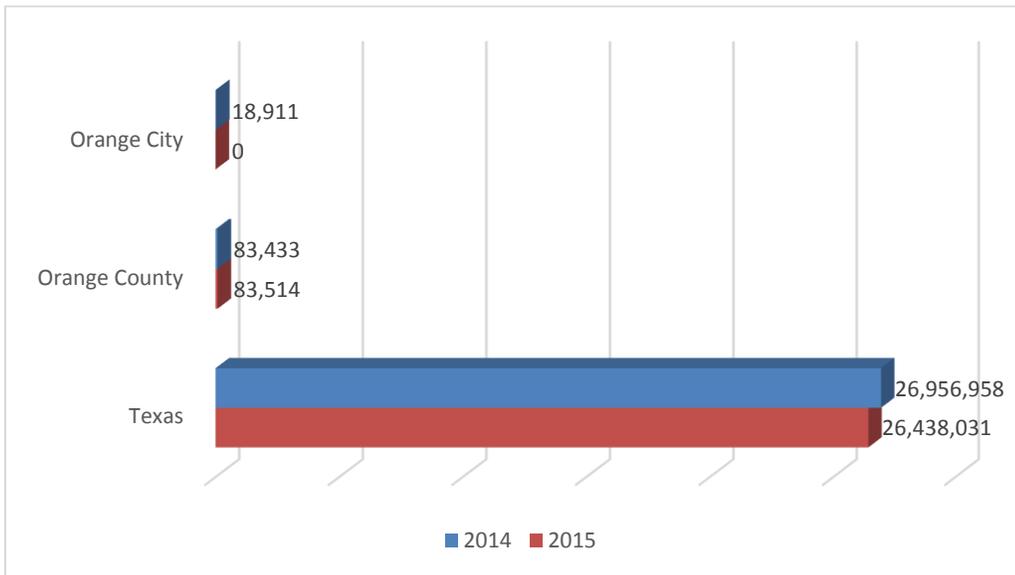
Map IV – Orange County Public School Districts



Source: Texas Education Agency

GENERAL DEMOGRAPHICS AND ECONOMICS

Total Population



Location	2010	2011	2012	2013	2014	2015
Orange City	18,595	18,447	18,399	18,800	18,911	18,828*
Orange County	81,993	82,328	82,951	82,980	83,433	83,514
Texas	25,145,561	25,657,477	26,094,422	26,505,637	26,956,958	26,438,031

Source: Texas State Data Center; *<http://texas.hometownlocator.com/tx/orange/orange.cfm>

Key Findings: Orange County had a population of 83,514 in 2015. The city of Orange had a population of 18,828 in 2015. Approximately 22.5% of the county's population resides in the city of Orange.

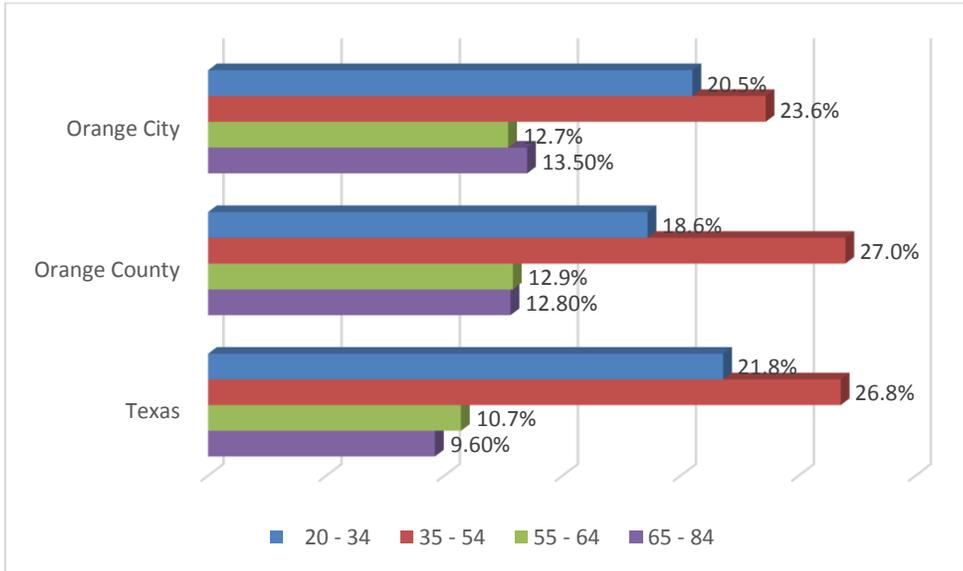
Population (Cities)

Location	2000	2010	2011	2012	2013	2014
Bridge City	8,651	7,840	7,899	7,907	7,891	7,924
Pine Forest City	632	487	492	493	496	501
Pinehurst City	2,274	2,097	2,094	2,089	2,081	2,083
Rose City	519	502	507	508	511	514
Vidor City	11,440	10,579	10,740	10,940	10,899	10,920
West Orange City	4,111	3,443	3,455	3,461	3,448	3,455
Balance of Orange County	38,696	38,290	38,457	38,602	38,757	39,115

Source: Texas Association of Counties

Key Findings: The city of Vidor (10,920) had the largest population, with Bridge City (7,924) having the second largest population. Rose City (514) had the smallest population.

Adult Population by Ages



Location	20 - 34	%	35 - 54	%	55 - 64	%	65 - 84	%	Median Age
Orange City	3,846	20.5%	4,454	23.6%	2,387	12.7%	2,543	13.5%	37.6
Orange County	15,351	18.6%	22,337	27.0%	10,605	12.9%	10,529	12.8%	38.5
Texas	5,686,330	21.8%	7,008,281	26.8%	2,801,943	10.7%	2,519,538	9.6%	33.9

Source: American Community Survey, 2010 - 2014

Key Findings: The majority of adults in the city of Orange were between the ages of 20 - 34 (20.5%) and 35 - 54 (23.6%). Adults, ages 65 – 84, made up approximately 13.5% of the population in the city of Orange. The majority of adults in Orange County were between the ages of 35 - 54 representing 27% of the population, while adults 55 - 84 represent 25.7% of the population. The median age in Orange County was 38.5, slightly higher than the state (33.9).

Adult Population by Ages (Cities)

Location	20 - 34	%	35 - 54	%	55 - 64	%	65 - 84	%	Median Age
Bridge City	1,683	21.3%	2,147	27.2%	647	8.2	749	9.5%	32.3
Orangefield	2,917	18.9%	4,218	27.3%	1,781	11.5%	1,553	10.1%	35.0
Pinehurst	3,993	16.8%	6,660	28.1%	3,343	14.1%	2,928	4.8%	40.1
Pine Forest	4,949	18.4%	7,614	28.2%	3,515	13.0%	3,485	12.9%	39.1
Rose City	120	27.8%	106	24.5%	94	21.8%	60	13.9%	47.5
West Orange	5,292	19.1%	7,024	25.4%	3,615	13.1%	3,698	13.3%	38.6
Vidor	2,384	22.0%	2,792	25.7%	1,433	13.2%	1,323	11.2%	36.0

Source: *American Community Survey, 2010 - 2014*

Key Findings: Rose City (27.8%) had the highest percentage of adults ages 20 - 34, while West Orange had the largest number of adults ranging from age 20 – 34. Pine Forest (28.2%) and Pinehurst (28.1%) had the highest percentages of adults ages 35 – 54. Rose City had the highest percentage of adults ages 55 – 64 (21.8%) and ages 65 – 84 (13.9%). Rose City (47.5) had the highest median age, considerably higher than the county (38.5) and state (33.9) median age. The median age for Pinehurst (40.1), Pine Forest (39.1) and West Orange (38.6) was also higher than the county and state median age.

Population by Race/Ethnicity

Location	White	Black	American Indian	Asian	Native Hawaiian	2 or More Races	Hispanic
Orange City	60.9%	33.2%	0.3%	1.7%	z	2.0%	5.2%
Orange County	87.8%	8.8%	0.7%	1.1%	0.1%	1.5%	6.9%
Texas	80.0%	12.5%	1.0%	4.5%	0.1%	1.8%	38.6%

Source: *U.S. Census Bureau Quick Facts; *z value greater than zero but less than half of unit of measure shown*

Key Findings: The majority of the population in the city of Orange identified as White (60.9%), while individuals who identified as Black (33.2%) and Hispanic (5.2%) were the next largest population groups. The percentage of individuals who identified as Black was higher in the city of Orange (33.2%) than in Orange County (8.8%). The Hispanic population in the city of Orange was 5.2% as compared with the county (6.9%). Individuals who identified as Two or more races in the city of Orange were approximately 2.0%, slightly higher than the county (1.5%). The Asian population in the city of Orange (1.7%) was also slightly higher than the county (1.1%).

Population by Race/Ethnicity (Cities)

Location	White	Black	American Indian	Asian	Native Hawaiian	2 or More Races	Hispanic
Bridge City	96.6%	0.1%	0.7%	2.4%	0.0%	2.6%	8.7%
Orangefield	93.4%	0.7%	0.7%	2.1%	0.0%	1.6%	7.4%
Pinehurst	91.7%	3.8%	0.3%	1.3%	0.0%	1.7%	5.1%
Pine Forest	96.6%	0.3%	0.5%	0.4%	0.0%	1.4%	6.1%
Rose City	91.4%	0.5%	2.3%	0.0%	0.0%	0.0%	12.3%
West Orange (77630)	74.3%	21.1%	0.4%	1.3%	0.0%	2.0%	7.2%
Vidor	95.9%	0.6%	1.0%	0.3%	0.0	2.0%	6.2%

Source: *American Community Survey, 2010 - 2014*

Key Findings: The majority of the population in the above cities identified as White, although West Orange (21.1%) had the highest percentage of individuals who identified as Black. Rose City (12.3%) and Bridge City (8.7%) had the highest percentages of individuals who identified as Hispanic. Bridge City also had the highest percentages of individuals who identified as Asian (2.4%) and Two or More Races (2.6%).

Child Population Ages 0 - 4 and 5 - 19

Location	0 - 4	%	5 - 19	%
Orange City	1,353	7.2%	3,716	19.8%
Orange County	5,440	6.6%	17,049	20.7%
Texas	1,940,753	7.4%	5,804,969	22.3%

Source: *American Community Survey, 2010 - 2014*

Key Findings: In the city of Orange, children ages 0 - 4 represented 7.2% (1,353) of the population. Children ages 5-19 represented 19.8% of the population. In the city of Orange, children ages 0 - 4 represented approximately 25% of the 0 - 4 population in Orange County.

Child Population Ages 0 - 4 (Cities and County)

Location	Under 3	3 - 4
Vidor	564	381
Pine Forest	18	30
Rose City	19	6
West Orange	73	24
Bridge City - Orangefield	597	462
Bridge City	309	227
Orange City	808	545
Pinehurst	580	470
Orange County	3,126	2,314

Source: *American Community Survey, 2010 - 2014*

Key Findings: There were 3,126 children under age 3 and 2,314 children, ages 3 - 4, in Orange County. The city of Orange (808) had the largest number of children below 3 years of age, while Rose City (19) and Pine Forest (18) had the lowest number of children below age 3. The cities of Bridge City-Orangefield (597), Pinehurst (580) and Vidor (564) had large numbers of children who were below age 3. The city of Orange (545), Pinehurst (470), Bridge City-Orangefield (462), and Vidor (381) had the largest population of children ages 3 – 4, while Rose City (6), West Orange (24) and Pine Forest (30) had the smallest population of children ages 3 – 4.

World Region of Birth of Foreign-Born

Location	Europe	Asia	Africa	Oceania	Latin America	Northern America
Orange City	16.6%	66.3%	0.0%	0.0%	13.2%	4.2%
Orange County	15.6%	37.0%	0.0%	0.0%	44.6%	2.8%
Texas	4.3%	19.4%	3.7%	0.2%	71.3%	1.1%

Source: *American Community Survey, 2010 - 2014*

Key Finding: Orange County had 44.6% representation of Birth of foreign-born individuals from Latin America, considerably lower than the state rate of 71.3%, while 37% of foreign-born was from Asia, much higher than the state (19.4%). Approximately 66.3% of foreign-born individuals from Asia resided in the city of Orange. 33% of foreign-born children with foreign-born parents lived below the poverty line, compared with 27% of native children with foreign-born parents and 19% of native children with native parents.

World Region of Birth of Foreign-Born (Cities)

Location/Percentage	Europe	Asia	Africa	Oceania	Latin America	Northern America
Bridge City	0.0%	35.9%	0.0%	0.0%	64.1%	0.0%
Orangefield	7.6%	34.5%	0.0%	0.0%	54.6%	3.3%
Pinehurst	22.4%	23.7%	0.0%	0.0%	42.1%	5.8%
Pine Forest	29.4%	29.4%	0.0%	0.0%	41.2%	0.0%
Rose City	0.0%	0.0%	0.0%	0.0%	100%	0.0%
West Orange	12.0%	41.8%	0.0%	0.0%	43.8%	2.4%
Vidor	13.3%	17.2%	0.0%	0.0%	69.4%	0.0%

Source: *American Community Survey, 2010 - 2014*

Key Finding: The majority of foreign-born individuals were from Latin America; however, West Orange (41.8%), Bridge City (35.9%) and Orangefield (34.5%) had the highest percentages of foreign-born individuals from Asia.

Population Projections – Texas and Orange County 2016 - 2030

Projected Year	Total Population Texas	Total Population Orange County
2016	26,438,031	83,841
2020	27,238,610	85,082
2025	28,165,689	86,423
2030	28,994,210	87,295

Source: *U.S. Census Bureau, Population Division; Center for Health Statistics;*
<http://osd.texas.gov/Data/TPEPP/Projections/>

Key Findings: The total population for Texas is projected to increase by 2,556,179 individuals from 2016 to 2030. The population for Orange County is projected to increase by 3,454 individuals by 2030.

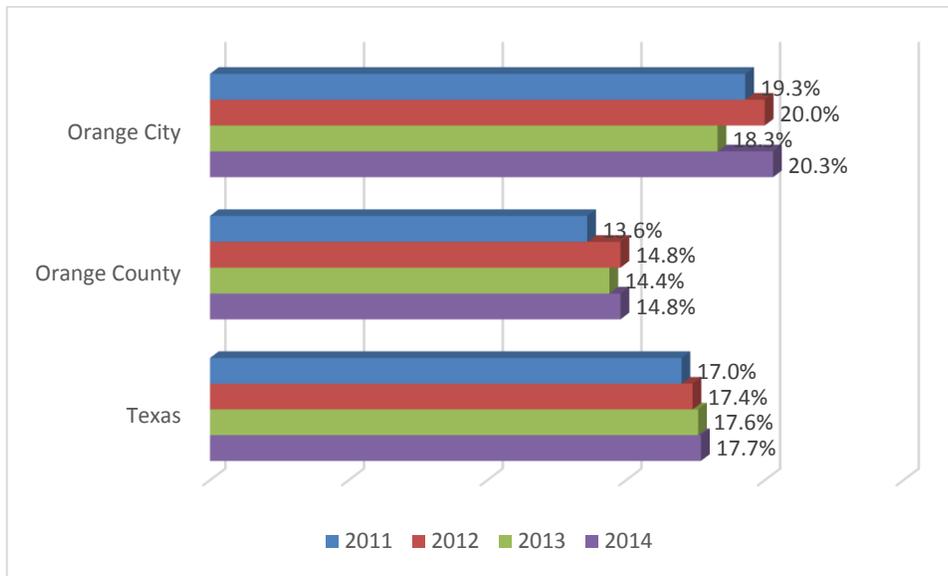
Orange County - Population Projections 2016 - 2020 (Race/Ethnicity)

Projected Year	Anglo	Black	Hispanic	Other
2016	68,978	7,526	6,345	2,835
2017	69,035	7,625	6,653	2,948
2018	69,077	7,742	6,963	3,054
2019	69,111	7,842	7,304	3,172
2020	69,125	7,946	7,667	3,288

Source: *Texas Department of State Health Services, Center for Health Statistics;*
<https://www.dshs.state.tx.us/chs/popdat/ST2017.shtm>

Key Findings: According to the Department of State Health Services and the Center for Health Statistics, the Hispanic population will increase by 1,322 individuals by the year 2020 in Orange County. The Anglo population is projected to increase by only 147 individuals. The Black population is projected to increase by 420, and the “Other” category is expected to increase by 453 individuals.

Adult Poverty Rate



Location	2011	2012	2013	2014
Orange City	19.3%	20.0%	18.3%	20.3%
Orange County	13.6%	14.8%	14.4%	14.8%
Texas	17.0%	17.4%	17.6%	17.7%

Source: American Community Survey, 2010 - 2014

Key Findings: The poverty rate for adults in the city of Orange was 20.3%, which was higher than the county (14.8%) and the state (17.7%). The poverty rate in Orange County experienced a marginal increase of 0.4% since 2013, but the city of Orange experienced an increase in poverty rate of 2.0% since 2013. The poverty rates have remained somewhat stable in the past three years for the city of Orange and Orange County.

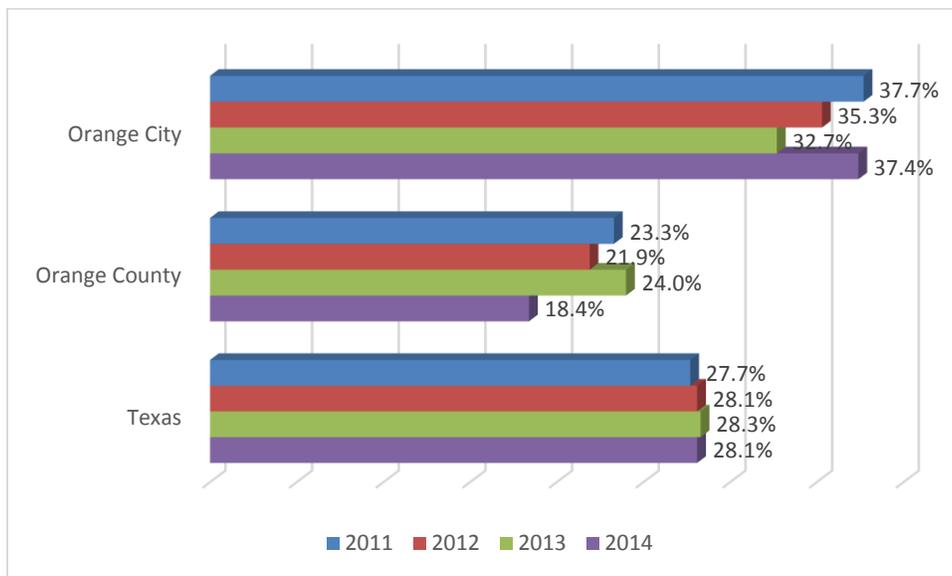
Adult Poverty Rate (Cities)

Location	2011	2012	2013	2014
Bridge City	6.1%	8.7%	12.4%	13.7%
Orangefield	7.6%	9.9%	12.2%	12.9%
Pinehurst	7.4%	9.3%	12.2%	12.3%
Pine Forest	9.0%	12.0%	8.5%	6.2%
Rose City	4.3%	5.3%	9.5%	12.0%
West Orange	15.3%	15.0%	18.0%	19.1%
Vidor	16.0%	15.2%	16.8%	15.7%

Source: American Community Survey, 2010 - 2014

Key Finding: West Orange (19.1%), Vidor (15.7%) and Bridge City (13.7%) had the highest poverty rates, while Pine Forest (6.2%) had the lowest poverty rate. The poverty rates for all of the cities increased from 2011 – 2014 except the cities of Vidor and Pine Forest. Both of those cities experienced a small decline in poverty rates in 2013.

Poverty Rate Children 0 - 5



Location	2011	2012	2013	2014
Orange City	37.7%	35.3%	32.7%	37.4%
Orange County	23.3%	21.9%	24.0%	18.4%
Texas	27.7%	28.1%	28.3%	28.1%

Source: American Community Survey, 2010 - 2014

Key Findings: The poverty rate for children ages 0 - 5 in the city of Orange was 37.4%, representing an increase of 4.7% since 2013. The poverty rate for Orange County decreased from 24% in 2013 to 18.4% in 2014, representing a 5.6% decrease in poverty rate for children ages 0 - 5. The 0 - 5 poverty rate for the city of Orange (37.4%) was considerably higher than the county (18.4%) and the state rate of 28.1%.

Poverty Rate Children 0 - 5 (Cities)

Location	2011	2012	2013	2014
Bridge City	0.0%	0.0%	23.6%	25.7%
Orangefield	15.7%	16.1%	27.0%	28.1%
Pinehurst	18.0%	20.5%	15.4%	14.9%
Pine Forest	27.9%	21.1%	21.7%	21.2%
Rose City	0.0%	0.0%	0.0%	0.0%
West Orange	24.3%	18.3%	32.6%	35.3%
Vidor	27.3%	24.7%	26.9%	26.4%

Source: American Community Survey, 2010 - 2014

Key Findings: The cities of West Orange (35.3%), Orangefield (28.1%) and Vidor (26.4%) had the highest poverty rate for children under age 5, while the cities of Pinehurst (14.9%) and Rose City (0.0%) had the lowest poverty rates for children under age 5.

Poverty Rate Children under 18

Location/Percentage	2011	2012	2013	2014
Orange City	29.1%	29.8%	24.2%	27.7
Orange County	17.2%	18.6%	18.8%	18.5
Texas	24.1%	24.6%	25.0%	25.3

Source: *American Community Survey, 2010 - 2014*

Key Findings: The poverty rate for children under 18 in the city of Orange (27.7%) was higher than the county (18.5%) and state (25.3%) rates.

Types of Families/Individuals with children 0 - 5 below Poverty Level

Location	Families with Children under 5	Married with Children under 5	Female-only Households with Children under 5
Orange City	28.2%	0.0%	41.1%
Orange County	20.5%	10.0%	48.6%
Texas	19.5%	9.1%	46.4%

Source: *American Community Survey, 2010 - 2014*

Key Findings: Households below poverty were significantly higher for female-only households with children under 5 years old. The female-only household poverty rate was 41.1% in the city of Orange, slightly lower than the county (48.6%) and state (46.4%) rates. In Orange County, 10.0% of married households with children below age 5 were below the federal poverty level, slightly higher than the state rate of 9.1%. However, data indicated that the city of Orange had 0% of married households with children under 5 that were below the poverty level.

Types of Families/Individuals with children 0 - 5 below Poverty Level (Cities)

Location	Families with Children under 5	Married with Children under 5	Female-only Households with Children under 5
Bridge City	4.1%	5.1%	-
Orangefield	14.6%	15.0%	32.1%
Pinehurst	11.1%	4.9%	43.9%
Pine Forest	19.7%	2.8%	73.4%
Rose City	0.0%	0.0%	-
West Orange	35.1%	26.6%	42.0%
Vidor	20.8%	0.0%	61.6%

Source: *American Community Survey, 2010 - 2014*

Key Findings: The cities of Pine Forest (73.4%) and Vidor (61.6%) had the highest female-only household poverty rates, while Bridge City and Rose City had the lowest female-only household poverty rates with children below age 5. West Orange (26.6%) and Orangefield (15.0%) had the highest poverty rates for married

household with children below age 5, while Rose City (0.0%), Vidor (0.0%) and Pine Forest (2.8%) had the lowest poverty rate for married households with children below age 5.

Median Household Income

Location	2011	2012	2013	2014
Orange City	\$42,328	\$44,250	\$44,467	\$41,494
Orange County	\$48,833	\$48,864	\$49,507	\$48,766
Texas	\$50,920	\$51,563	\$51,900	\$52,576

Source: *American Community Survey (ACS), 2010 - 2014*

Key Findings: Median household income for the State in 2014 was \$52,576, which represented an increase of \$1,656 from 2011. The median household income for Orange County was \$48,766, while the city of Orange had a median household income of \$41,494. According to the ACS, the city of Orange experienced a decrease in median household income of \$2,973 from 2013 - 2014.

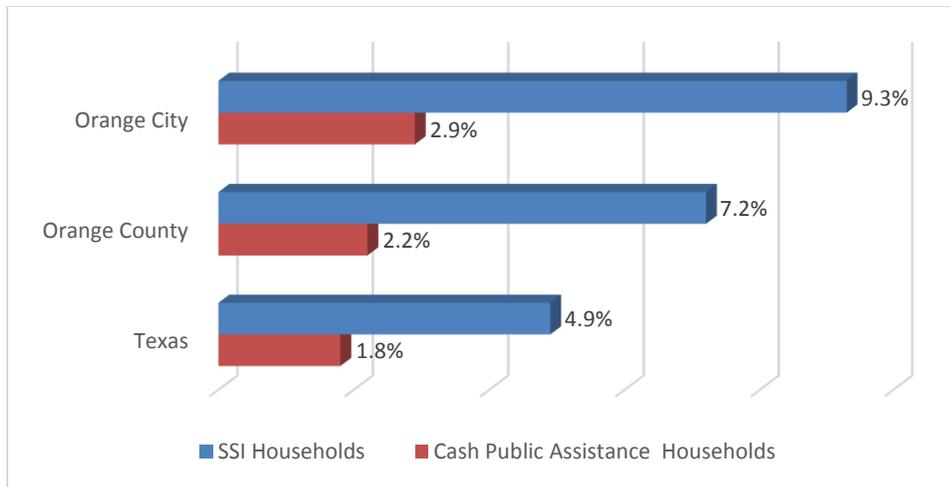
Median Household Income (Cities)

Location	2014
Bridge City	\$63,234
Orangefield	\$65,119
Pinehurst	\$60,609
Pine Forest	\$53,482
Rose City	\$38,021
West Orange	\$42,890
Vidor	\$42,066

Source: *American Community Survey, 2010 - 2014*

Key Findings: The cities of Orangefield (\$65,119), Bridge City (\$63,234), Pinehurst (\$60,609) and Pine Forest (\$53,482) had the highest median household income, higher than the county's median household income of \$52,576. Rose City (\$38,021) had the lowest median household income.

Households with SSI and Public Assistance Income



Location	SSI Households	Percentage	Cash Public Assistance Households	Percentage
Orange City	707	9.3%	223	2.9%
Orange County	2,263	7.2%	684	2.2%
Texas	438,474	4.9%	160,255	1.8%

Source: American Community Survey, 2010 - 2014

Key Findings: In the city of Orange, 707 (9.3%) of household received SSI, while only 2.9% of households received cash public assistance. The percentage of SSI households in the city of Orange (9.3%) was higher than the county (7.2%) and the state rate of 4.9%.

Households with SSI and Public Assistance Income (Cities)

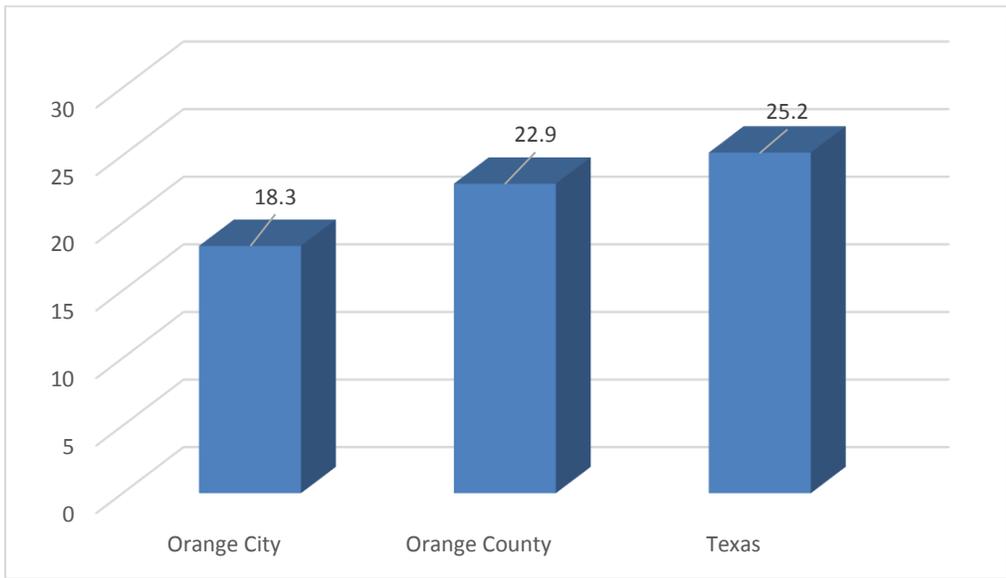
Location	SSI Households	Percentage	Cash Public Assistance Households	Percentage
Bridge City	169	6.1%	37	1.3%
Orangefield	244	4.5%	70	1.3%
Pinehurst	577	6.6%	158	1.8%
Pine Forest	687	6.9%	241	2.4%
Rose City	11	6.0%	2	1.1%
West Orange	940	8.6%	276	2.5%
Vidor	200	4.9%	95	2.3%

Source: American Community Survey, 2010 - 2014

Key Findings: The city of West Orange had the highest number (940) and the highest percentage (8.6%) of households that received SSI, while the city of Vidor had the lowest number of households, 200 (4.9%), that received SSI. The cities of West Orange (2.5%) and Pine Forest (2.4%) had the highest percentages of

households that received Cash Public Assistance, while Rose City (1.1%) had the lowest percentage of households that received Cash Public Assistance.

Average Commuting Distance



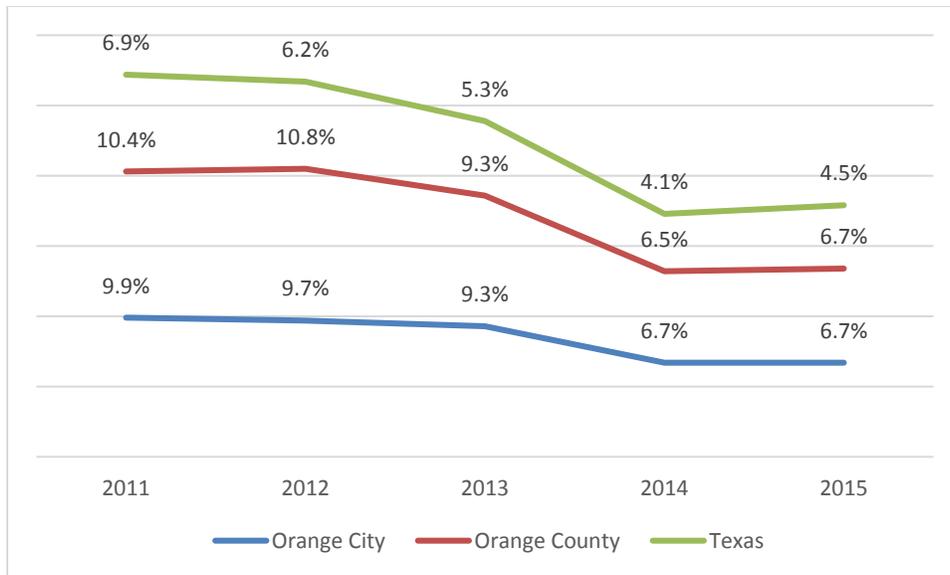
Location	Minutes
Orange City	18.3
Orange County	22.9
Texas	25.2

Source: *U.S. Census Quick Facts 2014*

Key Findings: The average commute distance for the city of Orange was 18.3 minutes, slightly lower than the county at 22.9 minutes and the state at 25.2 minutes.

*Texas has low parental unemployment rates and high child poverty rates.
(Texas Kids Count 2015)*

Unemployment Rates



Location	2011	2012	2013	2014	2015
Orange City	9.9%	9.7%	9.3%	6.7%	6.7%
Orange County	10.4%	10.8%	9.3%	6.5%	6.7%
Texas	6.9%	6.2%	5.3%	4.1%	4.5%

Source: Bureau of Labor Statistics; <http://www.homefacts.com/unemployment.html>

Key Findings: The average unemployment rate in Orange County decreased 1.1% from 2011 - 2013, but increased slightly from 6.5% in 2014 to 6.7% in 2015. The unemployment rate for the city of Orange remained stable in 2014 and 2015 at 6.7%, which was 2.2% higher than the state rate of 4.5%. Overall, the unemployment rate was lower in 2015 than it has been for several years.

Unemployment Rates (Cities)

Location	2011	2012	2013	2014	2015
Bridge City	9.9%	9.7%	9.3%	6.7%	6.7%
Orangefield	9.9%	9.7%	9.3%	6.7%	6.7%
Pinehurst	6.4%	5.4%	5.0%	3.9%	4.6%
Pine Forest	9.9%	9.7%	9.3%	6.7%	6.7%
Rose City	9.9%	9.7%	9.3%	6.7%	6.7%
West Orange	9.9%	9.7%	9.3%	6.7%	6.7%
Vidor	9.9%	9.7%	9.3%	6.7%	6.7%

Source: www.homefacts.com/unemployment.html

Key Findings: The unemployment rate was 6.7% for all of the cities in the above chart except Pinehurst, which had an unemployment rate of 4.6% in 2015.

Orange County Employment and Workforce Development

Cities in Orange County include Orange, West Orange, Rose City, Pinehurst, Pine Forest, Bridge City, and Vidor. The predominant land uses in these cities are a mix of industrial and commercial uses in the central areas. Industrial activities in these cities include: petrochemical facilities, oil wells, and gas drilling; port facilities and other associated industrial maritime operations; clay, sand, and gravel mining; and sawmills and other forestry production operations. Commercial districts in Orange County consist of a few “big box” stores and various retail and service businesses in small strip malls. The larger cities in Orange County have large residential areas along their outer edges.

Rural areas in Orange County include the communities of Orangefield and Mauriceville. These small communities act as suburbs to the larger cities in the southeast Texas area. Land use within these towns is almost exclusively residential, with a few small businesses concentrated in their centers or next to major roadways. Areas outside of these communities are dedicated to rice farming, farming, forestry, or petrochemical operations. Areas in rural Orange County also contain many waterways and canals that are utilized to support local irrigation and drainage needs. There are 5,750 business establishments in Orange County with fewer than 10 employees, which is a good indicator of the entrepreneurship in the community. Another 1,902 business have between 10 and 50 employees, 306 have between 50 and 250, and 54 businesses have more than 250 employees(<http://www.livability.com/tx/orange/business/major-industries>).

The top 3 industries in Orange, Texas are travel, hospitality and tourism, transportation and warehousing, and health care. The companies offering the most jobs in Orange, Texas were Pizza Hut, Platinum Supplemental Insurance, and CHRISTUS Health. LaPoint Energy Partners, Inc. operates a multimillion dollar railcar cleaning, crude oil trans-loading and storage facility. The company plans to hire 50-75 permanent employees by the time the project is completed, and also partner with multiple local service providers for ongoing daily operations.

Major Industries providing employment are: Educational, health and social services (34.6%), Retail trade (17.5%), Transportation, warehousing, and utilities (13.8%) and Manufacturing (10.8%). The majority of workers are: Private wage or salary - 69%; Government - 17%; Self-employed, not incorporated - 12% and Unpaid family work - 1% (www.city-data.com).

Top 10 Manufacturers for the Orange County Region

A Schulman Inc	International Paper Co
Cloeren Co	Printpack
Cloeren Inc	Rescar Inc
Conrad Orange Shipyard	Solvay Solexis Inc
Honeywell	Trinity Industries Inc .

Source: <http://www.lmci.state.tx.us>

Employment By Major Industry Sector

Orange County Industry Sector	AREA EMPLOYMENT				STATEWIDE EMPLOYMENT			
	2013 1st Qtr.	2014 1st Qtr.	Emp. Chg.	Pct. Chg.	2013 1st Qtr.	2014 1st Qtr.	Emp. Chg.	Pct. Chg.
Total, All Industries	23,068	21,859	-1,209	-5.24	10,845,323	11,141,603	296,280	2.73
Natural Resources & Mining	349	304	-45	-12.89	337,145	350,403	13,258	3.93
Construction	2,406	1,825	-581	-24.15	626,857	654,767	27,910	4.45
Manufacturing	4,862	4,650	-212	-4.36	872,173	877,912	5,739	0.66
Trade, Transport. and Utilities	4,625	4,642	17	0.37	2,276,695	2,340,218	63,523	2.79
Information	99	101	2	2.02	204,861	208,239	3,378	1.65
Financial Activities Group	1,005	1,004	-1	-0.10	665,366	680,338	14,972	2.25
Prof., Business and Other Services	1,436	1,158	-278	-19.36	1,438,895	1,511,156	72,261	5.02
Education & Health Services	4,571	4,546	-25	-0.55	2,558,275	2,605,099	46,824	1.83
Leisure and Hospitality Group	2,313	2,302	-11	-0.48	1,118,430	1,162,449	44,019	3.94
Other Services	573	516	-57	-9.95	302,785	309,211	6,426	2.12
Public Administration	827	808	-19	-2.30	439,011	437,267	-1,744	-0.40

Source: Texas Workforce Commission; www.tracer2.com

Key Findings: Compared to Texas, the table above shows employment sectors in Orange County changed at a higher rate for Information between 1st quarter 2013 and 1st quarter 2014. During that same time period, area employment for Natural Resources and Mining, Construction, Manufacturing, Trade, Transport. and Utilities, Financial Activities Group, Professional, Business and Other Services, Education and Health Services., Leisure and Hospitality Group, Other Services and Public Administration changed at a lower rate when compared to Texas.

Largest Employers

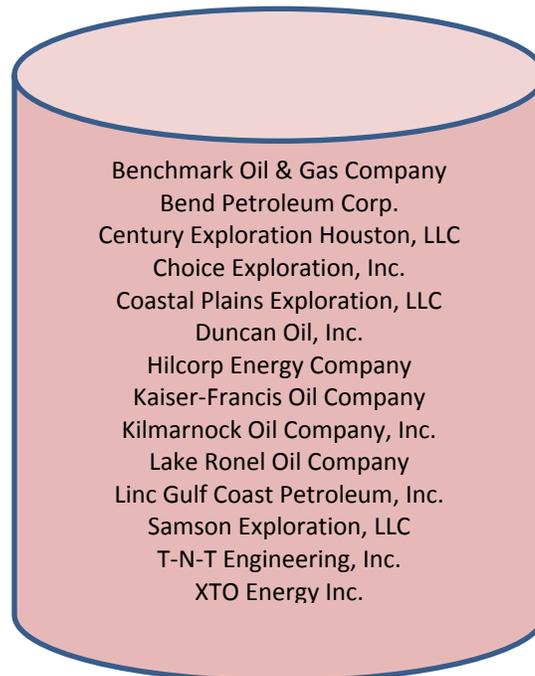
Company Name	Product/Service	Number of Employees
Signal International Llc	Marine Contractors and Designers	1,000+
Vidor Independent School District	Schools	500 - 999
4myheart Center	Heart Disease Information and Treatment	100 - 499
A Direct Dish Satellite Tv	Television and Radio Dealer	100 - 499
A Schulman Inc.	Plastics-raw Materials/powder/resin-mfrs.	100 - 499
Baptist Orange Hospital	Hospital	100 - 499
Beacon Maritime	Federal Government Contactors	100 - 499
Bludworth Marine Llc	Marinas	100 - 499
Bridge City School District	Schools	100 - 499
Cloeren Inc.	Cutting Tools/access/measuring Dvcs (mfr.)	100 - 499
Cypress Bayou Indl Paint	Painters	100 - 499
Flying J Travel Plaza	Truck Stops and Plazas	100 - 499
Home Depot	Home Centers	100 - 499
International Paper Co	Corrugated and Solid Fiber Boxes (mfrs.)	100 - 499
Kroger	Grocers-Retail	100 - 499
Little Cypress High School	Schools	100 - 499
Mauriceville Elementary School	Schools	100 - 499
Oak Forest Elementary School	Schools	100 - 499
Orange County Jail	Police Department	100 - 499
Orange County Sheriff	Sheriff	100 - 499

Orangefield Independent School	Schools	100 - 499
Printpack	Packaging Materials-manufacturers	100 - 499
Rescar Inc.	Railroad Equipment (mfrs.)	100 - 499
Southeast Texas Industries	Steel-structural (mfrs.)	100 - 499
Southeast Texas Industries (Bridge City)	General Merchandise-retail	100 - 499
Trinity Industries Inc.	Steel-structural (mfrs.)	100 - 499

Source: *Texas Workforce Commission; www.tracer2.com*

Key Findings: The largest employers are from manufacturing and schools.

Top Producing Oil Well Production Operators in Orange County, Texas



Source: <http://www.texas-drilling.com>

South East Texas Workforce Development Occupational Projections

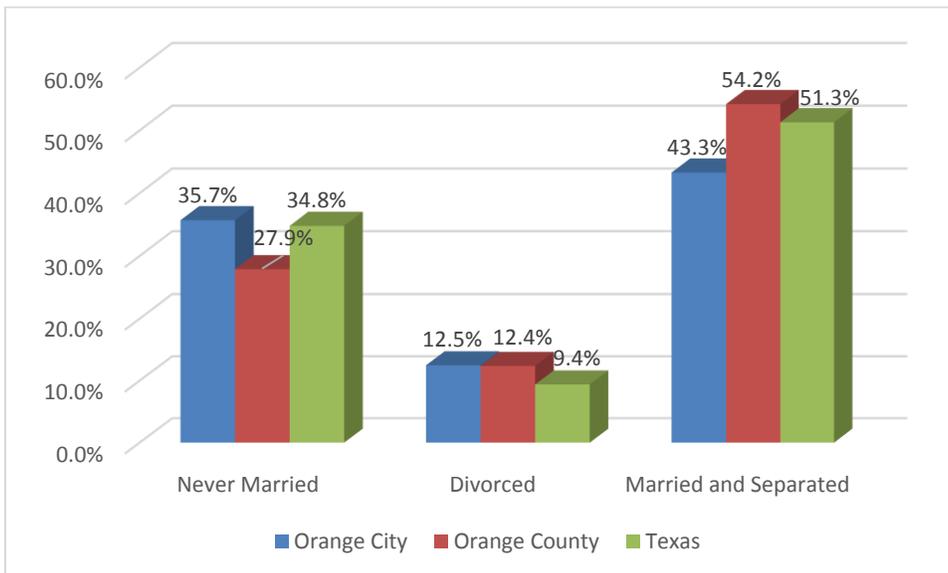
Occupations Adding the Most Jobs 2012 - 2022	Number of Jobs	Occupations with Most Projected Annual Average Job Openings 2012 - 2022	Number of Jobs
Personal Care Aides	1,430	Retail Salespersons	315

Food Preparation Workers	1,110	Food Preparation Workers	305
Retail Salespersons	820	Personal Care Aides	180
Registered Nurses	690	Cashiers	165
Medical Secretaries	390	Waiters and Waitresses	150
General and Operations Managers	370	Office Clerks, General	125
Secretaries and Administrative Assistants	350	Registered Nurses	120
Laborers, Freight, Stock and Material Hand	350	Construction Laborers	115
Office Clerks, General	340	Laborers, Freight, Stock and Material Hand	105
Nursing Assistants	330	Childcare Workers	90

Source: Texas Workforce Commission; www.tracer2.com

Key Findings: In Orange County, occupations that will be adding the most jobs from 2012 – 2022 are personal care aides and food preparation workers.

Marital Status Males 15 Years and Older



Location	Never Married	Divorced	Married and Separated
Orange City	35.7%	12.5%	43.3%
Orange County	27.9%	12.4%	54.2%
Texas	34.8%	9.4%	51.3%

Source: American Community Survey, 2010 - 2014

Key Findings: The divorce rate for males 15 years and older in the city of Orange (12.5%) was marginally higher than the county (12.4%) and state rate of 9.4%. Males who never married in the city of Orange represented

35.7%, which was higher than the county (27.9%) and state (34.8%). In the city of Orange, males who were married and now separated represented 43.3%, which was slightly lower than the county 54.2% and state 51.3%.

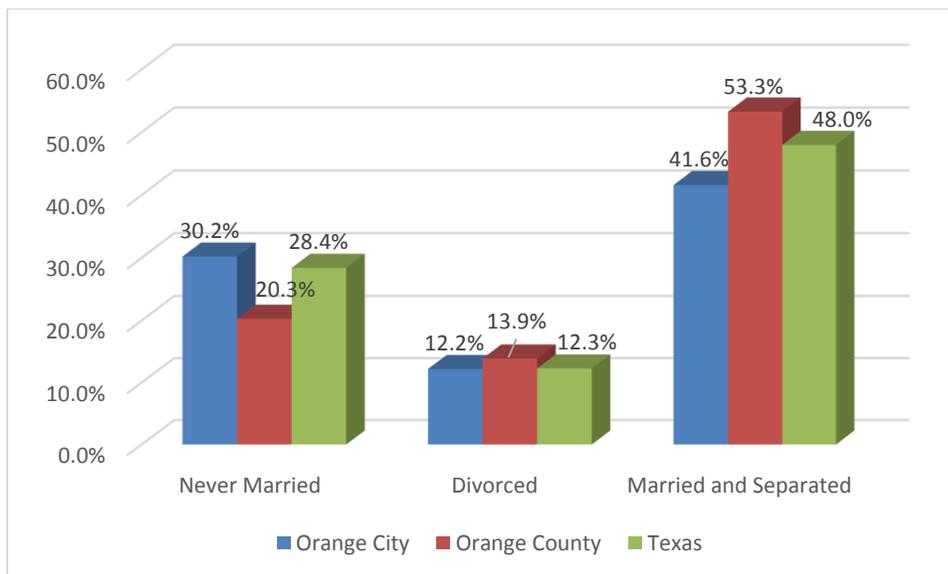
Marital Status Males 15 Years and Older (Cities)

Location	Never Married	Divorced	Married and Separated
Bridge City	35.3%	10.5%	51.9%
Orangefield	31.9%	9.2%	56.6%
Pinehurst	25.3%	10.5%	56.5%
Pine Forest (77662)	23.35	12.3%	59.1%
Rose City	28.2%	7.3%	59.9%
West Orange	32.4%	14.8%	46.1%
Vidor	22.4%	11.8%	59.4%

Source: American Community Survey, 2010 - 2014

Key Findings: The divorce rate for males 15 years and older in West Orange was 14.8%, while males who never married in Bridge City represented 35.3%. In Rose City, males who were married and now separated represented 59.9%. Rose City (7.3%) had the lowest percentage of divorced males, while Vidor (22.4%) had the lowest percentage of males who never married.

Marital Status Females 15 Years and Older



Location	Never Married	Divorced	Married and Separated
Orange City	30.2%	12.2%	41.6%
Orange County	20.3%	13.9%	53.3%

Texas	28.4%	12.3%	48.0%
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Source: *American Community Survey, 2010 - 2014*

Key Findings: The divorce rate for females 15 years and older in the city of Orange (12.2%) was slightly lower than the county (13.9%) and state rate of 12.3%. Females who never married in the city of Orange represented 30.2%, which was higher than the county (20.3%) and state (28.4%). In the city of Orange, females who were married and now separated represented 41.6%, which was slightly lower than the county 53.3% and state 48.0%.

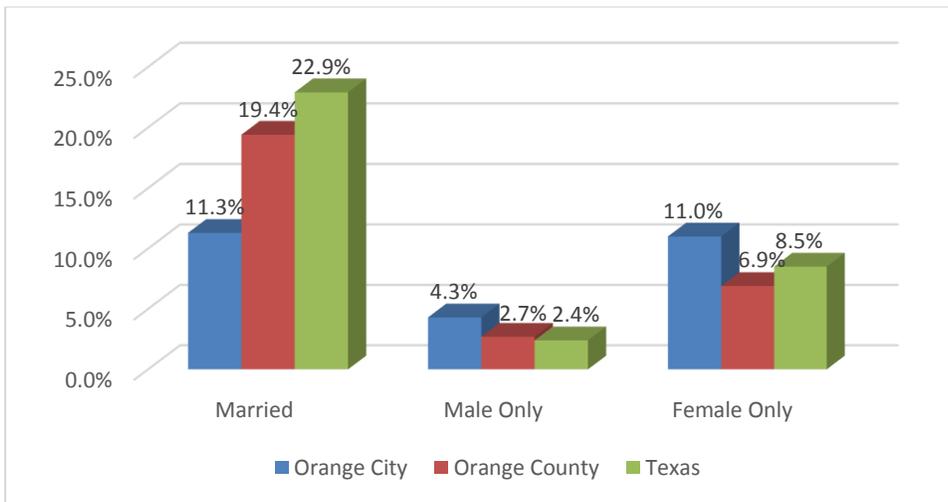
Marital Status Females 15 Years and Older (Cities)

Location	Never Married	Divorced	Married and Separated
Bridge City	17.4%	18.5%	54.4%
Orangefield	16.2%	14.7%	61.6%
Pinehurst	24.6%	11.7%	53.6%
Pine Forest	16.8%	14.6%	57.4%
Rose City	29.1%	9.5%	48.2%
West Orange	23.4%	13.3%	47.0%
Vidor	16.0%	18.0%	52.5%

Source: *American Community Survey, 2010 - 2014*

Key Findings: The divorce rate for females 15 years and older in Bridge City was 18.5%, while females who never married in Rose City represented 29.1%. In Orangefield, females who were married and now separated represented 61.6%. Rose City (9.5%) had the lowest percentage of divorced females, while Vidor (16.0%) had the lowest percentage of females who never married.

Single Males/Females and Married Households with Children under Age 18



Location	Family Households with children under 18	Married	Male Only	Female Only
Orange City	2,018	11.3%	4.3%	11.0%
Orange County	9,107	19.4%	2.7%	6.9%
Texas	3,041,609	22.9%	2.4%	8.5%

Source: American Community Survey, 2010 – 2014

Key Findings: 11.3% of married households, with children under age 18, lived in the city of Orange, while 19.4% lived in Orange County. 11.0% of female-only households lived in the city of Orange, which was slightly higher than Orange County (6.9%) and the state (8.5%). 4.3% of male-only households live in the city of Orange.

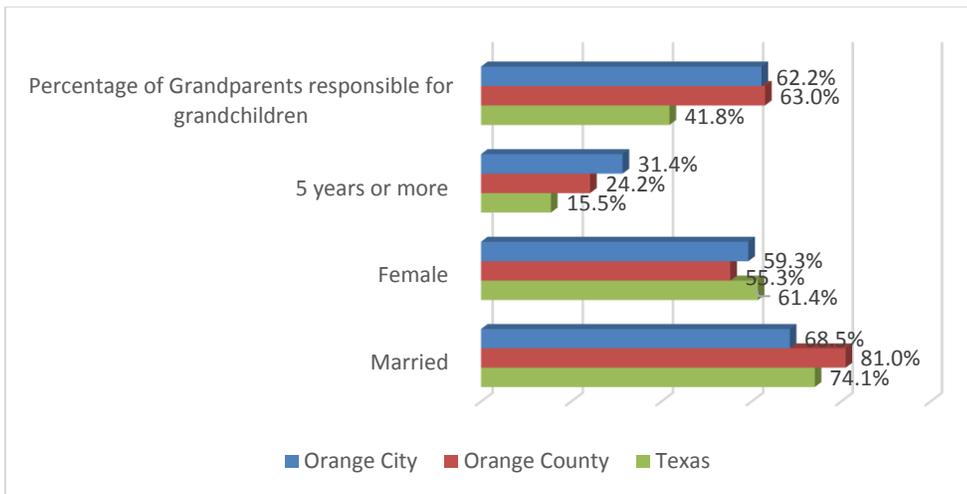
Single Males/Females and Married Households with Children under Age 18 (Cities)

Location	Family Households with children under 18	Married	Male Only	Female Only
Bridge City	1,076	28.6%	3.6%	6.5%
Orangefield	2,017	28.4%	2.1%	6.5%
Pinehurst	2,380	19.4%	2.4%	5.5%
Pine Forest	2,691	20.1%	1.9%	4.9%
Rose City	32	8.7%	8.7%	0.0%
West Orange	3,087	15.4%	3.2%	9.7%
Vidor	1,164	18.6%	2.4%	7.3%

Source: American Community Survey, 2010 - 2014

Key Findings: Bridge City (28.6%) and Orangefield (28.4%) had the highest percentages of married households with children under age 18, while Rose City (8.7%) had the lowest percentage of married households with children under 18. West Orange (9.7%) had the highest percentage of female-only households with children under age 18, while Rose City (8.7%) had the highest percentage of male-only households with children under age 18.

Grandparents Responsible for Raising their Grandchildren



Location	Number of Grandparents responsible for grandchildren	Percentage of Grandparents	5 years or more		Female		Married	
Orange City	371	62.2%	187	31.4%	220	59.3%	254	68.5%
Orange County	1,547	63.0%	593	24.2%	855	55.3%	1,253	81.0%
Texas	315,330	41.8%	117,174	15.5%	193,651	61.4%	233,579	74.1%

Source: American Community Survey, 2010 – 2014

Key Findings: The percentage of grandparents responsible for their grandchildren in the city of Orange was 62.2%, slightly lower than the county rate of 63.0%, but higher than the state rate of 41.8%. In the city of Orange, approximately 59.3% of grandparents were female, 68.5% were married and 31.4% were responsible for their grandchildren for 5 years or more. The percentage of grandparents responsible for their grandchildren in Orange County (63.0%) was significantly higher than the state rate of 41.8%.

Grandparents Responsible for Raising their Grandchildren (Cities)

Location	Number of Grandparents responsible for grandchildren	Percentage of Grandparents	5 years or more		Female		Married	
Bridge City	1	1.4%	1	1.4%	0	0.0%	1	100%
Orangefield	218	67.1%	83	25.5%	102	46.8%	196	89.9%
Pinehurst	485	61.7%	276	35.1%	252	52.0%	457	95.2%
Pine Forest	446	51.9%	173	20.1%	249	55.8%	334	74.9%
Rose City	2	100%	2	100%	2	100%	0	0.0%
West Orange	639	76.6%	143	17.1%	366	57.3%	485	75.9%
Vidor	223	59.3%	91	24.2%	149	66.8%	148	66.4%

Source: American Community Survey, 2010 - 2014

Key Findings: Rose City (100%) had the highest percentage of grandparents responsible for their grandchildren, but only reported two (2) grandparents. West Orange (76.6%) had the next highest percentage of grandparents

responsible for their grandchildren. Vidor (66.8%) had the second highest percentage of grandparents who were female, and Pinehurst (95.2%) had the second highest percentage of grandparents who were married.

HIGHLIGHTS AND CONSIDERATIONS - DEMOGRAPHIC AND ECONOMICS:

- ❖ Orange County had a population of 83,514 in 2015. The city of Orange had a population of 18,828 in 2015. Approximately 22.5% of the county's population resides in the city of Orange.
- ❖ The city of Vidor (10,920) had the largest population, with Bridge City (7,924) having the second largest population. Rose City (514) had the smallest population.
- ❖ The majority of adults in the city of Orange were between the ages of 20 - 34 (20.5%) and 35 - 54 (23.6%). Adults, ages 65 – 84, made up approximately 13.5% of the population in the city of Orange. The majority of adults in Orange County were between the ages of 35 - 54 representing 27% of the population, while adults 55 - 84 represent 25.7% of the population. The median age in Orange County was 38.5, slightly higher than the state (33.9).
- ❖ Rose City (27.8%) had the highest percentage of adults ages 20 - 34, while West Orange had the largest number of adults ranging from age 20 – 34. Pine Forest (28.2%) and Pinehurst (28.1%) had the highest percentage of adults ages 35 – 54. Rose City had the highest percentage of adults ages 55 – 64 (21.8%) and ages 65 – 84 (13.9%). Rose City (47.5) had the highest median age, considerably higher than the

county (38.5) and state (33.9) median age. The median age for Pinehurst (40.1), Pine Forest (39.1) and West Orange (38.6) was also higher than the county and state median age.

- ❖ The majority of the population in the city of Orange identified as White (60.9%), while individuals who identified as Black (33.2%) and Hispanic (5.2%) were the next largest population groups. The percentage of individuals who identified as Black was higher in the city of Orange (33.2%) than in Orange County (8.8%). The Hispanic population in the city of Orange was 5.2% as compared with the county (6.9%). Individuals who identified as Two or More races in the city of Orange were approximately 2.0%, slightly higher than the county (1.5%). The Asian population in the city of Orange (1.7%) was also slightly higher than the county (1.1%).
- ❖ The majority of the population in the above cities identified as White, although West Orange (21.1%) had the highest percentage of individuals who identified as Black. Rose City (12.3%) and Bridge City (8.7%) had the highest percentages of individuals who identified as Hispanic. Bridge City also had the highest percentages of individuals who identified as Asian (2.4%) and Two or More Races (2.6%).
- ❖ In the city of Orange, children ages 0 - 4 represented 7.2% (1,353) of the population. Children ages 5-19 represented 19.8% of the population. In the city of Orange, children ages 0 - 4 represented approximately 25% of the 0 - 4 population in Orange County.
- ❖ There were 3,126 children under age 3 and 2,314 children, ages 3 - 4, in Orange County. The city of Orange (808) had the largest number of children below 3 years of age, while Rose City (19) and Pine Forest (18) had the lowest number of children below age 3. The cities of Bridge City-Orangefield (597), Pinehurst (580) and Vidor (564) had large numbers of children who were below age 3. The city of Orange (545), Pinehurst (470), Bridge City-Orangefield (462), and Vidor (381) had the largest population of children ages 3 - 4, while Rose City (6), West Orange (24) and Pine Forest (30) had the smallest population of children ages 3 - 4.
- ❖ Orange County had 44.6% representation of Birth of foreign-born individuals from Latin America, considerably lower than the state rate of 71.3%, while 37% of foreign-born was from Asia, much higher than the state (19.4%). Approximately 66.3% of foreign-born individuals from Asia resided in the city of Orange. 33% of foreign-born children with foreign-born parents lived below the poverty line, compared with 27% of native children with foreign-born parents and 19% of native children with native parents.
- ❖ The majority of foreign-born individuals were from Latin America; however, West Orange (41.8%), Bridge City (35.9%) and Orangefield (34.5%) had the highest percentages of foreign-born individuals from Asia.
- ❖ The total population for Texas is projected to increase by 2,556,179 individuals from 2016 to 2030. The population for Orange County is projected to increase by 3,454 individuals by 2030.

- ❖ According to the Department of State Health Services and the Center for Health Statistics, the Hispanic population will increase by 1,322 individuals by the year 2020 in Orange County. The Anglo population is projected to increase by only 147 individuals. The Black population is projected to increase by 420, and the “Other” category is expected to increase by 453 individuals.
- ❖ The poverty rate for adults in the city of Orange was 20.3%, which was higher than the county (14.8%) and the state (17.7%). The poverty rate in Orange County experienced a marginal increase of 0.4% since 2013, but the city of Orange experienced an increase in poverty rate of 2.0% since 2013. The poverty rates have remained somewhat stable in the past three years for the city of Orange and Orange County.
- ❖ West Orange (19.1%), Vidor (15.7%) and Bridge City (13.7%) had the highest poverty rates, while Pine Forest (6.2%) had the lowest poverty rate. The poverty rates for all of the cities increased from 2011 – 2014 except the cities of Vidor and Pine Forest. Both of those cities experienced a small decline in poverty rates in 2013.
- ❖ The poverty rate for children ages 0 - 5 in the city of Orange was 37.4%, representing an increase of 4.7% since 2013. The child poverty rate for Orange County decreased from 24% in 2013 to 18.4% in 2014, representing a 5.6% decrease in poverty rate for children ages 0 - 5. The 0 - 5 poverty rate for the city of Orange (37.4%) was considerably higher than the county (18.4%) and the state rate of 28.1%.
- ❖ The cities of West Orange (35.3%), Orangefield (28.1%) and Vidor (26.4%) had the highest poverty rate for children under age 5, while the cities of Pinehurst (14.9%) and Rose City (0.0%) had the lowest poverty rates for children under age 5.
- ❖ The poverty rate for children under 18 in the city of Orange (27.7%) was higher than the county (18.5%) and state (25.3%) rates.
- ❖ Households below poverty were significantly higher for female-only households with children under 5 years old. The female-only household poverty rate was 41.1% in the city of Orange, slightly lower than the county (48.6%) and state (46.4%) rates. In Orange County, 10.0% of married households with children below age 5 were below the federal poverty level, slightly higher than the state rate of 9.1%. The city of Orange had 0% of married households with children under 5 that were below the poverty level.
- ❖ The cities of Pine Forest (73.4%) and Vidor (61.6%) had the highest female-only household poverty rates, while Bridge City and Rose City had the lowest female-only household poverty rates with children below age 5. West Orange (26.6%) and Orangefield (15.0%) had the highest poverty rates for married household with children below age 5, while Rose City (0.0%), Vidor (0.0%) and Pine Forest (2.8%) had the lowest poverty rates for married households with children below age 5.
- ❖ Median household income for the State in 2014 was \$52,576, which represented an increase of \$1,656 from 2011. The median household income for Orange County was \$48,766, while the city of Orange had

a median household income of \$41,494. According to the ACS, the city of Orange experienced a decrease in median household income of \$2,973 from 2013 – 2014.

- ❖ The cities of Orangefield (\$65,119), Bridge City (\$63,234), Pinehurst (\$60,609) and Pine Forest (\$53,482) had the highest median household income, higher than the county's median household income of \$52,576. Rose City (\$38,021) had the lowest median household income.
- ❖ In the city of Orange, 707 (9.3%) of household received SSI, while only 2.9% of households received cash public assistance. The percentage of SSI households in the city of Orange (9.3%) was higher than the county (7.2%) and the state rate of 4.9%.
- ❖ The city of West Orange had the highest number (940) and the highest percentage (8.6%) of households that received SSI, while the city of Vidor had the lowest number of households, 200 (4.9%), that received SSI. The cities of West Orange (2.5%) and Pine Forest (2.4%) had the highest percentages of households that received Cash Public Assistance, while Rose City (1.1%) had the lowest percentage of households that received Cash Public Assistance.
- ❖ The average commute distance for the city of Orange was 18.3 minutes, slightly lower than the county at 22.9 minutes and the state at 25.2 minutes.
- ❖ The average unemployment rate in Orange County decreased 1.1% from 2011 - 2013, but increased slightly from 6.5% in 2014 to 6.7% in 2015. The unemployment rate for the city of Orange remained stable in 2014 and 2015 at 6.7%, which was 2.2% higher than the state rate of 4.5%. Overall, the unemployment rate was lower in 2015 than it has been for several years.
- ❖ The unemployment rate was 6.7% for all of the cities in the above chart except Pinehurst, which had an unemployment rate of 4.6% in 2015.
- ❖ Compared to Texas, employment sectors in Orange County changed at a higher rate for Information between 1st quarter 2013 and 1st quarter 2014. During that same time period, area employment for Natural Resources & Mining, Construction, Manufacturing, Trade, Transport. and Utilities, Financial Activities Group, Prof., Business and Other Svcs, Education and Health Svcs., Leisure and Hospitality Group, Other Services and Public Administration changed at a lower rate when compared to Texas.
- ❖ The largest employers are from manufacturing and schools.
- ❖ In Orange County, occupations that will be adding the most jobs from 2012 – 2022 are personal care aides and food preparation workers.
- ❖ The divorce rate for males 15 years and older in the city of Orange (12.5%) was marginally higher than the county (12.4%) and state rate of 9.4%. Males who never married in the city of Orange represented 35.7%, which was higher than the county (27.9%) and state (34.8%). In the city of Orange, males who were married and now separated represented 43.3%, which was slightly lower than the county 54.2% and state 51.3%.

- ❖ The divorce rate for males 15 years and older in West Orange was 14.8%, while males who never married in Bridge City represented 35.3%. In Rose City, males who were married and now separated represented 59.9%. Rose City (7.3%) had the lowest percentage of divorced males, while Vidor (22.4%) had the lowest percentage of males who never married.
- ❖ The divorce rate for females 15 years and older in the city of Orange (12.2%) was slightly lower than the county (13.9%) and state rate of 12.3%. Females who never married in the city of Orange represented 30.2%, which was higher than the county (20.3%) and state (28.4%). In the city of Orange, females who were married and now separated represented 41.6%, which was slightly lower than the county 53.3% and state 48.0%.
- ❖ The divorce rate for females 15 years and older in Bridge City was 18.5%, while females who never married in Rose City represented 29.1%. In Orangefield, females who were married and now separated represented 61.6%. Rose City (9.5%) had the lowest percentage of divorced females, while Vidor (16.0%) had the lowest percentage of females who never married.
- ❖ 11.3% of married households, with children under age 18, lived in the city of Orange, while 19.4% lived in Orange County. 11.0% of female-only households lived in the city of Orange, which was slightly higher than Orange County (6.9%) and the state (8.5%). 4.3% of male-only households live in the city of Orange.
- ❖ Bridge City (28.6%) and Orangefield (28.4%) had the highest percentages of married households with children under age 18, while Rose City (8.7%) had the lowest percentage of married households with children under 18. West Orange (9.7%) had the highest percentage of female-only households with children under age 18, while Rose City (8.7%) had the highest percentage of male-only households with children under age 18.
- ❖ The percentage of grandparents responsible for their grandchildren in the city of Orange was 62.2%, slightly lower than the county rate of 63.0%, but higher than the state rate of 41.8%. In the city of Orange, approximately 59.3% of grandparents were female, 68.5% were married and 31.4% were responsible for their grandchildren for 5 years or more. The percentage of grandparents responsible for their grandchildren in Orange County (63.0%) was significantly higher than the state rate of 41.8%.
- ❖ Rose City (100%) had the highest percentage of grandparents responsible for their grandchildren, but only reported two (2) grandparents. West Orange (76.6%) had the next highest percentage of grandparents responsible for their grandchildren. Vidor (66.8%) had the second highest percentage of grandparents who were female, and Pinehurst (95.2%) had the second highest percentage of grandparents who were married.
- ❖ The majority of the 18 million children in immigrant families in the United States are children of color. These children face obstacles to opportunity that include poverty, lack of health insurance, parents with

lower levels of educational attainment, substandard housing and language barriers. Most vulnerable are the 5.5 million children who reside with at least one unauthorized immigrant parent. Children in these families have less access to public programs that benefit children’s development because of their parents’ legal status or English language ability. They must often overcome school interruption and economic hardship if parental income is lost because of immigration enforcement and deportation. Recent bipartisan proposals for meaningful immigration reform offer opportunities to improve the lives of these vulnerable children and their families. If implemented, they would help remove significant roadblocks to the future success of children in immigrant families (*Annie E. Casey Foundation, Race for Results 2013*).

- ❖ Low income families with children age 8 and under face extra barriers that can affect the early years of a child’s development. Parents in these families are more likely than their higher income peers to lack higher education and employment, to have difficulty speaking English and to be younger than 25.
- ❖ Single parent households are steadily increasing and services should be considered to address issues such as economic hardship, quality of parenting, stress, poor academic performance of children and delinquent and risky behaviors.
- ❖ According to the Census Bureau, the assumption is that the poverty rate for grandparents has continued to increase at a marginal rate for the years 2011 to present. Grandparents may need assistance with legal difficulties related to obtaining guardianship, enrolling their grandchildren in school, and accessing medical care for their grandchildren. They often have limited financial resources and may experience difficulty providing adequate housing, food, and clothing. Grandparents may need current information about discipline, child development, and childhood problems.

EDUCATIONAL ATTAINMENT

High School Graduation/Drop-out Rate

Indicator	2012		2013		2014	
	Orange County	Texas	Orange County	Texas	Orange County	Texas
Graduation Rate	90.2%	87.7%	91.2%	88.0%	91.4%	88.3%
Drop-out Rate	6.5%	6.3%	5.9%	6.6%	5.7%	6.6%

Source: Kids Count, Texas Education Agency

Key Findings: In 2014, the graduation rate for Orange County was 91.4%, higher than the state rate (88.3%), and the drop-out rate for Orange County was 5.7%, lower than the state rate of 6.6%.

Drop-Out/Graduation Rates by District

School District	2011	2012	2013	2014
Bridge City ISD	4.5%/94.4%	3.4%/96.0%	4.2%/94.0%	3.0%/95.5%
Little Cypress-Mauriceville CISD	3.3%/93.8%	3.6%/93.6%	1.2%/96.4%	0.8%/97.1%
Orangefield ISD	5.1%/94.2%	9.2%/85.7%	4.2%/93.2%	5.5%/93.0%
Vidor ISD	9.1%/86.4%	8.5%/87.8%	8.2%/87.6%	8.0%/88.0%
West Orange-Cove ISD	21.6%/76.6%	8.2%/87.0%	10.0%/87.6%	11.9%/83.9%

Source: Kids Count, Texas Education Agency

Key Findings: In 2014, the graduation rate was highest for Little Cypress-Mauriceville CISD at 97.1%, while West Orange-Cove (83.9%) had the lowest graduation rate. West Orange-Cove ISD (11.9%) had the highest drop-out rate, while Little Cypress-Mauriceville CISD (0.8%) had the lowest drop-out rate

High school - received GED

Location	Data Type	2010	2011	2012	2013	2014
Orange County	Number	7	*NA	12	8	10
	Percent	0.7%	0.3%	1.1%	0.7%	0.9%
Texas	Number	3,927	3,456	3,198	2,692	2,582
	Percent	1.3%	1.1%	1.0%	0.8%	0.8%

Source: Kids Count; Texas Education Agency; *A code of NA generally indicates that the number is masked, either because it is a low number event or because a different category that is a low number event could be imputed based on the number.

Key Findings: In Orange County, the percentage of students obtaining a GED in 2014 was 0.9%, slightly higher than the state rate of 0.8%.

Student Enrollment in Public Schools by Race/Ethnicity

Location	Race Ethnicity	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Orange County	Hispanic	8.4%	8.9%	9.2%	9.5%
	White	76.1%	75.6%	75.8%	75.1%
	African American	12.0%	11.5%	11.1%	11.3%
	Other	3.5%	4.0%	3.9%	4.2%
Texas	Hispanic	50.3%	50.8%	51.3%	51.8%
	White	31.2%	30.6%	30.0%	29.5%
	African American	12.9%	12.8%	12.7%	12.7%
	Other	5.6%	5.8%	6.0%	6.1%

Source: Kids Count; Texas Education Agency

Key Findings: In 2014, the student enrollment by Ethnicity/Race was 75.1% (White), 11.3% (Black), 9.5% (Hispanic) and 4.2% (Other).

Economically Disadvantaged Students

Location	Data Type	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Orange County	Number	7,655	7,915	8,157	7,979	7,956
	Percent	49.8%	51.4%	52.8%	52.4%	52.3%
Texas	Number	2,853,177	2,914,916	3,013,442	3,058,894	3,096,050
	Percent	58.9%	59.1%	60.3%	60.3%	60.1%

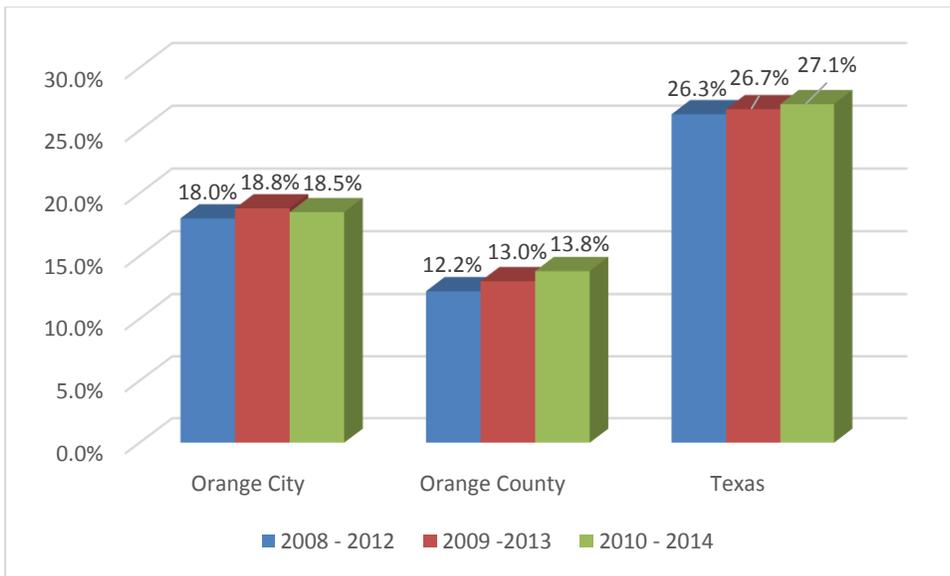
Source: Kids Count; Texas Education Agency

Key Findings: There were 7,956 (52.3%) economically disadvantaged students in Orange County during the school year 2013 – 2014. Economically disadvantaged students are eligible for free or reduced-price lunch or other public assistance

Attainment of a high school diploma or its equivalent is an indicator that a person has acquired the basic reading, writing, and mathematics skills needed to function in modern society. The percentage of young adults ages 18–24 with a high school diploma or an equivalent credential is a measure of the extent to which young adults have completed a basic prerequisite for many entry-level jobs and for higher education.

(www.child Stat.gov)

Bachelor's Degree or Higher



Location	2008 - 2012	2009 - 2013	2010 - 2014
Orange City	18.0%	18.8%	18.5%
Orange County	12.2%	13.0%	13.8%
Texas	26.3%	26.7%	27.1%

Source: U.S. Census Bureau Quick Facts, American Community Survey, 2010 - 2014

Key Findings: According to the ACS, the percentage of individuals who obtained a Bachelor’s degree or higher was 18.5% in the city of Orange, which was slightly higher than the county (13.8%), but lower than the state rate of 27.1%.

*A college education generally enhances a person's employment prospects and increases his or her earning potential.
(www.childstats.gov)*

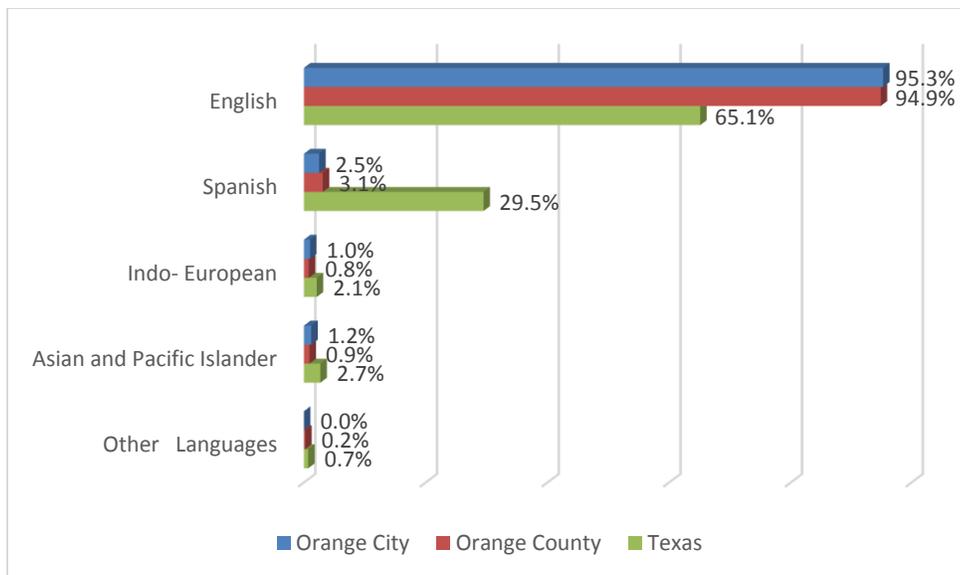
Bachelor’s Degree or Higher (Cities)

Location	2008 - 2012	2009 -2013	2010 - 2014
Bridge City	15.7%	14.3%	13.7%
Orangefield	16.0%	15.3%	16.7%
Pinehurst	17.6%	17.9%	18.5%
Pine Forest	7.2%	8.4%	8.1%
Rose City	5.0%	8.5%	9.2%
West Orange	11.0%	11.9%	14.0%
Vidor	6.9%	8.1%	8.4%

Source: *American Community Survey, 2010 - 2014r*

Key Findings: Pinehurst (18.5%), Orangefield (16.7%) and West Orange (14.0%) had the highest percentages of individuals with a Bachelor’s degree or higher, whereas Pine Forest (8.1%) and Vidor (8.4%) had the lowest percentages of individuals with a Bachelor’s degree or higher. Overall, data suggests that individuals in Orange County are pursuing higher educational opportunities.

Percentage of Language Spoken at Home



Location	English	Spanish	Indo-European	Asian and Pacific Islander	Other Languages
Orange City	95.3%	2.5%	1.0%	1.2%	0.0%
Orange County	94.9%	3.1%	0.8%	0.9%	0.2%
Texas	65.1%	29.5%	2.1%	2.7%	0.7%

Source: American Community survey, 2010 - 2014

Key Findings: English was the primary language spoken in homes throughout the service area. However, the percentage of homes where Spanish was the primary language was 2.5% in the city of Orange. The percentage of homes where Spanish was the primary language spoken in the city of Orange was slightly lower than the county rate of 3.1%. The city of Orange also had 1.0% of homes where Indo-European languages were the primary languages spoken and 1.2% was Asian and Pacific Islander languages.

A limited English proficient household is a household in which no one age 14 or over speaks English only, or in which no one age 14 or over speaks a language other than English at home and speaks English "Very well."

Source: America's Children: Key National Indicators of Well-Being, 2015

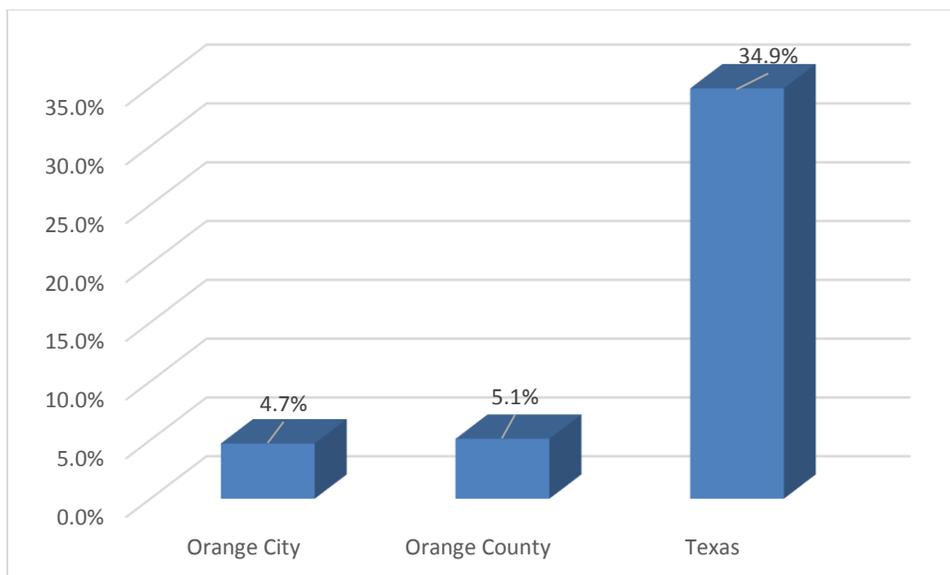
Percentage of Language Spoken at Home (Cities)

Location	English	Spanish	Indo- European	Asian and Pacific Islander	Other Languages
Bridge City	94.5%	3.0%	1.0%	1.5%	0.0%
Orangefield	94.4%	3.1%	1.2%	1.3%	0.0%
Pinehurst	95.0%	2.8%	0.5%	1.3%	0.4%
Pine Forest	96.0%	2.7%	0.7%	0.5%	0.1%
Rose City	87.0%	12.5%	0.5%	0.0%	0.0%
West Orange	93.5%	4.1%	1.3%	0.9%	0.1%
Vidor	97.5%	1.7%	0.85	0.0%	0.0%

Source: American Community survey, 2010 - 2014

Key Findings: The percentage of homes where Spanish was the primary language was 12.5% in Rose City. West Orange had 1.3% of homes where Indo-European languages were the primary languages spoken, and Bridge City (1.5%) had the highest percentage of Asian and Pacific Islander languages that were spoken at home.

Total Percentage Other than English Spoken



Location	Percentage
Orange City	4.7%
Orange County	5.1%
Texas	34.9%

Source: American Community Survey, 2010 - 2014

Key Finding: The city of Orange had 4.7% of households where languages other than English were spoken, slightly lower than the county rate of 5.1%.

Speaks English Less than Very Well

Location	Speak English Less than very Well
Orange City	0.2%
Orange County	3.8%
Texas	12.3%

Source: *Kids Count; Texas Education Agency*

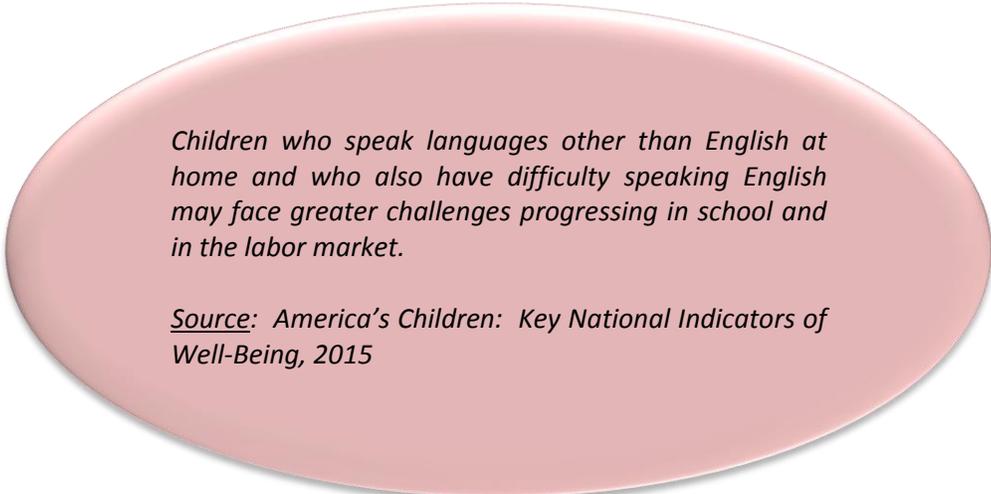
Key Findings: Orange County had 3.8% of residents who spoke English less than very well, and in the city of Orange, approximately 0.2% of individuals spoke English less than very well.

Students in Bilingual/ESL Programs

Location	Data Type	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015
Orange County	Number	308	315	342	348	397
	Percent	2.0%	2.0%	2.2%	2.3%	2.6%
Texas	Number	797,662	809,850	840,724	879,226	931,376
	Percent	16.2%	16.2%	16.6%	17.1%	17.8%

Source: *Kids Count; Texas Education Agency*

Key Findings: The number and percent of students in all grades receiving bilingual or English as Second Language (ESL) instruction in the Orange County public school system was 397 (2.6%).



Students passing STAAR Reading by Grade

Location	Grade	Data Type	2011 - 2012	2012 - 2013	2013 - 2014	
Orange County	3rd	Number	377	413	387	
		Percent	36%	38%	38%	
	4th	Number	362	344	323	
		Percent	36%	33%	30%	
	5th	Number	409	340	429	
		Percent	39%	34%	42%	
	6th	Number	382	419	364	
		Percent	36%	40%	36%	
	7th	Number	367	371	386	
		Percent	35%	35%	37%	
	8th	Number	455	416	414	
		Percent	43%	44%	43%	
	Texas	3rd	Number	127,739	130,704	140,798
			Percent	39%	40%	42%
4th		Number	139,919	127,996	120,632	
		Percent	42%	38%	36%	
5th		Number	138,048	136,104	148,755	
		Percent	40%	39%	43%	
6th		Number	135,753	143,997	142,805	
		Percent	38%	40%	40%	
7th		Number	134,603	136,911	141,411	
		Percent	39%	38%	39%	
8th		Number	148,267	163,372	166,831	
		Percent	43%	47%	47%	

Source: Kids Count, Texas Education Agency

Key Findings: The chart above shows the number and percentage of 3rd through 8th grade students passing the reading component of the State of Texas Assessments of Academic Readiness (STAAR) exams. Approximately 387 (38%) 3rd grade students in Orange County passed the reading component of the STARR exam in program year 2013 - 2014, slightly lower than the state rate of 42%.

Students passing STAAR Reading by Grade and Economic Status

Location	Economically Disadvantaged	Grade	Data Type	2013 - 2014
Orange County	Non-Economically Disadvantaged	3rd	Percent	51%
	Non-Economically Disadvantaged	5th	Percent	56%
	Non-Economically Disadvantaged	8th	Percent	51%
	Economically Disadvantaged	3rd	Percent	28%
	Economically Disadvantaged	5th	Percent	29%
	Economically Disadvantaged	8th	Percent	33%
Texas	Non-Economically Disadvantaged	3rd	Percent	61%
	Non-Economically Disadvantaged	5th	Percent	62%
	Non-Economically Disadvantaged	8th	Percent	64%
	Economically Disadvantaged	3rd	Percent	29%
	Economically Disadvantaged	5th	Percent	30%
	Economically Disadvantaged	8th	Percent	34%

Source: Kids Count, Texas Education Agency

Key Findings: The Chart above shows the number and percentage of 3rd through 8th grade students who passed the reading component of the State of Texas Assessments of Academic Readiness (STAAR) examination who were classified as economically disadvantaged or not economically disadvantaged by the Texas Education Agency. Only 28% of economically disadvantaged third grade students passed the STAAR reading test as compared to 51% of non-economically disadvantaged students. The percentage of students classified as economically disadvantaged, who passed the STAAR test, was significantly less than the percentage of students classified as non-economically disadvantaged from 3rd to 8th grade.

Reading to young children promotes language acquisition and is linked with literacy development and, later on, with achievement in reading comprehension and overall success in school. The percentage of young children read to 3 or more times per week by a family member is one indicator of how well young children are being prepared for school.

Source: America's Children: Key National Indicators of Well-Being, 2015

Students passing STARR Math by Grade and Economic Status

Location	Economically Disadvantaged	Grade	Data Type	2013 - 2014
Orange County	Non-Economically Disadvantaged	3rd	Percent	39%
	Non-Economically Disadvantaged	5th	Percent	45%
	Non-Economically Disadvantaged	8th	Percent	36%
	Economically Disadvantaged	3rd	Percent	20%
	Economically Disadvantaged	5th	Percent	23%
	Economically Disadvantaged	8th	Percent	28%
Texas	Non-Economically Disadvantaged	3rd	Percent	47%
	Non-Economically Disadvantaged	5th	Percent	58%
	Non-Economically Disadvantaged	8th	Percent	52%
	Economically Disadvantaged	3rd	Percent	24%
	Economically Disadvantaged	5th	Percent	32%
	Economically Disadvantaged	8th	Percent	28%

Source: Kids Count, Texas Education Agency

Key Findings: The Chart above shows the number and percentage of 3rd through 8th grade students who passed the math component of the State of Texas Assessments of Academic Readiness (STAAR) examination who were classified as economically disadvantaged or not economically disadvantaged by the Texas Education Agency. Only 20% of economically disadvantaged third grade students passed the STAAR math test as compared to 39% of non-economically disadvantaged students. The percentage of students classified as economically disadvantaged, who passed the STAAR test, was significantly less than the percentage of students classified as non-economically disadvantaged from 3rd to 8th grade.

HIGHLIGHTS AND CONSIDERATIONS – EDUCATION:

- ❖ In 2014, the graduation rate for Orange County was 91.4%, higher than the state rate (88.3%), and the drop-out rate for Orange County was 5.7%, lower than the state rate of 6.6%.
- ❖ In 2014, the graduation rate was highest for Little Cypress-Mauriceville CISD at 97.1%, while West Orange-Cove (83.9%) had the lowest graduation rate. West Orange-Cove ISD (11.9%) had the highest drop-out rate, while Little Cypress-Mauriceville CISD (0.8%) had the lowest drop-out rate
- ❖ In Orange County, the percentage of students obtaining a GED in 2014 was 0.9%, slightly higher than the state rate of 0.8%.
- ❖ In 2014, the student enrollment by Ethnicity/Race was 75.1% (White), 11.3% (Black), 9.5% (Hispanic) and 4.2% (Other).
- ❖ There were 7,956 (52.3%) economically disadvantaged students in Orange County during the school year 2013 – 2014. Economically disadvantaged students are eligible for free or reduced-price lunch or other public assistance
- ❖ According to the ACS, the percentage of individuals who obtained a Bachelor's degree or higher was 18.5% in the city of Orange, which was slightly higher than the county (13.8%), but lower than the state rate of 27.1%.
- ❖ Pinehurst (18.5%), Orangefield (16.7%) and West Orange (14.0%) had the highest percentages of individuals with a Bachelor's degree or higher, whereas Pine Forest (8.1%) and Vidor (8.4%) had the lowest percentages of individuals with a Bachelor's degree or higher. Overall, data suggests that individuals in Orange County are pursuing higher educational opportunities.
- ❖ English was the primary language spoken in homes throughout the service area. However, the percentage of homes where Spanish was the primary language was 2.5% in the city of Orange. The percentage of homes where Spanish was the primary language spoken in the city of Orange was slightly lower than the county rate of 3.1%. The city of Orange also had 1.0% of homes where Indo-European languages were the primary languages spoken and 1.2% was Asian and Pacific Islander languages.
- ❖ The percentage of homes where Spanish was the primary language was 12.5% in Rose City. West Orange had 1.3% of homes where Indo-European languages were the primary languages spoken, and Bridge City (1.5%) had the highest percentage of Asian and Pacific Islander languages that were spoken at home.
- ❖ The city of Orange had 4.7% of households where languages other than English were spoken, slightly lower than the county rate of 5.1%.
- ❖ Orange County had 3.8% of residents who spoke English less than very well, and in the city of Orange, approximately 0.2% of individuals spoke English less than very well.
- ❖ The number and percent of students in all grades receiving bilingual or English as Second Language (ESL) instruction in the Orange County public school system was 397 (2.6%).

- ❖ Approximately 387 (38%) 3rd grade students in Orange County passed the reading component of the STARR exam in program year 2013 - 2014, slightly lower than the state rate of 42%. Only 20% of economically disadvantaged third grade students passed the STAAR math test as compared to 39% of non-economically disadvantaged students.
- ❖ The percentage of students classified as economically disadvantaged, who passed the STAAR test, was significantly less than the percentage of students classified as non-economically disadvantaged.

DISABILITIES

Special Needs by Type for Children Ages 3 – 5

School District	AI	AU	DB	DD	ED	INTD	L D	MD	NCE C	OHI	OI	SI	TBI	VI	Grand Total
West Orange-Cove CISD															
Age 3	0	0	0	0	0	0	0	0	1	1	0	4	0	0	6
Age 4	0	0	0	0	0	0	0	1	1	0	0	7	0	1	10
Age 5	0	1	0	0	0	0	0	0	1	1	0	12	0	0	15
Bridge City ISD															
Age 3	0	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Age 4	0	1	0	0	0	0	0	0	0	0	0	10	0	0	11
Age 5	0	0	0	0	0	1	0	0	1	0	0	7	0	0	9
Little Cypress-Mauriceville CISD															
Age 3	0	0	0	0	0	0	0	0	1	0	0	5	0	0	6
Age 4	0	1	0	0	0	0	0	1	1	1	0	7	0	0	11
Age 5	0	3	0	0	0	0	0	0	2	3	0	9	0	0	17
Orangefield ISD															
Age 3	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Age 4	0	1	0	0	0	0	0	0	0	0	0	2	0	0	3
Age 5	1	1	0	0	0	0	0	0	2	2	0	2	0	0	8
Vidor ISD															
Age 3	0	1	0	0	0	0	0	0	0	0	0	8	0	0	9
Age 4	0	0	0	0	0	0	0	0	2	0	0	12	0	1	15
Age 5	0	2	0	0	0	0	0	0	2	0	0	16	0	0	20
Total for Orange County	1	11	0	0	0	1	0	2	14	9	0	104	0	2	144

Source: *Region V Education Service Center*

Key Findings: There were approximately 144 children, ages 3 - 5, with special needs being served within Orange County School Districts. The disability categories that had the highest number of diagnosed children were Speech Impairment (104) and Non-Categorical Early Childhood (14). Based on current Program Information Report (PIR) data, West Orange-Cove CISD Head Start program provided services to a total of 29 children with identified disabilities, approximately 12% percent of the program’s 239 funded enrollees. The majority of the Head Start children were diagnosed with a speech impairment.

Disability Codes

Orthopedic Impairment (OI)
Other Health Impairment (OHI)
Auditory Impairment (AI)
Visual Impairment (VI)
Deaf Blind (DB)
Emotional Disturbed (ED)
Intellectual Disability (INTD)
Speech Impairment (SI)
Developmental Delay (DD)
Autism (AU)
Traumatic Brain Injury (TBI)
Non-categorical Early Childhood (NCEC)

FY2015 Early Childhood Intervention (ECI) Services						
Location	Birth-to-3 Population	Children Served: Comprehensive Services	Children Served: Follow Along	Total Served	Percent of Population Served: Comp	Percent of Population Served: Total
Orange County	4,134	139	4	143	3.36	3.46
Texas	1,637,681	51,332	1,530	52,862	3.13%	3.23%

Source: Department of Assistive and Rehabilitative Services, Division for ECI Services TKIDS, FY 2015

Key Findings: The Department of Assistive and Rehabilitative Services, Division for ECI Services reported that the number of infants and toddlers receiving services from the Early Intervention program in FY 2015 was 143, representing 3.36% of the population served.

Research proves that the earlier a child receives intervention and services, the better he or she will grow developmentally. (Texas Project First)



Spindletop Center Early Childhood Intervention

Spindletop Center is one of only four community mental health intellectual and developmental disabilities centers in Texas accredited by the Joint Commission. The Center is licensed by the Texas Department of State Health Services, the Texas Department of Aging and Disability Services (DADS, and the Texas Department of Assistive and Rehabilitative Services (DARS). Early Childhood Intervention (ECI) offers family-centered community-based services and supports to families and their children birth to three year who have developmental delays, a medical condition that is likely to result in a delay or who have atypical development, including serious vision and/or hearing impairments.

Research shows that growth and development are most rapid in the early years of life. The earlier problems are identified, the greater the chance of eliminating them. Early intervention responds to the critical needs of children and families by:

- promoting development and learning,
- providing support to families,
- coordinating services, and
- decreasing the need for costly special programs.

Services may include

- Assistive Technology: Services & Devices
- Audiology
- Developmental Services
- Early Identification, Screening & Assessment
- Family Counseling/Family Education
- Medical Services (diagnostic or evaluation services used to determine eligibility)
- Nursing Services
- Nutrition Services
- Occupational Therapy
- Physical Therapy
- Service Coordination
- Social Work Services
- Speech-Language Therapy
- Vision Service

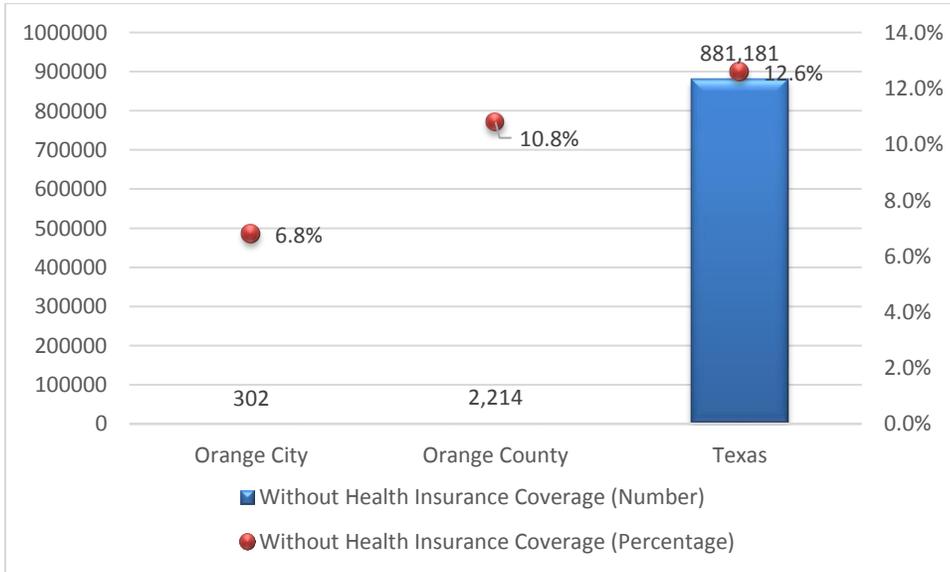
Source: <http://www.stmhmr.org>

HIGHLIGHTS AND CONSIDERATIONS – DISABILITIES:

- ❖ There were approximately 144 children, ages 3 - 5, with special needs being served within Orange County School Districts. The disability categories that had the highest number of diagnosed children were Speech Impairment (104) and Non-Categorical Early Childhood (14). Based on current Program Information Report (PIR) data, West Orange-Cove CISD Head Start program provided services to a total of 29 children with identified disabilities, representing approximately 12% percent of the program's 239 funded enrollees. The majority of the Head Start children were diagnosed as speech impairment.
- ❖ The Department of Assistive and Rehabilitative Services, Division for ECI Services reported that the number of infants and toddlers receiving services from the Early Intervention program in FY 2015 was 143, representing 3.36% of the population served.
- ❖ Research indicates intervention for young children with disabilities and delays results in stronger social and cognitive skills, reduced likelihood of needing future intervention, and lower long-run costs to the state.

HEALTH CARE

Uninsured Children 18 Years Old and Under



Location	Without Health Insurance Coverage (Number)	Without Health Insurance Coverage (Percentage)
Orange City	302	6.8%
Orange County	2,214	10.8%
Texas	881,181	12.6%

Source: American Community Survey 2010 – 2014

Key Findings: The percentage of uninsured children in the city of Orange was 6.8%, lower than the county rate (10.8%) and the state rate of 12.6%. PIR data reported 99.6% of Head Start children had some type of insurance. 98% of the children had CHIP/Medicaid. Nine (9) children had private health insurance and one (1) child did not have any insurance.

Uninsured Children 18 Years Old and Under (Cities)

Location	Without Health Insurance Coverage (Number)	Without Health Insurance Coverage (Percentage)
Bridge City	412	18.1%
Orangefield	562	12.8%
Pinehurst	324	5.6%
Pine Forest	859	13.2%
Rose City	6	13.6%

West Orange	630	9.3%
Vidor	331	12.6%

Source: *American Community Survey 2010 – 2014*

Key Findings: Bridge City (18.1%) and Orangefield (12.8%) had the highest percentages of uninsured children, while Pinehurst (5.6%) and West Orange (9.3%) had the lowest percentages of uninsured children.

Medicaid Enrollment

Location	Total Enrollment	Total Enrollment in Children's Medicaid	TANF Adults	TANF Children	Foster Care Children	Pregnant Women	Newborns	Children Age 1 - 5
Orange County	11,886	7,609	682	1,720	143	553	676	2,118
Texas	3,652,895	2,623,798	122,786	409,662	34,232	123,579	213,769	794,430

Source: *Texas Health and Human Services Commission, Monthly Medicaid Eligible File Extract*

Key Findings: In Orange County, 7,609 participants were enrolled in children's Medicaid. Total Medicaid enrollment for children age 1-5 was 2,118, while the number of TANF children was 1,720 and foster care children was 143.

CHIP Enrollment

Location	Sept 2013	Oct	Nov	Dec	Jan	Feb	Mar.	April 2014
Orange County	1,625	1,563	1,487	1,411	1,412	1,383	1,283	1,246
Texas	607,787	602,457	581,672	562,826	567,267	560,957	529,495	495,187

Source: *Texas Health and Human Services Commission, Maximus P010 Enrollment File*

Key Findings: CHIP enrollment decreased approximately 379 participants from September 2013 to April 2014. Texas CHIP enrollment also experienced a decrease in participation.

Adults with/without Insurance Coverage

Location	Number	With Health Insurance Coverage	Number	Without Health Insurance Coverage
Orange City	15,242	83.0%	3,117	17.0%
Orange County	67,036	81.7%	15,003	18.3%

Texas	20,002,426	78.1%	5,610,908	21.9%

Source: American Community Survey, 2010 - 2014

Key Findings: The number of adults without insurance coverage was 3,117 (17.0%) in the city of Orange, which was slightly lower than the county (18.3%) and the state (21.9%) rates. The number of adults with health insurance coverage in the city of Orange was 15,242 (83%), which was slightly higher than the county (81.7%) and the state rate of 78.1%.

Adults with/without Insurance Coverage

Location	Number	With Health Insurance Coverage	Number	Without Health Insurance Coverage
Bridge City	6,533	82.7%	1,365	17.3%
Orangefield	13,147	85.0%	2,319	15.0%
Pinehurst	20,395	86.2%	3,265	13.8%
Pine Forest	20,871	77.7%	5,982	22.3%
Rose City	300	69.4%	132	30.6%
West Orange	21,985	80.9%	5,182	19.1%
Vidor	8,231	77.1%	2,445	22.9%

Source: American Community Survey, 2010 - 2014

Key Findings: The percentage of adults without insurance coverage was highest in Rose City (30.6%) and Vidor (22.9%), while Pinehurst (13.8%) had the lowest percentage of uninsured adults. Pinehurst (86.2%) and Orangefield (85.0%) had the highest percentages of adults with health insurance.

Medicare and Medicaid Providers, 2015

Location	Total Institutional Providers	Hospitals	Nursing Facilities	Federally Qualified Health Centers	Rural Health Clinics	Community Mental Health Centers
Orange County	19	1	5	1	1	0
Texas	7,857	681	1,211	346	303	41
United States	71,160	7,190	15,648	6,100	4,044	517

Source: U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services

Key Findings: The chart above shows the number of institutional Medicare and Medicaid providers, including hospitals, nursing facilities, Federally Qualified Health Centers, rural health clinics and community mental health centers for Orange County. According to the U.S. Department of Health and Human Services, there were 19

active Medicare and Medicaid institutional service providers in Orange County in the second quarter of 2014. There were no community mental health centers in the County.

Federally Qualified Health Centers (FQHC)

FQHC Name	Address	City	Phone
Gulf Coast Health Center	909 North 12 th Street	Orange	(409) 983-1161

Source: US Department of Health & Human Services, Center for Medicare & Medicaid Services, Provider of Services File. September 2015

Key Findings: The chart above shows the number of Federally Qualified Health Centers in Orange County. According to the Department of Health and Human Services, there was one (1) FQHC in Orange County.

Facilities designated as Health Professional Shortage Areas (HPSA)

Location	Primary Care Facilities	Mental Health Care Facilities	Dental Health Care Facilities	Total HPSA Facility Designations
Orange County	1	0	0	1
Texas	156	120	124	400
United States	3,427	3,060	2,915	8,810

Source: US Department of Health & Human Services, Health Resources and Services Administration, Health Professional Shortage Areas, March 2015

Key Findings: There was one (1) identified HPSA facility in Orange County. HPSA is defined as having shortages of primary medical care, dental or mental health providers. This indicator is relevant because a shortage of health professionals contributes to access and health status issues.

Population Living in a Health Professional Shortage Area

Location	Total Area Population	Population Living in a HPSA	Percentage of Population Living in a HPSA
Orange County	81,837	81,837	100%
Texas	25,145,561	6,121,607	24.34%
United States	308,745,538	105,203,742	34.07%

Source: www.communitycommons.org; US Department of Health & Human Services, Health Resources and Services Administration, Health Resources and Services Administration, March 2015

Key Findings: This indicator reports the percentage of the population that is living in a geographic area designated as a "Health Professional Shortage Area". 100% of the population in Orange County was considered as living in a HPSA.

Texas is ranked 49th for the percentage of children with health insurance and 43rd for children's consistent access to food (2015 State of Texas Children).

Health Concerns for Orange County Residents

	Texas	Orange County
Health Behaviors		
Adult smoking	17%	28%
Food environment index	6.4	6.1
Physical inactivity	23%	30%
Access to exercise opportunities	84%	70%
Excessive drinking	16%	15.6%
Alcohol-impaired driving deaths	33%	29%
Sexually transmitted infections	488	286
Clinical Care		
Uninsured	25%	21%
Primary care physicians	1,708:1	3,457:1
Dentists	1,940:1	3,771:1
Mental health providers	1,034:1	4,148:1
Poor mental health days	3.3	5.4
Preventable hospital stays	63	81
Diabetic monitoring	83%	81%
Mammography screening	58.9%	56.3%
Health Outcomes		
Diabetes	9%	11%
HIV prevalence	319	115
Premature age-adjusted mortality	341.2	500.1

Source: *County Health Ranking*

Key Findings: In Orange County, adult smoking (28%), physical inactivity (30%) and diabetes (11%) were higher than the state rates. Findings suggest that conditions related to unhealthy lifestyles and behaviors are a concern in the communities served by Baptist Beaumont. These lifestyle conditions include obesity, diabetes, smoking and communicable diseases. For example, according to Behavioral Risk Factor Surveillance System (BRFSS) data nearly 26% of residents in Orange County and 28% of respondents in Jefferson County identify as current

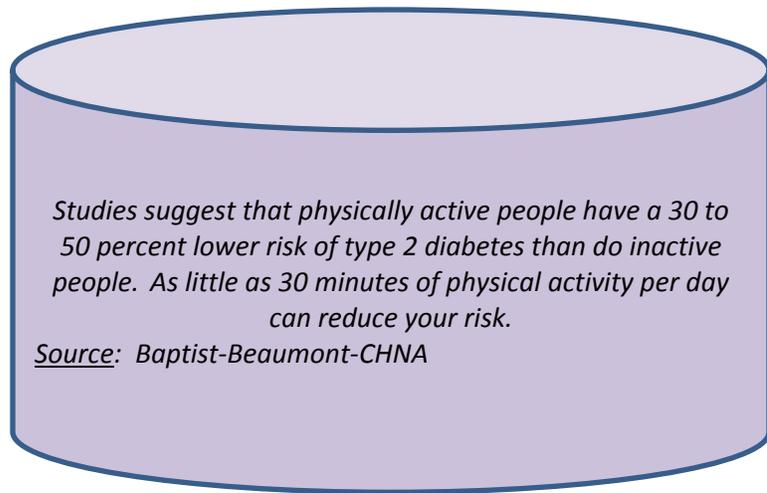
smokers. This compares to 17.9% in Texas. Accidents are also a concern in Orange County, with the county having a much higher accident mortality rate than the state.

Chronic Diseases in Orange County

Chronic conditions are the major cause of illness, disability, and death in Texas and the U.S. Chronic diseases are generally characterized by multiple risk factors, a long latency period, a prolonged course of illness, non-contagious origin, functional impairment or disability, and low cure rates. In 2012, six of the seven leading causes of death in Texas were chronic diseases, including heart disease, cancer, stroke, diabetes, chronic lower respiratory disease, and Alzheimer’s disease. Together, these six chronic diseases claimed the lives of more than 105,000 Texans. Cardiovascular (heart) disease and cancer are the first and second leading causes of death in the Orange County area. There are higher incidence rates of:

- Colon and rectum cancer in Jefferson and Orange Counties compared to Texas
- Lung and bronchus cancer in Orange
- Cerebrovascular disease and stroke in Orange County
- Accidents and chronic lower respiratory disease in Orange County

<http://www.bhset.net/PDF/Baptist-Beaumont-CHNA---Implementation-Plan-for-we.aspx>



Lead Testing Children under Age 6

Location	Tested	Percent Tested	Elevated >10 mcg/dL	Percent Elevated >10 mcg/dL	Percent Diagnostic
Orange County 2012	1,376	21.3%	9	0.7%	0.3%
Orange County 2011	1,333	20.7%	6	0.5%	0.2%

Texas	416,570	18.0%	2,322	0.6%	0.2%
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Source: Texas State Department of Health Services

Key Findings: According to Texas State Department of Health Services, 1,376 children were tested for blood lead levels in Orange County. Approximately 9 children had elevated blood levels which were designated as a “level of concern”. This is the level at which interventions are triggered and resources are allocated. According to the Texas Health and Human Services Regional 2 Healthcare Partnership, Orange County had 5 of its 8 zip code areas designated as areas of concern for pediatric blood lead levels. Children under the age of 6 years old are at higher risk for lead poisoning because their digestive systems absorb a high percentage (as much as 50%) of any lead ingested. According to the Texas Childhood Lead Poisoning Prevention Program, Childhood lead poisoning continues to be a significant – and preventable – environmental health problem for the children of Texas. Despite considerable progress toward the goal of eliminating elevated blood lead levels (EBLL), children continue to suffer the consequences of exposure to this toxic metal. Lead poisoning can damage nearly every system in the body. Because it often occurs with no obvious symptoms, lead poisoning frequently goes undiagnosed. It can cause irreversible learning disabilities, behavioral problems, and at very high levels, seizures, coma, and even death.

Causes of Death for Orange County Residents

All causes	943
Tuberculosis	1
Syphilis	0
Human immunodeficiency virus (HIV) disease	1
Malignant neoplasms	193
Of stomach	2
Of colon, rectum and anus	21
Of pancreas	9
Of trachea, bronchus and lung	64
Of breast	7
Of cervix uteri, corpus uteri and ovary	6
Of prostate	5
Of urinary tract	4
Non-Hodgkin's lymphoma	8
Leukemia	6
Other malignant neoplasms	61
Diabetes mellitus	17
Alzheimer's disease	50
Major Cardiovascular Diseases	288
Diseases of heart	213
Hypertensive heart disease with or without renal disease	8
Ischemic heart disease	127
Other diseases of heart	78

Essential hypertension and hypertensive renal disease	12
Cerebrovascular diseases	56
Atherosclerosis	1
Other diseases of the circulatory system	6
Influenza and pneumonia	12
Chronic lower respiratory diseases	79
Peptic ulcer	1
Chronic liver disease and cirrhosis	13
Nephritis, nephrotic syndrome and nephrosis	20
Pregnancy, childbirth and the puerperium	1
Certain conditions originating in the perinatal period	1
Congenital malformations, deformations and chromosomal abnormalities	10
Sudden infant death syndrome (SIDS)	1
Symptoms, signs and abnormal clinical and laboratory findings, not elsewhere classified (excluding SIDS)	25
All other diseases (Residual)	161
Motor vehicle accidents	13
All other and unspecified accidents and adverse effects	28
Intentional self-harm (suicide)	20
Assault (homicide)	6

Source: *Texas Department of State Health Services*

Key Findings: Orange County has worse rates of diabetes and disability and more poor physical and mental health days than State, or national averages. The County has 5 of its 8 zip code areas designated as areas of concern for pediatric blood lead levels. Although Orange County’s rates of TB, Pertussis, Varicella, and Chlamydia were lower than the State and national averages, the rates for AIDS, syphilis, and gonorrhea were among the worst (bottom 25% or 10%) for all Texas counties. For cancer incidence, Orange County’s rates were among the worst (in the bottom 25% or 10% of all Texas counties) for 12 of 15 cancer sites, and for all cancers (bottom 10%). Orange County’s mortality rates for 8 of the 11 mortality indicators were also among the worst compared to all other Texas counties, and the rate of mortality from accidents was more than double the Texas rate. The rate of babies born with a low birth-weight is among the bottom 25% of all Texas counties (*Texas Health and Human Services, Region 2 Healthcare partnership*).

Health Outcomes

Economic and social drivers such as income, education and social connectedness have a direct bearing on health. These socio-economic determinants strongly interact to influence health and, in general, an improvement in any of these can produce an improvement in both health behaviors and outcomes among individuals and/or groups. Those with very low incomes, for example, often lack resources and access to nutritious food, adequate housing, safe walking paths and working conditions, which can impact negatively on

their health. As well, they may face financial and life stress, which—over time can have health consequences such as high blood pressure, or immune and circulatory complications. On the other hand, those who have adequate income and employment are likely to experience health outcomes that are less dependent on material needs but are nonetheless affected by the demands they face at home and at work and the degree to which they have control and decision making influence in those settings. Generally, the degree to which people feel they have control over their circumstances is related to how healthy they are. Increased exposure to stress, as well as a lack of resources, skills, social support and connection to the community can contribute to less healthy coping skills and poorer health behaviors such as smoking, over-consumption of alcohol and drugs, and less healthy eating habits (***“Social and Economic Factors that Influence Our Health and Contribute to Health Inequalities”***).

HIGHLIGHTS AND CONSIDERATIONS - HEALTH

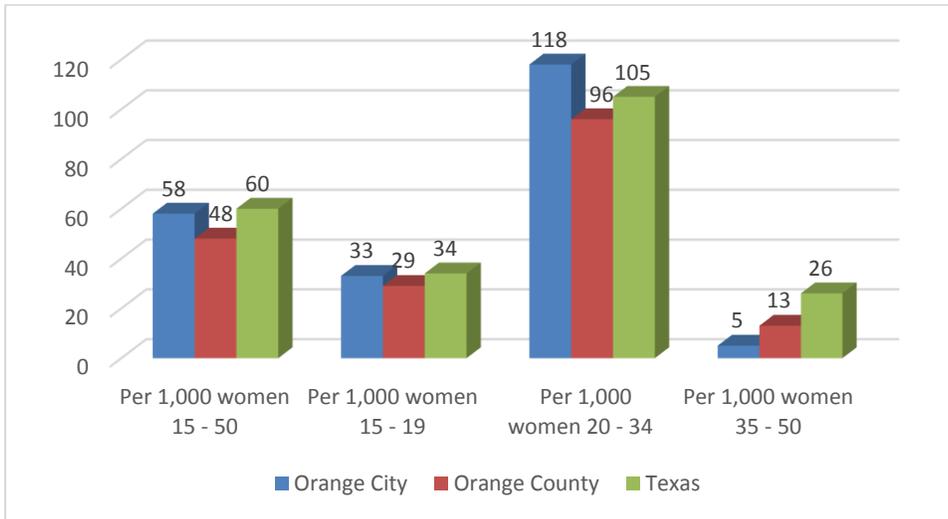
- ❖ The percentage of uninsured children in the city of Orange was 6.8%, lower than the county rate (10.8%) and the state rate of 12.6%. PIR data reported 99.6% of Head Start children had some type of insurance. 98% of the children had CHIP/Medicaid. Nine (9) children had private health insurance and one (1) child did not have any insurance.
- ❖ Bridge City (18.1%) and Orangefield (12.8%) had the highest percentages of uninsured children, while Pinehurst (5.6%) and West Orange (9.3%) had the lowest percentages of uninsured children.
- ❖ In Orange County, 7,609 participants were enrolled in children’s Medicaid. Total Medicaid enrollment for children age 1-5 was 2,118, while the number of TANF children was 1,720 and foster care children was 143.
- ❖ CHIP enrollment decreased approximately 379 participants from September 2013 to April 2014. Texas CHIP enrollment also experienced a decrease in participation.
- ❖ The number of adults without insurance coverage was 3,117 (17.0%) in the city of Orange, which was slightly lower than the county (18.3%) and the state (21.9%) rates. The number of adults with health insurance coverage in the city of Orange was 15,242 (83%), which was slightly higher than the county (81.7%) and the state rate of 78.1%.
- ❖ The percentage of adults without insurance coverage was highest in Rose City (30.6%) and Vidor (22.9%), while Pinehurst (13.8%) had the lowest percentage of uninsured adults. Pinehurst (86.2%) and Orangefield (85.0%) had the highest percentages of adults with health insurance.
- ❖ According to the U.S. Department of Health and Human Services, there were 19 active Medicare and Medicaid institutional service providers in Orange County in the second quarter of 2014. There were no community mental health centers in the County.
- ❖ According to the Department of Health and Human Services, there was one (1) FQHC in Orange County.

- ❖ There was one (1) identified HPSA facility in Orange County. HPSA is defined as having shortages of primary medical care, dental or mental health providers. This indicator is relevant because a shortage of health professionals contributes to access and health status issues. 100% of the population in Orange County was considered as living in a HPSA.
- ❖ In Orange County, adult smoking (28%), physical inactivity (30%) and diabetes (11%) were higher than the state rates. Findings suggest that conditions related to unhealthy lifestyles and behaviors are a concern in the communities served by Baptist Beaumont. These lifestyle conditions include obesity, diabetes, smoking and communicable diseases. For example, according to Behavioral Risk Factor Surveillance System (BRFSS) data nearly 26% of residents in Orange County and 28% of respondents in Jefferson County identify as current smokers. This compares to 17.9% in Texas. Accidents are also a concern in Orange County, with the county having a much higher accident mortality rate than the state.
- ❖ According to Texas State Department of Health Services, 1,376 children were tested for blood lead levels in Orange County. Approximately 9 children had elevated blood levels which were designated as a “level of concern”. This is the level at which interventions are triggered and resources are allocated. According to the Texas Health and Human Services Regional 2 Healthcare Partnership, Orange County had 5 of its 8 zip code areas designated as areas of concern for pediatric blood lead levels. Children under the age of 6 years old are at higher risk for lead poisoning because their digestive systems absorb a high percentage (as much as 50%) of any lead ingested. According to the Texas Childhood Lead Poisoning Prevention Program, Childhood lead poisoning continues to be a significant – and preventable – environmental health problem for the children of Texas. Despite considerable progress toward the goal of eliminating elevated blood lead levels (EBLL), children continue to suffer the consequences of exposure to this toxic metal. Lead poisoning can damage nearly every system in the body. Because it often occurs with no obvious symptoms, lead poisoning frequently goes undiagnosed. It can cause irreversible learning disabilities, behavioral problems, and at very high levels, seizures, coma, and even death.
- ❖ Orange County has worse rates of diabetes and disability and more poor physical and mental health days than State, or national averages. The County has 5 of its 8 zip code areas designated as areas of concern for pediatric blood lead levels. Although Orange County’s rates of TB, Pertussis, Varicella, and Chlamydia were lower than the State and national averages, the rates for AIDS, syphilis, and gonorrhea were among the worst (bottom 25% or 10%) for all Texas counties. For cancer incidence, Orange County’s rates were among the worst (in the bottom 25% or 10% of all Texas counties) for 12 of 15 cancer sites, and for all cancers (bottom 10%). Orange County’s mortality rates for 8 of the 11 mortality indicators were also among the worst compared to all other Texas counties, and the rate of mortality from accidents was more than double the Texas rate. The rate of babies born with a low birth-weight is

among the bottom 25% of all Texas counties (*Texas Health and Human Services, Region 2 Healthcare partnership*).

Birth Characteristics

Birth Rate for Teens and Women ages 15 – 50 (Last Twelve Months) per 1,000 Women



Location	Number of women age 15-50 who had birth in last 12 months	Per 1,000 women 15 - 50	Per 1,000 women 15 - 19	Per 1,000 women 20 - 34	Per 1,000 women 35 - 50
Orange City	255	58	33	118	5
Orange County	915	48	29	96	13
Texas	396,152	60	34	105	26

Source: American Community Survey, 2010 - 2014; Bureau of Vital Statistics, Texas Department of State Health Services

Key Findings: There were approximately 255 per 1,000 women, age 15 -50, who had births in the last 12 months in the city of Orange and 915 births in Orange County. Births to women ages 20 - 34 were higher per 1,000 women than any other age groups. Births to women ages 15 - 19 were 33 per 1,000, slightly lower than the county (29 per 1,000 women).

***Bearing a child during adolescence is often associated with long-term difficulties for the mother and her child. These consequences are often attributable to poverty and other adverse socioeconomic circumstances that frequently accompany early childbearing.
(www.childstats.gov)***

Birth Rate for Teens and Women ages 15 – 50 (Last Twelve Months) per 1,000 Women (Cities)

Location	Number of women age 15-50 who had birth in last 12 months	Per 1,000 women 15 - 50	Per 1,000 women 15-19	Per 1,000 women 20 - 34	Per 1,000 women 35-50
Bridge City	81	43	0	101	10
Orangefield	101	29	0	72	5
Pinehurst	115	20	0	48	7
Pine Forest	354	55	66	85	25
Rose City	0	0	0	0	0
West Orange	354	58	37	124	6
Vidor	190	71	73	84	56

Source: *American Community Survey, 2010 - 2014*

Key Findings: The highest number of women who gave birth in the past 12 months resided in West Orange (354) and Pine Forest (354). The birth rate per 1,000 women ages 20 – 34 was highest in West Orange (124 per 1,000), while the birth rate per 1,000 women ages 15 – 19 was highest in Vidor (73 per 1,000 women).

Births to Teens (Age 19 and younger)

Location	Data Type	2010	2011	2012	2013
Orange County	Number	171	129	128	142
	Percent	16.6%	12.7%	11.6%	12.3%
Texas	Number	48,424	43,314	40,968	38,030
	Percent	12.6%	11.5%	10.7%	9.8%

Source: *Kids Count, Texas Department of State Health Services, Bureau of Vital Statistics*

Key Findings: In 2013, the number and percent of births in Orange County to females under age 19 was 142 (12.3%), higher than the state rate of 9.8%. Births to teens in Orange County have steadily increased since 2011.

Births to Unmarried Teens

Location	Data Type	2010	2011	2012
Orange County	Number	140	111	112
	Percent	13.6%	10.9%	10.2%
Texas	Number	40,625	37,094	35,256
	Percent	10.5%	9.8%	9.2%

Source: *Kids Count, Texas Department of State Health Services*

Key Findings: There were 112 births (10.2%) to unmarried teens in Orange County in 2012. Births to unmarried teens decreased from 140 in 2010 to 112 in 2012.

Births to Teens by Age Group

Location	Age group	Data Type	2010	2011	2012
Orange County	14 and younger	Number	4	0	1
		Percent	2.3%	0.0%	0.8%
	15 - 17	Number	45	32	33
		Percent	26.3%	24.8%	25.8%
	18 - 19	Number	122	97	94
		Percent	71.3%	75.2%	73.4%
Texas	14 and younger	Number	705	588	544
		Percent	1.5%	1.4%	1.3%
	15 - 17	Number	16,015	14,050	12,932
		Percent	33.1%	32.4%	31.6%
	18 - 19	Number	31,704	28,676	27,492
		Percent	65.5%	66.2%	67.1%

Source: Bureau of Vital Statistics, Texas Department of State Health Services

Key Findings: There was one (1) birth to teens age 14 and younger in Orange County during 2012. Approximately 33 births were to teens ages 15 - 17, and 94 births were to teens ages 18 - 19. In Orange County, births to teens from ages 15 - 17 decreased from 2010. In Texas, the percentage of births to teen ages 15 - 17 (31.6%) was slightly higher than the rate for Orange County (25.8%).

Infant Mortality

Location	Data Type	2009	2010	2011	2012	2013
Orange County	Number	6	9	8	9	9
	Rate per 1,000	5.5	8.7	7.9	8.2	7.8
Texas	Number	2,394	2,362	2,136	2,224	2,253
	Rate per 1,000	6.0	6.1	5.7	5.8	5.8

Source: Kids Count, Bureau of Vital Statistics, Texas Department of State Health Services

Key Findings: The infant mortality rate per 1,000 children who died before their first birthday was 7.8 per 1,000 (9) for Orange County, slightly higher than the mortality rate for the state (5.8).

Low Birth Weight Births (<2,500 grams)

Location	Data Type	2009	2010	2011	2012	2013
Orange County	Number	87	95	96	98	124
	Percent	7.9%	9.2%	9.4%	8.9%	10.7%
Texas	Number	34,157	32,490	32,048	31,647	32,175
	Percent	8.5%	8.4%	8.5%	8.3%	8.3%

Source: Kids Count, Texas Department of State Health Services

Key Findings: In Orange County, there were 124 (10.7%) of infants born weighing under 5.5 pounds. The number of low birth weight infants increased from 87 in 2009 to 124 in 2012. The percentage of low birth weight infants in Orange County (10.7%) was higher than the state rate of 8.3%

Pre-term Births

Location	Data Type	2009	2010	2011	2012	2013
Orange County	Number	119	137	120	122	144
	Percent	10.9%	13.3%	11.8%	11.1%	12.5%
Texas	Number	52,060	50,112	47,508	46,674	46,435
	Percent	13.0%	13.0%	12.6%	12.2%	12.0%

Source: Kids Count, Texas Department of State Health Services; Bureau of Vital Statistics Death Files

Key Findings: The number of babies born before 37 week gestation in Orange County was 144 (12.5%), slightly higher than the state rate of 12.0%. The number of babies born premature increased from 120 in 2011 to 144 in 2013.

Births to Women receiving late or no Prenatal Care

Location	Data Type	2009	2010	2011	2012	2013
Orange County	Number	361	278	262	295	331
	Percent	33%	27%	26%	27%	29%
Texas	Number	156,018	141,616	131,684	135,235	137,604
	Percent	39%	37%	35%	35%	36%

Source: Bureau of Vital Statistics, Texas Department of State Health Services

Key Findings: In Orange County, the number and percent of births to women who received no prenatal care, or care after the first trimester was 331 (29%), slightly lower than the state rate of 36%.

HIGHLIGHTS AND CONSIDERATIONS-BIRTH CHARACTERISTICS

- ❖ There were approximately 255 per 1,000 women, age 15 - 50, who had births in the last 12 months in the city of Orange and 915 births in Orange County. Births to women ages 20 - 34 were higher per 1,000 women than any other age groups. Births to women ages 15 - 19 were 33 per 1,000, slightly lower than the county (29 per 1,000 women).
- ❖ The highest number of women who gave birth in the past 12 months resided in West Orange (354) and Pine Forest (354). The birth rate per 1,000 women ages 20 – 34 was highest in West Orange (124 per 1,000), while the birth rate per 1,000 women ages 15 – 19 was highest in Vidor (73 per 1,000 women).
- ❖ In 2013, the number and percent of births in Orange County to females under age 19 was 142 (12.3%), higher than the state rate of 9.8%. Births to teens in Orange County have steadily increased since 2011.
- ❖ There were 112 births (10.2%) to unmarried teens in Orange County in 2012. Births to unmarried teens decreased from 140 in 2010 to 112 in 2012.
- ❖ There was one (1) birth to teens age 14 and younger in Orange County during 2012. Approximately 33 births were to teens ages 15 - 17, and 94 births were to teens ages 18 - 19. In Orange County, births to teens from ages 15 - 17 decreased from 2010. In Texas, the percentage of births to teen ages 15 - 17 was slightly higher than the rate for Orange County.
- ❖ The infant mortality rate per 1,000 children who died before their first birthday was 7.8 per 1,000 (9) for Orange County, slightly higher than the mortality rate for the state (5.8).
- ❖ In Orange County, there were 124 (10.7%) of infants born weighing under 5.5 pounds. The number of low birth weight infants increased from 87 in 2009 to 124 in 2012. The percentage of low birth weight infants in Orange County (10.7%) was higher than the state rate of 8.3%.
- ❖ The number of babies born before 37 week gestation in Orange County was 144 (12.5%), slightly higher than the state rate of 12.0%. The number of babies born premature increased from 120 in 2011 to 144 in 2013.
- ❖ In Orange County, the number and percent of births to women who received no prenatal care, or care after the first trimester was 331 (29%), slightly lower than the state rate of 36%.
- ❖ Babies who are premature and low birth weight may have organs that are not fully developed. This can lead to breathing problems, such as respiratory distress syndrome, bleeding in the brain, vision loss and serious intestinal problems. Very low birth weight babies (less than 3 1/3 pounds) are more than 100 times as likely to die, and moderately low birth weight babies (between 3 1/3 and 5½ pounds) are more than 5 times as likely to die in their first year of life, than babies of normal weight.

NUTRITION

WIC Recipients (0 - 4)

Location	Age group	2013	2014
Orange County	1 - 4	1,443	1,464
	Under 1	756	766
Texas	1 - 4	478,416	451,241
	Under 1	226,938	222,232

Source: Kids Count; Texas Department of State Health Services

Key Findings: In Orange County, there were 766 infants (under age 1) and 1,464 children (ages 1-4) that participated in the Special Supplemental Nutrition Program for Women, Infants and Children's (WIC).

Women Receiving WIC

Location	Data Type	2013	2014
Orange County	Number	799	792
Texas	Number	249,718	242,988

Source: Kids Count; Texas Department of State Health Services

Key Findings: In Orange County, there were 792 women that participated in the Special Supplemental Nutrition Program for Women, Infants and Children's (WIC). This number represented a marginal decline in participation from 2013.

Household SNAP Participation

Location	Number of Households	Percentage
Orange City	1,992	26.3%
Orange County	5,188	16.5%
Texas	1,218,803	13.5%

Source: American Community Survey, 2010 - 2014

Key Findings: The city of Orange had 1,992 households (26.3%) that participated in the SNAP program. The percentage of SNAP participation in the city of Orange was significantly higher than the county (16.5%) and the state (13.5%) participation rates.

Household SNAP Participation (Cities)

Location	Number of Households	Percentage
Bridge City	361	13.0%
Orangefield	670	12.3%
Pinehurst	1,412	14.1%
Pine Forest	1,223	14.0%
Rose City	24	13.1%
West Orange	2,377	21.8%
Vidor	792	17.7%

Source: American Community Survey, 2010 - 2014

Key Findings: The highest percentage of individuals participating in the SNAP program was in West Orange 2,377 (21.8%) and Vidor 792 (17.7%).

Households Receiving SNAP by Poverty Status

Location	Households Receiving SNAP Below Poverty	Households Receiving SNAP Above Poverty	Households Not Receiving SNAP Total	Households Not Receiving SNAP Percent	Households Not Receiving SNAP Below Poverty	Households Not Receiving SNAP Above Poverty
Orange County	2,176	26,164	69,831	83.96%	2,428	23,736
Texas	614,271	559,043	7,713,157	86.8%	781,064	6,932,093
United States	7,498,398	6,840,932	101,270,886	87.6%	8,917,586	92,353,292

Source: www.communitycommons.com; American Community Survey 2010 - 2014

Key Findings: The information in the chart above shows that 2,176 households below poverty received SNAP during 2014. During this same period there were 2,428 households with income levels below the poverty level that were not receiving SNAP payments in Orange County.

A family's ability to provide for its children's nutritional needs is linked to the family's food security—that is, to its access at all times to adequate food for an active, healthy life for all household members. Households classified as having very low food security among children—a parent or guardian reported that at some time during the year one or more children were hungry, skipped a meal, or did not eat for a whole day because the household could not afford enough food

Source: www.childstats.gov

Food Insecurity

Location	2014	2015
Orange County	18.0%	19.0%
Texas	19.0%	18.0%

Source: *County Health Rankings*

Key Findings: Orange County had 19.0% of households that were food insecure during 2015, which was slightly higher than the state rate of 18.0%.

Child Food Insecurity

Location	Data Type	2010	2011	2012	2013
Orange County	Number	5,070	5,000	5,260	6,060
	Percent	25.1%	24.1%	25.6%	29.6%
Texas	Number	1,708,600	1,894,060	1,909,470	1,899,310
	Percent	25.6%	27.6%	27.4%	27.4%

Source: *Kids Count; Feeding America*

Key Findings: In Orange County, 6,060 (29.6%) children were estimated to be food insecure, which was slightly higher than the state rate of 27.4%. A child (under 18 years old) is defined as being food insecure if he or she lives in a household having difficulty meeting basic food needs, as defined by the Census Bureau's Current Population Survey.

Free and Reduced Lunch Program

Location	Total Students	Number Free/Reduced Price Lunch Eligible	Percent Free/Reduced Price Lunch Eligible
Orange County	15,287	8,031	52.53%
Texas	5,149,025	3,092,087	60.08%
United States	50,195,195	26,012,902	51.7%

Source: *Kids Count; National Center for Education Statistics, NCES - Common Core of Data*

Key Findings: The following report shows that 8031 students (52.53%) were eligible for free or reduced price lunches, which was more than the national average of 51.7 %.

National School Lunch Program participation (2013 - 2014)

Location	Meal Type	Data Type	2013 - 2014
Orange County	Total	Number	9,152
	Free or Reduced Price	Number	6,169
Texas	Total	Number	3,119,380
	Free or Reduced Price	Number	2,392,551

Source: *Kids Count; Texas Department of Agriculture*

Key Findings: In Orange County the average daily participation in the National School Lunch Program was 9,152 of which 6,169 were free or reduced price meals. Free or reduced price meals are available to students whose families earn less than 185% federal poverty guidelines or are enrolled in other programs for low-income children, such as SNAP. Children in foster care or who attend schools using the Community Eligibility Provision are also eligible.

Overweight/Obese Preschoolers and Children

Location	Percentage
Orange County	7.1%
Texas	15.7%

Source: *citi-data.com*

Key Findings: The average obesity rate for preschoolers and children was 7.1%, considerably lower than the state rate of 15.7%.

Adult Obesity

Location	2013	2014	2015
Orange County	30.0%	33.0%	32.0%
Texas	29.0%	29.0%	29.0%

Source: *County Health Rankings*

Key Findings: According to County Health Rankings, the adult obesity rate for Orange County was 32% in 2015, which was higher than the state rate of 29.0%.

Overweight Adults

Location	Survey Population (Adults Age 18+)	Total Adults Overweight	Percent Adults Overweight
Orange County	56,096	16,748	29.90%
Texas	17,157,497	6,090,529	35.50%
United States	224,991,207	80,499,532	35.78%

Source: *www.communitycommons; Centers for Disease Control and Prevention, Behavioral Risk Factor Surveillance System*

Key Findings: In Orange County, 29.9% of adults aged 18 and older self-reported that they have a Body Mass Index (BMI) between 25.0 and 30.0 (overweight), slightly lower than the state rate of 35.5%. Excess weight may indicate an unhealthy lifestyle and puts individuals at risk for further health issues.

Obese Adults

Location	Total Population Age 20+	Adults with BMI > 30.0 (Obese)	Percent Adults with BMI > 30.0 (Obese)
Orange County	60,410	18,727	30.80%
Texas	18,326,228	5,204,739	28.24%
United States	231,417,834	63,336,403	27.14%

Source: *www.communitycommons; Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion*

Key Findings: 30.8% of adults aged 20 and older self-report that they have a Body Mass Index (BMI) greater than 30.0 (obese) in Orange County, which was slightly higher than the state average of 28.24% and the national average of 27.14%.

Adult Obesity (BMI > 30.0) by Gender

Location	Total Males Obese	Percent Males Obese	Total Females Obese	Percent Females Obese
Orange County	9,372	31.4%	9,354	30.1%
Texas	2,618,476	28.89%	2,586,261	27.6%
United States	31,423,447	27.7%	31,912,963	26.59%

Source: *Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion.*

Key Findings: In Orange County, 31.4% of adult males were reported as obese, while 30.1% of females were reported as obese. The obesity rates for males and females were higher than the state and national rates. Those who are overweight or obese are at risk for hypertension, high cholesterol, and type II diabetes. Obesity prevalence was the highest among children in families with an income-to-poverty ratio of 100% or less (household income that is at or below the poverty threshold), followed by those in families with an income-to-poverty ratio of 101%–130%, and then found to be lower in children in families with an income-to-poverty ratio of 131% or larger (greater household income) (*Center for Disease Control and Prevention*).

Obesity Facts

Texas now has the 11th highest adult obesity rate in the nation, according to *The State of Obesity: Better Policies for a Healthier America*. Texas's adult obesity rate is currently 31.9 %, up from 21.7% in 2000 and from 10.7% in 1990. Obesity reduces life expectancy and causes devastating and costly health problems, increasing the risk of coronary heart disease, stroke, high blood pressure, diabetes, and a number of other chronic diseases. Findings suggest that obesity also increases the risks for cancers of the esophagus, breast (postmenopausal), endometrium, colon and rectum, kidney and pancreas.

Disparities exist for people who are overweight and obese based on income, education, gender, and race. There is a trend, although not statistically significant, for black adults to have higher prevalence of obesity as compared to white or Hispanic adults. Also, obesity is more common among people in households earning less than \$25,000 per year and, interestingly, is higher in people who graduated high school or have a more advanced degree. People who are overweight or obese are at risk for poor health outcomes including hypertension, high cholesterol, and non-gestational diabetes.

Obesity is also frequently accompanied by depression and the two can trigger and influence each other. Although women are slightly more at risk for having an unhealthy BMI than men, they are much more vulnerable to the obesity-depression cycle. In one study, obesity in women was associated with a 37% increase in major depression. There is also a strong relationship between women with a high BMI and more frequent thoughts of suicide. Depression can both cause and result from stress, which, in turn, may cause a change in

eating and activity habits. Many people who have difficulty recovering from sudden or emotionally draining events (e.g., loss of a close friend or family member, relationship difficulties, losing a job or facing a serious medical problem) unknowingly begin eating too much of the wrong foods or forgoing exercise. Before long, these become habits and difficult to change. Binge eating, a behavior associated with both obesity and other conditions such as anorexia nervosa, is also a symptom of depression. A study of obese people with binge eating problems found that 51% also had a history of major depression. Additional research shows that obese women with binge-eating disorder, who experienced teasing about their appearance, later developed body dissatisfaction and depression (*American Psychological Association, Psychology Help Center, "Mind/Body Health: Obesity," Washington, DC. 2014.*)

Childhood Obesity Facts

- Approximately 13 million U.S. children and adolescents are obese, with a body mass index at or above the 95th percentile.
- Obesity is a major risk factor for many serious health conditions, including type 2 diabetes, stroke, heart disease, high blood pressure and certain cancers.
- During the past 40 years, obesity rates for children age 6 to 11 nearly tripled—from 5% to 14%—and more than tripled for adolescents age 12 to 19—from 5% to 17.1%.
- Obese adolescents have an 80% chance of becoming obese adults.
- An estimated 61% of obese young people already have at least one additional health risk factor such as high blood pressure or high cholesterol.
- Childhood obesity health expenses are estimated at \$14 billion annually.
- Good nutrition and physical activity can help prevent obesity, but opportunities for healthy choices may be limited. Wealthy communities have three times as many supermarkets as poor areas, increasing their access to fruits, vegetables, and a wider selection of healthy foods. Poorer areas also often have less access to places to be physically active.
- Almost 30% of U.S. children do not exercise three or more times a week.
- More than 75% of high school students do not eat the recommended servings of fruits and vegetables each day.

Source: *Preventing Obesity and Chronic Diseases through Good Nutrition and Physical Activity.*

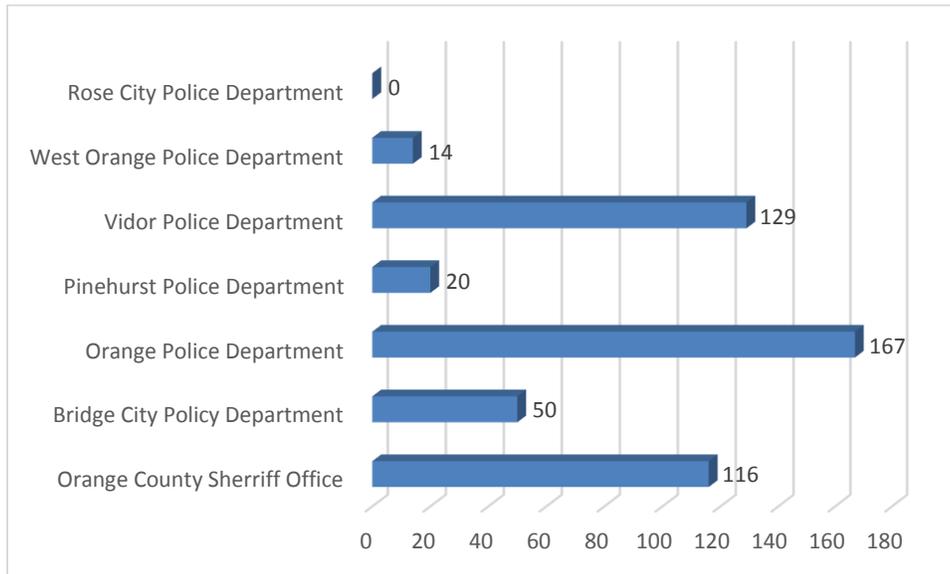
HIGHLIGHTS AND CONSIDERATIONS - NUTRITION TRENDS:

- ❖ In Orange County, there were 766 infants (under age 1) and 1,464 children (ages 1 - 4) that participated in the Special Supplemental Nutrition Program for Women, Infants and Children's (WIC).
- ❖ In Orange County, there were 792 women that participated in the Special Supplemental Nutrition Program for Women, Infants and Children's (WIC). This number represented a marginal decline in participation from 2013.
- ❖ The city of Orange had 1,992 households (26.3%) that participated in the SNAP program. The percentage of SNAP participation in the city of Orange was significantly higher than the county (16.5%) and the state (13.5%) participation rates.
- ❖ The highest percentage of individuals participating in the SNAP program was in West Orange 2,377 (21.8%) and Vidor 792 (17.7%).
- ❖ 2,176 households below poverty received SNAP during 2014. During this same period there were 2,428 households with income levels below the poverty level that were not receiving SNAP in Orange County.
- ❖ Orange County had 19.0% of households that was food insecure during 2015, which was slightly higher than the state rate of 18.0%.
- ❖ In Orange County, 6,060 (29.6%) children were estimated to be food insecure, which was slightly higher than the state rate of 27.4%. A child (under 18 years old) is defined as being food insecure if he or she lives in a household having difficulty meeting basic food needs, as defined by the Census Bureau's Current Population Survey.
- ❖ The following report shows that 8031 students (52.53%) were eligible for free or reduced price lunches, which was more than the national average of 51.7 %.
- ❖ In Orange County the average daily participation in the National School Lunch Program was 9,152 of which 6,169 were free or reduced price meals. Free or reduced price meals are available to students whose families earn less than 185% federal poverty guidelines or are enrolled in other programs for low-income children, such as SNAP. Children in foster care or who attend schools using the Community Eligibility Provision are also eligible.
- ❖ The average obesity rate for preschoolers and children was 7.1%, considerably lower than the state rate of 15.7%.
- ❖ According to County Health Rankings, the adult obesity rate for Orange County was 32% in 2015, which was higher than the state rate of 29.0%.
- ❖ In Orange County, 29.9% of adults aged 18 and older self-reported that they have a Body Mass Index (BMI) between 25.0 and 30.0 (overweight), slightly lower than the state rate of 35.5%. Excess weight may indicate an unhealthy lifestyle and puts individuals at risk for further health issues.

- ❖ 30.8% of adults aged 20 and older self-report that they have a Body Mass Index (BMI) greater than 30.0 (obese) in Orange County, which was slightly higher than the state average of 28.24% and the national average of 27.14%.
- ❖ In Orange County, 31.4% of adult males were reported as obese, while 30.1% of females were reported as obese. The obesity rates for males and females were higher than the state and national rates.
- ❖ Obesity contributes to a host of chronic diseases and causes a greater likelihood of premature death. Childhood obesity has both immediate and long-term effects on health and well-being. Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis. One study showed that children who became obese as early as age 2 were more likely to be obese as adults (*Center for Disease Control and Prevention*).

SOCIAL SERVICES

Family Violence



Orange County Sherriff Office	116
Bridge City Police Department	50
Orange Police Department	167
Pinehurst Police Department	20
Vidor Police Department	129
West Orange Police Department	14
Rose City Police Department	0

Source: http://dps.texas.gov/administration/crime_records/pages/crimestatistics.htm
2014 Crime in Texas Report

Key Findings: Orange County Sherriff’s Office reported 116 incidents of family violence, whereas the Orange Police Department reported 167 family violence incidents. Vidor Police Department reported the next highest incidents of family violence (129).

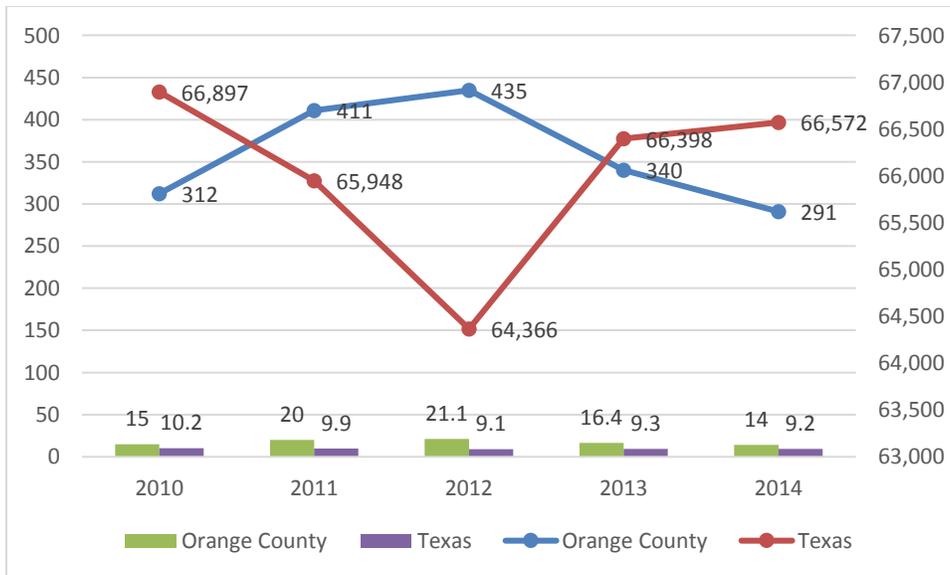
Victim/Offender Relationships

Type		Relationship Victim to Offender	Total %
Marital	38.5%	Husband	4.20
		Wife	14.5
		Common Law Husband	2.9
		Common Law Wife	12.7
		Ex-Husband	0.9
		Ex-Wife	3.3
Parental / Child	16.4%	Father	2.3
		Mother	5.9
		Son	2.3
		Daughter	3.2
		Stepfather	0.8
		Stepmother	0.3
		Stepson	0.7
		Stepdaughter	0.8
		Foster Parent	0.05
		Foster Child	0.04
		Other Family	45.1%
Grandmother	0.5		
Grandson	0.1		
Granddaughter	0.3		
Brother	3.0		
Sister	3.8		
Stepbrother	0.1		
Stepsister	0.2		
Male Roommate	1.9		
Female Roommate	4.2		
Male In-Law	0.8		
Female In-Law	1.1		
Other Male Family Member	7.5		
Other Female Family Member	21.4		

Source: 2014 Crime in Texas Report

Key Findings: The largest percentage of family violence reports was between other family members (45.1%). The second most commonly reported relationship among offenders and victims was married spouses and the third most common relationship was common law spouses. Safety and protection are provided to victims of family violence and/or sexual assault through crisis intervention counseling, risk assessment, safety planning, emergency shelter, support groups, women’s economic education classes, hospital advocacy, legal advocacy and accompaniment to law enforcement agencies and court. Crisis intervention and prevention programs are provided to the children who live in the emergency shelter and to non-residential children whose mother’s attend evening support groups.

Child Abuse (Rate per 1000)



Location	Data Type	2010	2011	2012	2013	2014
Orange County	Number	312	411	435	340	291
	Rate per 1,000 children ages 0 - 17	15.0	20.0	21.1	16.4	14.0
Texas	Number	66,897	65,948	64,366	66,398	66,572
	Rate per 1,000 children ages 0 - 17	10.2	9.9	9.1	9.3	9.2

Source: Kids Count, Texas Department of Family and Protective Services

Key Findings: The number of children ages 0 - 17 who was confirmed as victims of child abuse was 291 in 2014, (14.0 per 1,000), which was higher than the state rate 9.2 per 1,000. The number of confirmed victims of child abuse in Orange County had steadily decreased since 2010. The psychological consequences of child abuse and neglect include the immediate effects of isolation, fear, and an inability to trust. When children cannot trust that someone will be there to meet their needs, they tend to develop low self -esteem, anxiety, depression, and hopelessness. These difficulties can lead to life long relationship problems and may also lead to the development of antisocial behavioral traits. These children are also more likely to engage in violent behaviors and to be diagnosed with conduct and personality disorders (childhelp.org).

Children in Foster Care (0 - 17)

Location	Data Type	2010	2011	2012	2013	2014
Orange County	Number	101	169	185	166	173
	Rate per 1,000 children ages 0 - 17	4.9	8.2	9.0	8.0	8.3
Texas	Number	28,410	30,347	30,571	30,740	30,406
	Rate per 1,000 children ages 0 - 17	4.3	4.6	4.3	4.3	4.2

Source: Kids Count, Texas Department of Family and Protective Services

Key Findings: In Orange County the number of children, ages 0 - 17 in foster care, was 173, which represented a marginal increase from 2013. Many foster children struggle in school due to the trauma they experience as a result of abuse, neglect, separation and instability. 80% of foster children are held back in school at least once by the time they reach 3rd grade

Homeless Children and Adults

Total Households and Persons					
	Sheltered			Unsheltered	Total
	ES	TH	SH		
Total number of households	77	157	0	688	922
Total number of persons	99	203	0	738	1,040
Number of persons (under age 18)	33	48	0	166	247
Number of persons (18 - 24)	6	24	0	86	116
Number of persons (over age 24)	60	131	0	486	677
Gender	Sheltered			Unsheltered	Total
	ES	TH	SH		
Female	44	76	0	300	420
Male	55	127	0	436	618
Transgender	0	0	0	2	2
Ethnicity	Sheltered			Unsheltered	Total
	ES	TH	SH		
Non-Hispanic/Non-Latino	95	176	0	617	888
Hispanic/Latino	4	27	0	121	152
Race	Sheltered			Unsheltered	Total
	ES	TH	SH		
White	47	103	0	344	494
Black or African-American	45	95	0	258	398
Asian	1	0	0	68	69
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	2	0	0	15	17
Multiple Races	4	5	0	53	62

Homeless Subpopulations	Sheltered		Unsheltered	Total	
	ES	SH			
Chronically Homeless Individuals	17	0	120	137	
Chronically Homeless Families	4	0	4	8	
Persons in Chronically Homeless Families	13	0	8	27	
	Sheltered			Unsheltered	Total
	ES	TH	SH		
Adults with a serious mental illness	18	32	0	88	138
Adults with a substance abuse disorder	21	73	0	189	283
Adults with HIV/AIDS	0	1	0	12	13
Victims of domestic violence (optional)	15	17	0	63	95
Sheltered:	<div style="border: 2px solid blue; border-radius: 50%; padding: 20px; text-align: center;"> <p><i>Nationally, the number of individuals experiencing chronic homelessness declined by 31 percent, or almost 23,000 people between 2010 and 2015.</i></p> <p><i>Source: Department of Housing and Urban Development</i></p> </div>				
Emergency Shelter - 99					
Transitional Housing - 203					
Unsheltered:					
Individuals/Families - 600					
Unaccompanied Youth - 138					
Homeless Population by Counties:					
Jefferson - 822					
Beaumont - 427					
Port Arthur - 395					
Orange - 147					
Hardin - 71					

Source: South East Texas Coalition for the Homeless 2015 Point-in-Time (Homeless) Count for Jefferson, Orange, and Hardin Counties; ES - Emergency Shelter; SH – Safe Haven; TH – Transitional Housing

Key Findings: The Homeless Count for 2015 was conducted for Jefferson, Orange and Hardin Counties. According to the South East Texas Coalition for the Homeless, in 2015 the homeless count for Orange County was 147. There were approximately 247 children under age 18 who were homeless throughout the three (3) counties. The majority of homeless individuals were identified as White males.

Crime Rates

Type	2010	2011	2012	2013
Murders	1	0	0	4
per 100,000	5.1	0.0	0.0	21.0
Rapes	3	4	2	1
per 100,000	15.4	21.1	10.5	5.2
Robberies	49	46	31	30
per 100,000	251.9	242.3	162.9	157.4
Assaults	93	103	79	76
per 100,000	478.1	542.5	415.2	398.8
Burglaries	417	307	256	236
per 100,000	2143.7	1617.0	1345.6	1,238.4
Thefts	551	527	290	299
per 100,000	2832.6	2775.7	1524.3	1569.0
Auto thefts	49	50	41	42
per 100,000	251.9	263.4	215.5	220.4
Arson	15	9	3	0
per 100,000	77.1	47.4	15.8	0.0

Source: <http://www.city-data.com/city/Orange-Texas.html>

Key Findings: Thefts, burglaries and assaults were the more prevalent crimes reported in the city of Orange.

HIGHLIGHTS AND CONSIDERATIONS – SOCIAL SERVICES:

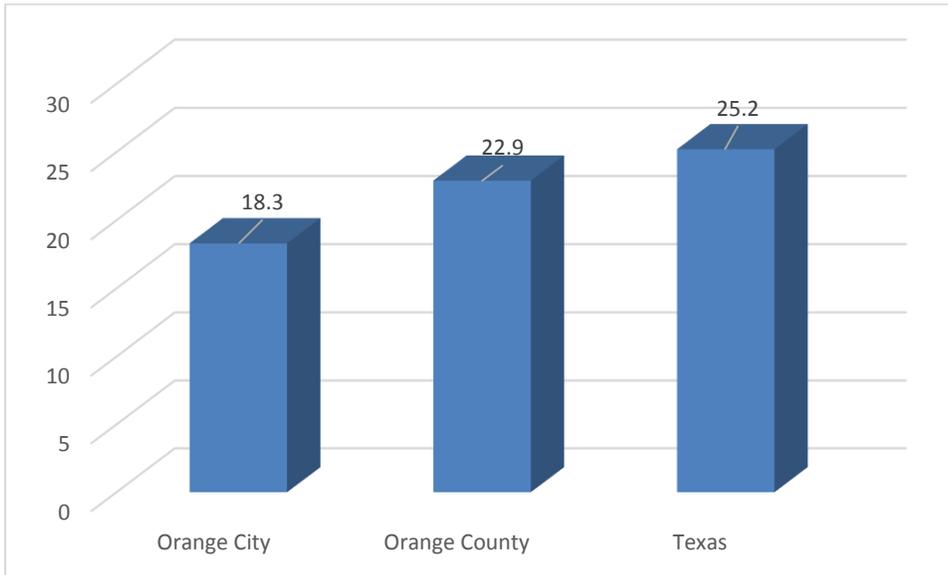
- ❖ Orange County Sherriff’s Office reported 116 incidents of family violence, whereas the Orange Police Department reported 167 family violence incidents. Vidor Police Department reported the next highest incidents of family violence (129).
- ❖ The largest percentage of family violence reports was between other family members (45.1%). The second most commonly reported relationship among offenders and victims was married spouses and the third most common relationship was common law spouses. Safety and protection are provided to victims of family violence and/or sexual assault through crisis intervention counseling, risk assessment, safety planning, emergency shelter, support groups, women’s economic education classes, hospital advocacy, legal advocacy and accompaniment to law enforcement agencies and court. Crisis intervention and prevention programs are provided to the children who live in the emergency shelter and to non-residential children whose mother’s attend evening support groups.
- ❖ The number of children ages 0 - 17 who was confirmed as victims of child abuse was 291 in 2014, (14.0 per 1,000), which was higher than the state rate 9.2 per 1,000. The number of confirmed victims of

child abuse in Orange County had steadily decreased since 2010. The psychological consequences of child abuse and neglect include the immediate effects of isolation, fear, and an inability to trust. When children cannot trust that someone will be there to meet their needs, they tend to develop low self-esteem, anxiety, depression, and hopelessness. These difficulties can lead to life long relationship problems and may also lead to the development of antisocial behavioral traits. These children are also more likely to engage in violent behaviors and to be diagnosed with conduct and personality disorders (*childhelp.org*).

- ❖ In Orange County the number of children, ages 0 - 17 in foster care, was 173, which represented a marginal increase from 2013. Many foster children struggle in school due to the trauma they experience as a result of abuse, neglect, separation and instability. 80% of foster children are held back in school at least once by the time they reach 3rd grade. Grade repetition is not always an effective form of intervention as retained students often do not improve academically, and are in fact more likely to experience behavioral problems and/or drop out of school. Children in foster care are more likely to have serious emotional problems, chronic medical problems and developmental delays.
- ❖ According to the South East Texas Coalition for the Homeless, in 2015 the homeless count for Orange County was 147. There were approximately 247 children under age 18 who were homeless throughout the three (3) counties. The majority of homeless individuals were identified as White males.
- ❖ Thefts, burglaries and assaults were the more prevalent crimes reported in the city of Orange.

TRANSPORTATION

Mean Travel Time to Work (minutes)

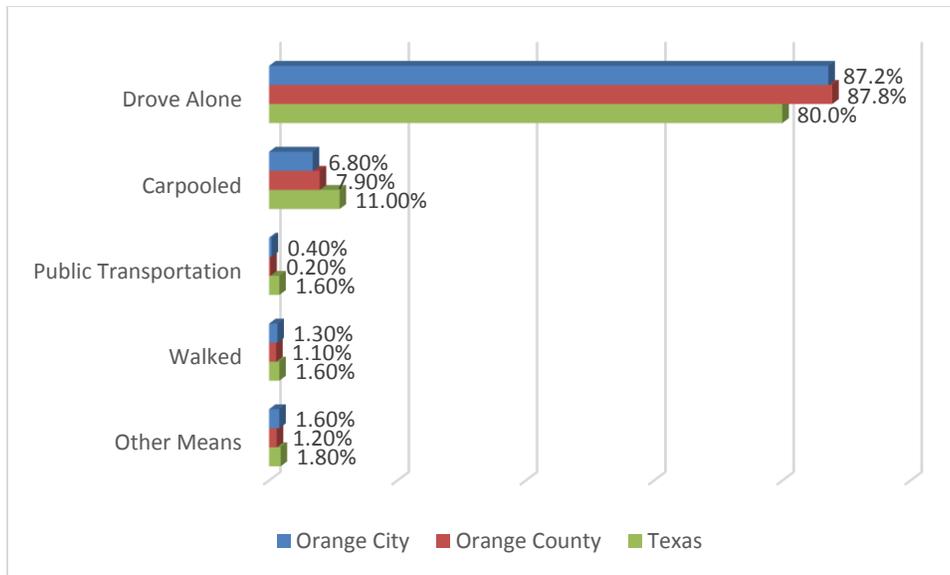


Location	Minutes
Orange City	18.3
Orange County	22.9
Texas	25.2

Source: American Community Survey, 2010 - 2014

Key Findings: Average commute to work in Orange County was approximately 22.9 minutes. The commute to work in the city of Orange was approximately 18.3 minutes, slightly below the county (22.9) and state average (25.2).

Commute to Work



Location	Number of Workers Commuting to Work	Drove Alone	Carpooled	Public Transportation	Walked	Other Means
Orange City	7,583	87.2%	6.8%	0.4%	1.3%	1.6%
Orange County	34,683	87.8%	7.9%	0.2%	1.1%	1.2%
Texas	11,65,902	80.0%	11.0%	1.6%	1.6%	1.8%

Source: *American Community Survey, 2010 - 2014*

Key Findings: The majority of Orange County and the city of Orange are largely auto-oriented communities. In the city of Orange, approximately 87.2% of workers drove alone to work, while 6.8% carpooled to work. These percentages are somewhat consistent with the County rates. Also in the city of Orange 1.3% of workers walked to work, while 0.4% used public transportation. According to the 2014 Bureau of Census/American Community Survey (ACS) the number of workers 16 and over commuting to work, has a number of implications for transportation and municipal services.

Commute to Work (Cities)

Location	Number of Workers Commuting to Work	Drove Alone	Carpooled	Public Transportation	Walked	Other Means
Bridge City	3,469	94.4%	3.0%	0.0%	0.0%	0.0%
Orangefield	6,807	93.7%	4.2%	0.0%	0.7%	0.0%
Pinehurst	10,097	88.6%	8.1%	0.0%	0.8%	0.6%
Pine Forest	11,396	85.4%	10.2%	0.5%	1.5%	1.6%
Rose City	189	90.5%	5.3%	0.0%	0.0%	0.0%
West Orange	10,931	87.1%	7.8%	0.3%	1.2%	1.5%
Vidor	4,952	84.3%	11.0%	0.0%	2.7%	0.9%

Source: American Community Survey, 2010 - 2014

Key Findings: The majority of workers commuting to work drove alone. Vidor (11%) had the highest percentage of workers who carpoled and the highest percentage of workers who walked (2.7%) to work.

Commuting Patterns

Area of Residence	Area of Work Place	Number of Workers
Chambers County , TX	Orange County , TX	79
Bell County , TX	Orange County , TX	59
Collin County , TX	Orange County , TX	23
Orange County , TX	Jefferson County , AL	15
Cherokee County , TX	Orange County , TX	10
Orange County , TX	Fulton County , GA	10
Cass County , TX	Orange County , TX	8
Orange County , TX	Duval County , FL	7
Orange County , TX	Little River County , AR	6
Orange County , TX	Ventura County , CA	5
Hardin County , TX	Orange County , TX	554
Harris County , TX	Orange County , TX	186
Hidalgo County , TX	Orange County , TX	39
Jasper County , TX	Orange County , TX	593
Jefferson County , TX	Orange County , TX	3,123
Jim Wells County , TX	Orange County , TX	5
Lampasas County , TX	Orange County , TX	18
Marion County , TX	Orange County , TX	5
Montgomery County , TX	Orange County , TX	71
Newton County , TX	Orange County , TX	1,050
Nueces County , TX	Orange County , TX	18
Orange County , TX	Acadia Parish , LA	12
Orange County , TX	Aransas County , TX	12

Orange County , TX	Bell County , TX	12
Orange County , TX	Bernalillo County , NM	8
Orange County , TX	Bowie County , TX	13
Orange County , TX	Calcasieu Parish , LA	897
Orange County , TX	Cameron Parish , LA	129
Orange County , TX	Carroll County , MO	8
Orange County , TX	Cattaraugus County , NY	2
Orange County , TX	Chambers County , TX	13
Orange County , TX	Cleveland County , OK	10
Orange County , TX	Coryell County , TX	14
Orange County , TX	Cuyahoga County , OH	2
Orange County , TX	Dallas County , TX	52
Orange County , TX	Duval County , FL	7
Orange County , TX	Fulton County , GA	10
Orange County , TX	Galveston County , TX	25
Orange County , TX	Gonzales County , TX	48
Orange County , TX	Greene County , MO	2
Orange County , TX	Gregg County , TX	11
Orange County , TX	Hardin County , TX	306
Orange County , TX	Harris County , TX	428
Orange County , TX	Jasper County , TX	270
Orange County , TX	Jefferson County , AL	15
Orange County , TX	Jefferson County , TX	11,973
Orange County , TX	Jefferson Parish , LA	13
Orange County , TX	Lafayette Parish , LA	57
Orange County , TX	Liberty County , TX	13
Orange County , TX	Little River County , AR	6
Orange County , TX	Newton County , TX	157
Orange County , TX	Orange County , TX	18,574
Orange County , TX	Pecos County , TX	8
Orange County , TX	Platte County , MO	8
Orange County , TX	Rapides Parish , LA	18
Orange County , TX	Shelby County , TX	25
Orange County , TX	St. James Parish , LA	16
Orange County , TX	St. Landry Parish , LA	4
Orange County , TX	Tarrant County , TX	34
Orange County , TX	Travis County , TX	17
Orange County , TX	Orange County , TX	17
Orange County , TX	Ventura County , CA	5
Orange County , TX	Vermilion Parish , LA	7
Orange County , TX	Vernon Parish , LA	16
Orange County , TX	Wood County , WI	12
Polk County , TX	Orange County , TX	8
San Augustine County , TX	Orange County , TX	12
Smith County , TX	Orange County , TX	10

Travis County , TX	Orange County , TX	2
Orange County , TX	Orange County , TX	14
Walker County , TX	Orange County , TX	23
Waller County , TX	Orange County , TX	29

Source: *Texas Workforce Commission, Texas Labor Market Information; <http://www.tracer2.com>*

Public Transportation

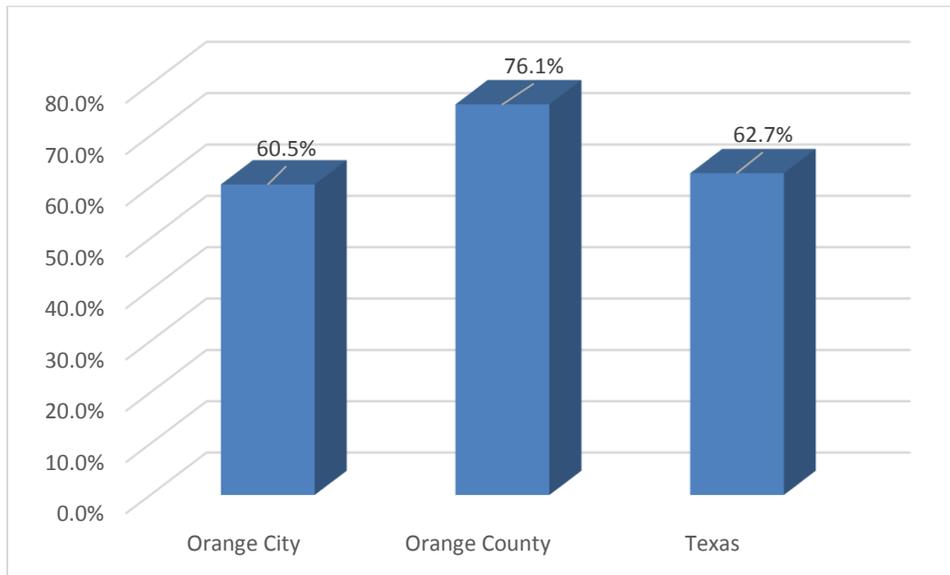
South East Texas Transit (SETT) is a rural transportation system that provides curb-to-curb demand/response transportation service for healthcare, shopping, social services, employment, education, and recreational needs. The South East Texas Regional Planning Commission (SETRPC) is a designated rural transit district and utilizes federal and state funds to provide Section 5311 and Section 5310 transportation services. The purpose of SETT is to provide efficient, coordinated, and cost-effective transportation services to residents of Orange County, Hardin County, Rural Western Jefferson County, as well as transportation services for seniors, age 60 years and older, and the disabled in the Mid-Jefferson County cities of Groves, Port Neches, and Nederland.

HIGHLIGHTS AND CONSIDERATIONS – TRANSPORTATION:

- ❖ Average commute to work in Orange County was approximately 22.9 minutes. The commute to work in the city of Orange was approximately 18.3 minutes, slightly below the county (22.9) and state average (25.2).
- ❖ The majority of Orange County and the city of Orange are largely auto-oriented communities. In the city of Orange, approximately 87.2% of workers drove alone to work, while 6.8% carpooled to work. These percentages are somewhat consistent with the County rates. Also in the city of Orange 1.3% of workers walked to work, while 0.4% used public transportation. According to the 2014 Bureau of Census/American Community Survey (ACS) the number of workers 16 and over commuting to work, has a number of implications for transportation and municipal services.
- ❖ In the smaller communities and cities in Orange County, the majority of workers who commuted to work drove alone. Vidor (11%) had the highest percentage of workers who carpooled and the highest percentage of workers who walked (2.7%) to work.

HOUSING

Home Ownership Rates



Location	Percentage
Orange City	60.5%
Orange County	76.1%
Texas	62.7%

Source: *U.S. Census Quick Facts*

Key Findings: The home ownership rate in the city of Orange was 60.5%, which was lower than the home ownership rate for Orange County (76.1%). The home ownership rate for Orange County was much higher than the state rate (62.7%).

Vacancy Rates and Occupied Units

Location/Percentage	Total Housing Units	Occupied Housing Units	Vacant Housing Units	Homeowner Vacancy Rate	Rental Vacancy Rate
Orange City	9,152	82.9%	17.1%	4.5%	11.8%
Orange County	35,750	87.8%	12.2%	2.4%	11.6%
Texas	10,187,189	88.5%	11.5%	1.8%	8.5%

Source: *American Community Survey, 2010 - 2014*

Key Findings: The city of Orange (82.9%) had a slightly lower percentage of occupied housing units than Orange County (87.8%). The city of Orange also had 17.1% of housing units that were vacant and 11.8% rental vacancy rate.

Gross Rent (occupied units paying rent)

Location	Occupied Units paying rent	Less than \$200	\$200 - \$299	\$300 - \$499	\$500 - \$749	\$750 - \$999	\$1000 - \$1,499	\$1500 or more	Median Rent
Orange City	2,770	3.1%	6.4%	10.8%	29.1%	34.8%	15.0%	0.8%	\$753
Orange County	6,199	1.3%	3.8%	10.6%	33.6%	34.5%	15.0%	1.1%	\$753
Texas	3,174,412	1.3%	2.2%	6.3%	25.4%	28.9%	26.1%	9.7%	\$870

Source: American Community Survey, 2010 - 2014

Key Findings: The percentage of occupied units paying gross rent ranging from \$750 – \$999 was slightly higher in the city of Orange (34.8%) than Orange County (34.5%), which both were higher than the state average of 28.9%. In Orange County, 33.6% of occupied units were paying rent ranging from \$500 - \$749. Median rent for Orange County was \$753.

Occupied Housing Units with/without Vehicles Available

Location	Occupied Housing Units	No Vehicle Available		1 Vehicle Available		2 Vehicles Available	
		Count	Percentage	Count	Percentage	Count	Percentage
Orange City	7,585	716	9.4%	3,151	41.5%	2,779	36.6%
Orange County	31,373	1,509	4.8%	10,112	32.2%	13,599	43.3%
Texas	9,013,582	529,628	5.9%	3,092,714	34.3%	3,645,441	40.4%

Source: American Community Survey, 2010 - 2014

Key Findings: The city of Orange (9.4%) had a slightly higher percentage of households with no vehicle available than Orange County (4.8%). However, the percentage of households with at least one vehicle in the city of Orange was 41.5%. Orange County had more households who had 2 vehicles available at 43.3%.

Selected Housing Characteristics

Location	Occupied Housing Units	Lacking Complete Plumbing Facilities		Lacking Complete Kitchen Facilities		No Telephone Service Available	
		Count	Percentage	Count	Percentage	Count	Percentage
Orange City	7,585	58	0.8%	51	0.7%	256	3.4%
Orange County	31,373	174	0.6%	223	0.7%	996	3.2%
Texas	9,013,582	53,308	0.6%	80,333	0.9%	227,753	2.5%

Source: American Community Survey, 2010 - 2014

Key Findings: Orange County and the city of Orange had similar percentages as related to homes lacking plumbing, kitchen facility and telephone services. However, there were 58 homes in the city of Orange that lacked plumbing facilities, whereas Orange County had 174 homes that lacked complete plumbing facilities.

Renter Affordability Orange County

Number of Households	Texas	Orange County
Total	8,886,471	31,162
Renter	3,262,919	7,481
Percent Renters	37%	24%
Housing Wage	Texas	Orange County
Zero-Bedroom	\$11.12	\$9.37
One-Bedroom	\$13.16	\$11.73
Two-Bedroom	\$16.62	\$14.56
Three-Bedroom	\$22.37	\$19.08
Four-Bedroom	\$26.53	\$19.46
Fair Market Rent	Texas	Orange County
Zero-Bedroom	\$578	\$487
One-Bedroom	\$685	\$610
Two-Bedroom	\$864	\$757
Three-Bedroom	\$1,163	\$992
Four-Bedroom	\$1,380	\$1,012
Annual Income Needed to Afford	Texas	Orange County
Zero-Bedroom	\$23,131	\$19,480
One-Bedroom	\$27,382	\$24,400
Two-Bedroom	\$34,563	\$30,280
Three-Bedroom	\$46,532	\$39,680
Four-Bedroom	\$55,188	\$40,480
Minimum Wage	Texas	Orange County
Minimum Wage	\$7.25	\$7.25
Rent Affordable at Minimum Wage	\$377	\$377
Work Hours/Week at Minimum Wage	Texas	Orange County
Zero-Bedroom	61	52
One-Bedroom	73	65
Two-Bedroom	92	80
Three-Bedroom	123	105
Four-Bedroom	146	107
Renter Wage	Texas	Orange County
Estimated Mean Renter Wage	\$16.62	\$14.79
Rent Affordable at Mean Renter Wage	\$864	\$769
Work Hours/Week at Mean	Texas	Orange County

Renter Wage		
Zero-Bedroom	27	25
One-Bedroom	32	32
Two-Bedroom	40	39
Three-Bedroom	54	52
Four-Bedroom	64	53
Supplemental Security Income (SSI) Payment	Texas	Orange County
SSI Monthly Payment	\$733	\$733
Rent Affordable to SSI Recipient	\$220	\$220
Income Levels	Texas	Orange County
30% of Area Median Income (AMI)	\$19,275	\$17,610
Estimated Renter Median Income	\$34,864	\$32,235
Rent Affordable at Different Income Levels	Texas	Orange County
30% of Area Median Income (AMI)	\$482	\$440
Estimated Renter Median Income	\$872	\$806

*Source: National Low Income Housing Coalition, Out of Reach 2015 analysis; *50th percentile Fair Market Rent (FMR) area*

Key Findings: Nationally, household wages needed to afford rent across the U.S. in 2015, for 2-bedroom was \$19.35. An American household must earn at least \$19.35 an hour to afford a modest, two-bedroom apartment without spending more than 30% of income on rent. In Texas, working at minimum wage \$7.25/hr., each week you have to work 73 hours to afford a modest 1-bedroom apartment at FMR. In the state of Texas you would need to make \$16.62 per hour to rent a 2-bedroom apartment without spending more than 30% of income on rent. In Orange County, working at minimum wage, each week you have to work 65 hours to afford a 1-bedroom apartment. An individual would need to make \$14.56 per hour to rent a 2-bedroom apartment without spending more than 30% of income on rent.

Gross Rent (as percentage of household income)

Location	Less than 15.0%	15.0% - 19.9%	20.0% - 24.9%	25.0% - 29.9%	30.0% - 34.9%	35.0% or more
Orange City	14.9%	13.3%	10.3%	6.4%	10.1%	45.1%
Orange County	19.8%	14.1%	11.4%	7.8%	7.2%	39.7%
Texas	13.1%	13.3%	13.3%	11.4%	8.9%	40.0%

Source: American Community Survey, 2010 - 2014

Key Findings: The percentage of households that paid gross rent that was 35% or more of household income in the city of Orange was 45.1%, as compared to 39.7% in Orange County and 40% in the state.

Housing Choice Voucher *(Formerly known as SECTION 8)*

This program assists participants in affording housing in all types of private housing. This Agency provides housing assistance for the Housing Choice Voucher Program. In order to be eligible for these programs, a household’s income cannot be more than “very low income.” Applicants who are eligible will be issued a Voucher of Participation. Voucher holders are not obligated to move and may remain in their current dwellings if the unit is acceptable under the program. When the applicant locates a unit, a Request for Tenancy Approval must be submitted.

The unit is inspected by the Agency to assure it meets housing, health and fire safety regulations. The applicant and the owner sign the Lease Agreement. The owner and the Agency signs a Housing Assistance Payment Contract that the Agency agrees to pay directly to the owner the difference between the contract rent for the housing unit and the amount the tenant will pay to the owner based on income and family composition. A family’s assistance under the voucher program is based on the difference between the payment standard and the highest of 30% of monthly-adjusted income, 10% of monthly income or the established minimum rent of \$50. A family cannot pay more than 40% of its monthly-adjusted income for rent. The family also may pay less if it finds a unit where the actual rent is less than the payment standard.

Housing Authority Payment Standards

Type of Housing	Schedule of Fair Market Rents for Section 8 Housing Choice Voucher Program	Schedule of Payment Standards for Housing Choice Voucher Program 100% of FMR	Schedule of Exception Rents for Section 8 Housing Choice Voucher Program 142% of FMR
Efficiency	\$506	\$506	\$719
1 Bedroom	\$661	\$661	\$939
2 Bedrooms	\$805	\$805	\$1,143
3 Bedrooms	\$1,036	\$1,036	\$1,471
4 Bedrooms	\$1,103	\$1,103	\$1,566

Source: www.orangeha.com

Key Findings: The payment standard for the Housing Choice Voucher Program is calculated based on 100% of the published FMR (Fair Market Rents). For an efficiency apartment, the minimum rent is \$506, while the rent is \$719 at 142% of FMR.

Low Rent Public Housing Properties

Alexander Homes (Elderly/Disabled Only)
Cove Terrace
Craig Homes
Whispering Oaks (Multi-Family)
James Zay Roberts Plaza (Multi-Family)
Willow Bend Apartment (Multi-Family)
Velma Jeter Manor (Multi-Family)
Park Avenue Manor (Multi-Family)

Source: www.orangeha.com

HIGHLIGHTS AND CONSIDERATIONS – HOUSING:

- ❖ The home ownership rate in the city of Orange was 60.5%, which was lower than the home ownership rate for Orange County (76.1%). The home ownership rate for Orange County was much higher than the state rate (62.7%).
- ❖ The city of Orange (82.9%) had a slightly lower percentage of occupied housing units than Orange County (87.8%). The city of Orange also had 17.1% of housing units that were vacant and 11.8% rental vacancy rate.
- ❖ The percentage of occupied units paying gross rent ranging from \$750 – \$999 was slightly higher in the city of Orange (34.8%) than Orange County (34.5%), which both were higher than the state average of 28.9%. In Orange County, 33.6% of occupied units were paying rent ranging from \$500 - \$749. Median rent for Orange County was \$753.
- ❖ The city of Orange (9.4%) had a slightly higher percentage of households with no vehicle available than Orange County (4.8%). However, the percentage of households with at least one vehicle in the city of Orange was 41.5%. Orange County had more households who had 2 vehicles available at 43.3%.
- ❖ Orange County and the city of Orange had similar percentages as related to homes lacking plumbing, kitchen facility and telephone services. However, there were 58 homes in the city of Orange that lacked plumbing facilities, whereas Orange County had 174 homes that lacked complete plumbing facilities.
- ❖ The 2-bedroom national housing wage was \$19.35 in 2015. An American household must earn at least \$19.35 an hour to afford a modest, two-bedroom apartment without spending more than 30% of income on rent. In Texas, working at minimum wage \$7.25/hr., each week an individual have to work 73 hours to afford a modest 1-bedroom apartment at FMR. In the state of Texas an individual would need to make \$16.62 per hour to rent a 2-bedroom apartment without spending more than 30% of income on rent. In Orange County, working at minimum wage, each week you have to work 65 hours to afford a 1-

bedroom apartment. An Individual would need to make \$14.56 per hour to rent a 2-bedroom apartment without spending more than 30% of income on rent.

- ❖ The percentage of households that paid gross rent that was 35% or more of household income in the city of Orange was 45.1%, as compared to 39.7% in Orange County and 40% in the state.

CHILD CARE

AVAILABLE AND ELIGIBLE BIRTH-TO-FIVE CHILDREN

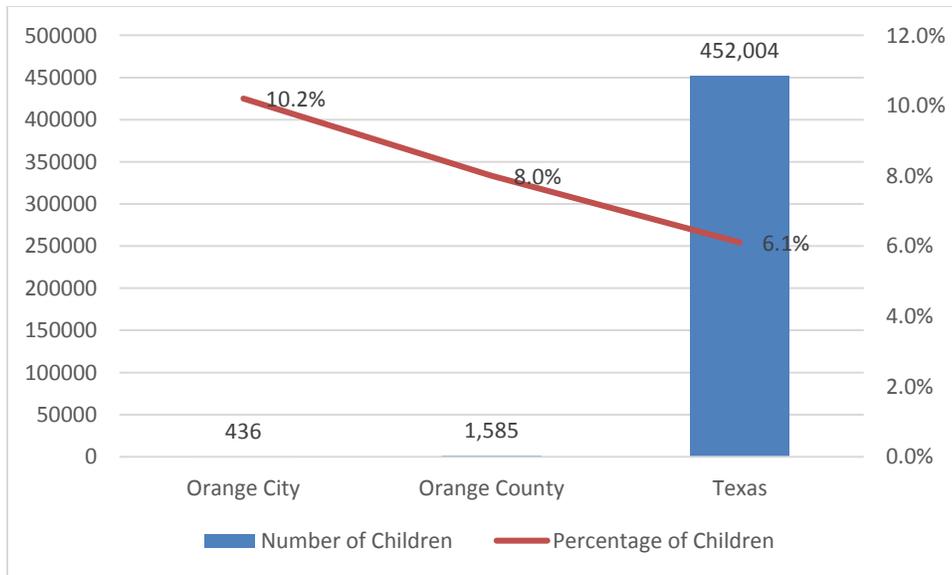
Child Poverty Rate 0 - 5	Location	Total Children ages 0 - 5	Available Children 0 - 3	Eligible Children 0 - 3	Available Children 3 - 5	Eligible Children 3 - 5
37.4%	Orange City	1,353	808	302	545	204
25.7%	Bridge City	536	309	79	227	58
28.1%	Bridge City-Orangefield	1,059	597	168	462	130
14.9%	Pinehurst	1,050	580	86	470	70
21.2%	Pine Forest	48	18	4	30	6
0.0%	Rose City	25	19	0	6	0
35.3%	West Orange	97	73	26	24	8
26.4%	Vidor	945	564	249	381	101
	Total	5,113	2,968	914	2,145	577

Source: American Community Survey, 2010 - 2014

Key Findings: The funded enrollment for North Early Learning Center Head Start was 239 in 2015 – 2016. There were approximately 2,968 eligible 0 - 3 year old children and 577 eligible 3 - 5 year old children in Orange County. There were approximately 302 eligible 0 - 3 year old children and 204 eligible 3 - 5 year old children in the city of Orange. The program currently serves 100% of eligible Head Start children in the city of Orange and 41% in Orange County. The number of unserved children ages 0 - 3 indicates possible expansion opportunities for and Early Head Start services in Orange County. Also, possible Head Start expansion may be considered for Vidor and the Bridge City-Orangefield area.

Many children spend time with a child care provider other than their parents. Two important measures of early childhood child care usage are a historical trend of the primary child care provider used by employed mothers for their young children and overall use of different providers regardless of parents' work status. (www.childstats.gov)

Children Enrolled in Preschool or Nursery School



	Number of Children	Percentage
Orange City	436	10.2%
Orange County	1,585	8.0%
Texas	452,004	6.1%

Source: American Community Survey, 2010 - 2014, National Center for Education Statistics

Key Findings: The number of children in the city of Orange, ages 3 to 5 that were enrolled in nursery school or preschool, was 436 (10.2%). Approximately 8.0% of children, ages 3 to 5, in Orange County were enrolled in nursery school or preschool.

Children Enrolled in Nursery/Preschool (Cities)

	Number of Children	Percentage
Bridge City	133	6.0%
Orangefield	399	9.3%
Pinehurst	302	5.1%
Pine Forest	490	7.9%
Rose City	3	7.3%
West Orange	699	11.4%
Vidor	243	9.8%

Source: American Community Survey, 2010 – 2014

Key Findings: The highest percentages of children enrolled in nursery/preschool were in West Orange (11.4%) and Vidor (9.8%) and Orangefield (9.3%). Pinehurst (5.1%) and Bridge City (6.0%) had the lowest percentages of children enrolled in nursery/preschool.

Pre-kindergarten Enrollment Ages 3 and 4

Location	Data Type	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Orange County	Number	647	682	702	662	670
	Percent	31.1%	31.6%	32.0%	30.3%	31.3%
Texas	Number	214,172	223,799	224,648	227,176	226,213
	Percent	28.0%	28.8%	28.8%	29.3%	29.7%

Source: Kids Count; Texas Education Agency

Key Findings: In Orange County, the number and percent of children ages three and four who were enrolled in public school pre-kindergarten programs was 670 (31.3%).

Pre-kindergarten Enrollment within Age Group

Location	Age group	Data Type	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Orange County	3	Number	131	137	108	115	131
		Percent	12.6%	12.7%	9.8%	10.7%	12.4%
	4	Number	516	545	594	547	539
		Percent	49.5%	50.6%	54.3%	49.5%	49.6%
Texas	3	Number	21,578	23,618	21,505	22,120	22,565
		Percent	5.6%	6.1%	5.5%	5.8%	5.9%
	4	Number	192,594	200,181	203,143	205,056	203,648
		Percent	50.7%	51.7%	51.8%	52.3%	53.4%

Source: Kids Count; Texas Education Agency

Key Findings: In Orange County, there were 131 (12.4%) children age 3 and 539 (49.6%) children age 4 that were enrolled in public school pre-kindergarten programs.

School Districts Pre-K Enrollment

School District	Contact Name	Address	Pre K	Number of Classrooms	# of students in each class	Full/Part Day	Waiting List	Extended Day Services
Bridge City ISD		1031 W Roundbunch Rd Bridge City, TX 77611	Y	*No Response				
Little Cypress-Mauriceville ISD	Julia Dickerson	6586 FM 1130 Orange, TX 77632	Y	4	20	Part/4hrs	N	Y
Orangefield ISD	Janice	9974 FM105 Orange, TX 77630	Y	2	16	Part /4hrs	Y/6 waiting	N
Vidor ISD	David Croak	120 E Bolivar Vidor, TX 77662	Y	*Respectfully Declined				
West Orange-Cove ISD	Beverly Simon	902 W. Park Avenue Orange, TX 77631	Y	16/14 Head Start	15	Full	Y/13 waiting	N

Source: Telephone Survey

Key Findings: Little Cypress-Mauriceville ISD is currently serving 80 children part-day in their Pre-K program. They offer extended day services. They currently do not have a waiting list. Orangefield ISD is serving 16 children part-day and has 6 children on the waiting list. Vidor and Bridge City ISD declined to participate in the survey.

Children (0 - 12 years) receiving Subsidized Child Care

Location	Data Type	2010	2011	2012	2013	2014
Orange County	Number	466	489	382	369	369
	Percent	3.3%	3.4%	2.7%	2.6%	*NA
Texas	Number	220,905	231,097	206,991	195,767	187,435
	Percent	4.4%	4.6%	4.1%	3.8%	*NA

Source: Kids Count, Texas Workforce Commission; * child population data is not yet available to calculate percentages

Key Findings: The number of children, ages 0-12, who received state subsidized child care during 2014 in Orange County was 369, a slight decrease from 2012. In 2013, approximately 2.6% of children in Orange County received subsidized child care.

Child Care Capacity

Orange County/ Year	Child Population age 0 - 13	Licensed Child Care Centers	Total Child Care Centers Capacity	Licensed Child Care Homes	Licensed Child Care Homes Capacity	Listed Family Homes	Registered Child Care Homes
2013	15,782	23	2,583	4	48	11	11
2014	15,837	24	2,531	4	48	16	12

Source: Texas Department of Family and Protective Services, Data Book 2013 and 2014

Key Findings: Licensed child care center capacity for Orange County in 2014 was 2,531. The number of licensed child care centers was 24 in 2014. The total child care center capacity decreased from 2,583 in 2013 to 2,531 in 2014. Licensed child care homes' capacity was 48. There were only 4 licensed child care homes in Orange County, although 16 family child care homes were listed in 2014.

Child Care Arrangements of Children Younger than Age 5

Center-based care (child care center, preschool, Head Start) - 35%
Grandparent - 32%
Other relative (not including fathers) -10%
Family child care homes -8%
Care in the child's home -5%

Source: *Child Care Aware, 2014*

Key Findings: According to a nation-wide study, families' primary choices for child care arrangements are predominately center-based care at 35% and grandparents at 32% (*Child Care Aware*).

HIGHLIGHTS AND CONSIDERATIONS - CHILD CARE:

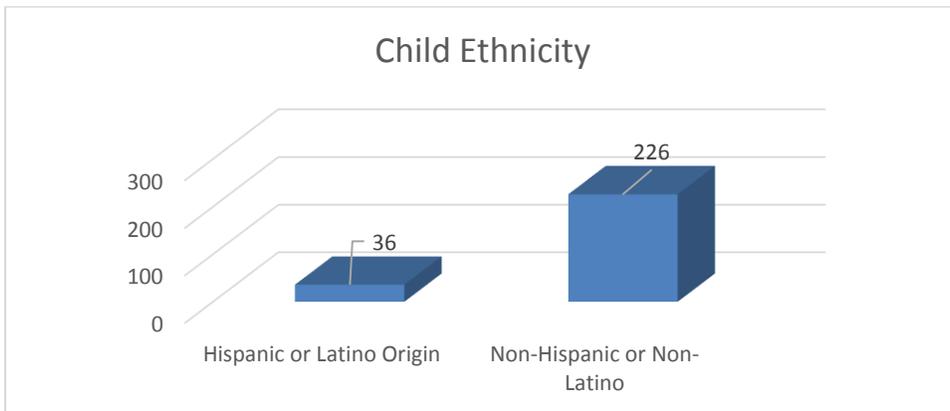
- ❖ The funded enrollment for North Early Learning Center Head Start was 239 in 2015 – 2016. There were approximately 2,968 eligible 0 - 3 year old children and 577 eligible 3 - 5 year old children in Orange County. There were approximately 302 eligible 0 - 3 year old children and 204 eligible 3 - 5 year old children in the city of Orange. The program currently serves 100% of eligible Head Start children in the city of Orange and 41% in Orange County. The number of unserved children ages 0 - 3 indicates possible expansion opportunities for and Early Head Start services in Orange County. Also, possible Head Start expansion may be considered for Vidor and the Bridge City-Orangefield area.
- ❖ The number of children in the city of Orange, ages 3 to 5 that were enrolled in nursery school or preschool, was 436 (10.2%). Approximately 8.0% of children, ages 3 to 5, in Orange County were enrolled in nursery school or preschool.
- ❖ The highest percentages of children enrolled in nursery/preschool were in West Orange (11.4%) and Vidor (9.8%) and Orangefield (9.3%). Pinehurst (5.1%) and Bridge City (6.0%) had the lowest percentages of children enrolled in nursery/preschool.
- ❖ In Orange County, the number and percent of children ages three and four who were enrolled in public school pre-kindergarten programs was 670 (31.3%).
- ❖ In Orange County, there were 131 (12.4%) children age 3 and 539 (49.6%) children age 4 that were enrolled in public school pre-kindergarten programs.
- ❖ The number of children, ages 0 - 12, who received state subsidized child care during 2014 in Orange County was 369, a slight decrease from 2012. In 2013, approximately 2.6% of children in Orange County received subsidized child care.
- ❖ Licensed child care center capacity for Orange County in 2014 was 2,531. The number of licensed child care centers was 24 in 2014. The total child care center capacity decreased from 2,583 in 2013 to 2,531 in 2014. Licensed child care homes' capacity was 48. There were only 4 licensed child care homes in Orange County, although 16 family child care homes were listed in 2014.

- ❖ According to a nation-wide study, families' primary choices for child care arrangements are predominately center-based care at 35% and grandparents at 32% (***Child Care Aware***).
- ❖ The quality of child care impacts children's development and the country's economic development. Longitudinal studies show that children in higher quality programs: 1) Do better in school and are less likely to require special education services, 2) Are more likely to attend college and 3) Are more likely to earn higher wages and are less likely to be involved in the criminal justice system. While quality child care has a positive benefit on all children, the impact is particularly strong for children in low-income families. Economists have estimated the rate of return for high quality early intervention to be in the range of 6-10% per annum for children in disadvantaged families. High quality programs provide more benefit and low-quality programs have a greater negative impact on children (***Child Care Aware, 2014***).

PROFILE OF HEAD START CHILDREN AND FAMILIES



Head Start Eligibility	
Income below 100% Federal Poverty Level	208
Public Assistance/ TANF/SSI	23
Foster Children-# children only	3
Homeless	6
Over Income	8
100% - 130%	14

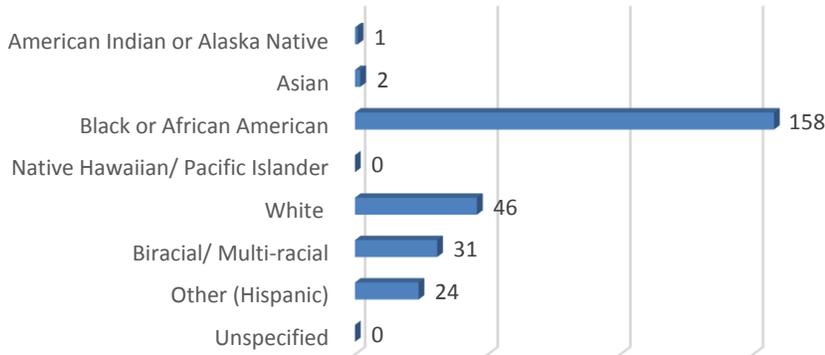


Child Ethnicity	
Hispanic or Latino Origin	36
Non-Hispanic or Non-Latino	226

Source: Program Information Report, 2014 – 2015

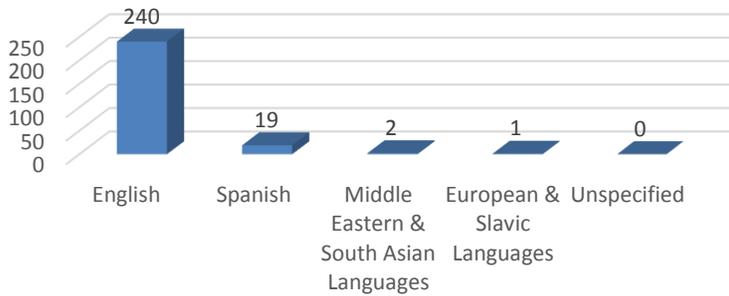
Key findings: The majority (79%) of Head Start families and children being served had income below the Federal Poverty Level, 8.7% were receiving public assistance and 3.4% had foster child or homeless status. Eight (8) children were over income and 14 (5.3%) had income between 100 % - 130% of the Federal Poverty Level. 86% of the Head Start children were identified as Non-Hispanic or Non-Latino ethnicity, and 13.7% of the Head Start children served identified as Hispanic or Latino ethnicity.

Child By Race



Child by Race	
American Indian or Alaska Native	1
Asian	2
Black or African American	158
Native Hawaiian/Pacific Islander	0
White	46
Biracial/Multi-racial	31
Other (Hispanic)	24
Unspecified	0

Language Spoken

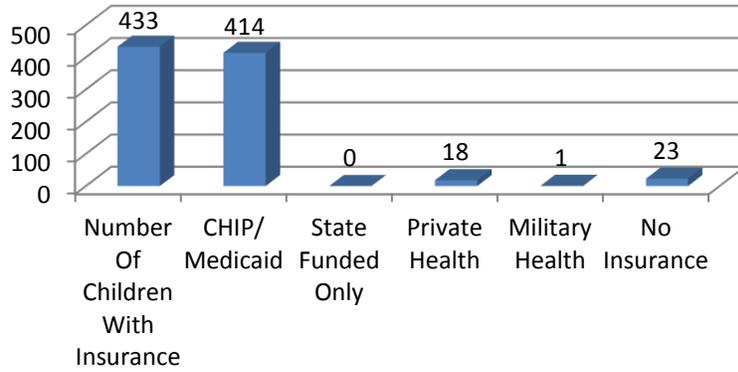


Language Spoken	
English	240
Spanish	19
Middle Eastern & South Asian Languages	2
European & Slavic Languages	1
Unspecified	0

Source: Program Information Report, 2014 – 2015

Key finding: 60% of the cumulative enrollment of Head Start children were identified as Black, 17.5% were identified as White, 11.8% were identified as Biracial and 9.1% were classified as Other. There were two (2) children identified as Asian and one (1) child identified as American or Alaska Native. All children spoke English except 22 of which 7.2% spoke Spanish, 0.7% spoke a Middle Easter/South Asian language and one child spoke a European and Slavic language.

Children's Insurance

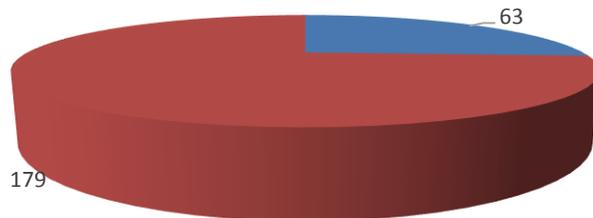


Children's Insurance	
Number of Children with Insurance	261
CHIP/Medicaid	252
State-funded insurance only	0
Private health insurance	9
Other Insurance	0
No Insurance	1

Source: Program Information Report, 2014 - 2015

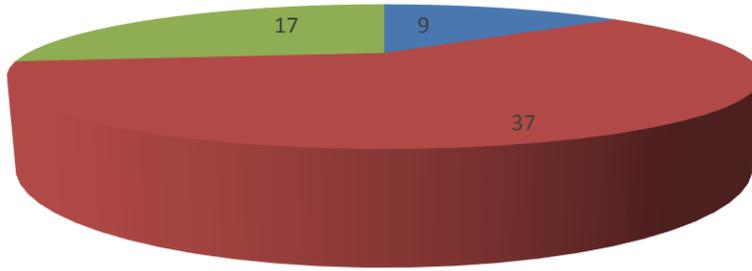
Key Findings: 99.65% of Head Start children had some type of insurance. 98% of the children had CHIP/Medicaid. Nine (9) children had private health insurance and one (1) child did not have any insurance.

Head Start Families



Head Start Families	
Total	242
Two Parent Families	63
Single parent	179

Two Parent Family Employment

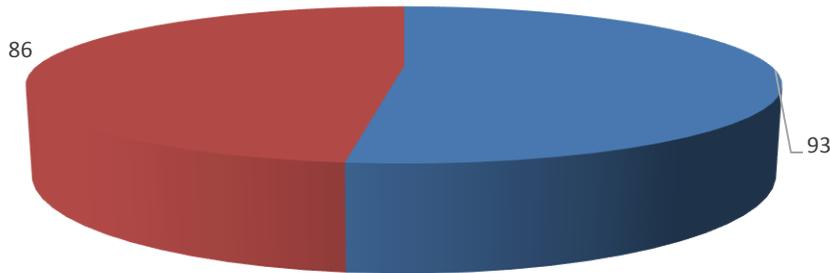


Two Parent Family Employment	
Both Parents Employed	9
One Parent Employed	37
Both Parents not Working	17
Total Two Parent Families	63

Source: Program Information Report, 2014 - 2015

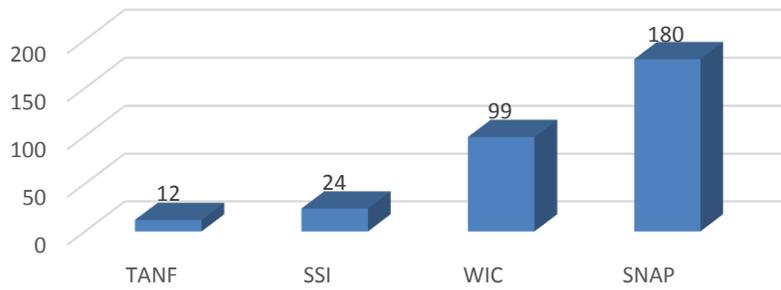
Key Findings: 26% of Head Start families were two parent families and 68% were single parent families. 59% of the two parents families only had one parent employed. In approximately 14.2% of households, both parents were employed. In 27% of households, neither parent was working.

Single Parent Family Employment



Single Parent Family Employment	
Total Single Parents	179
Parent Employed	93
Parent not Employed	86

Federal Assistance

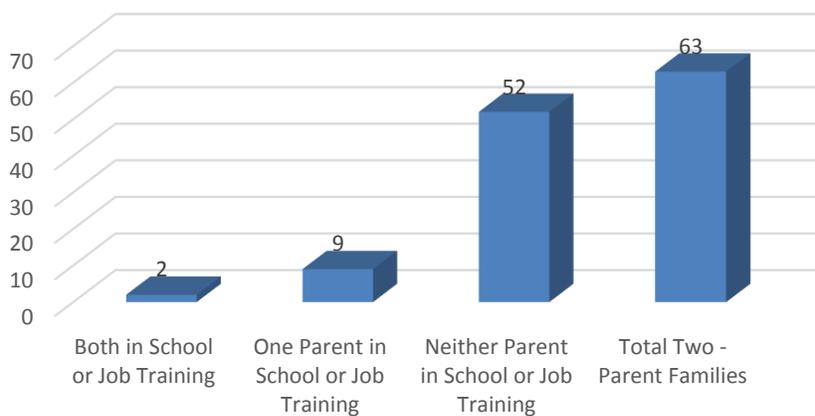


Federal Assistance	
TANF	12
SSI	24
WIC	99
SNAP	180

Source: Program Information Report, 2014 – 2015

Key Findings: 52% of Head Start single families were employed. 48% were not employed. Two families enrolled were military families. The majority (74%) of families are utilizing SNAP (food stamps) services. 41% of families are utilizing WIC services.

Two Parent Family In School/ Job Training

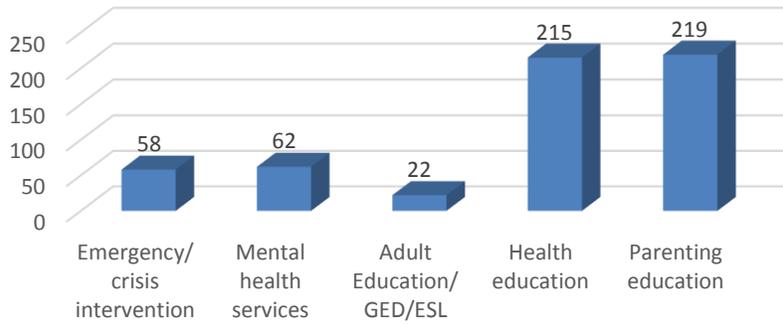


Two - Parent Family School/Job Training	
Both in School or Job Training	2
One Parent in School or Job Training	9
Neither Parent in School or Job Training	52
Total Two - Parent Families	63

Source: Program Information Report, 2014 – 2015

Key Findings: 83% of two-parent Head Start families are neither in school or job training, and 14.2% had one parent in school or job training.

Top 5 Family Services

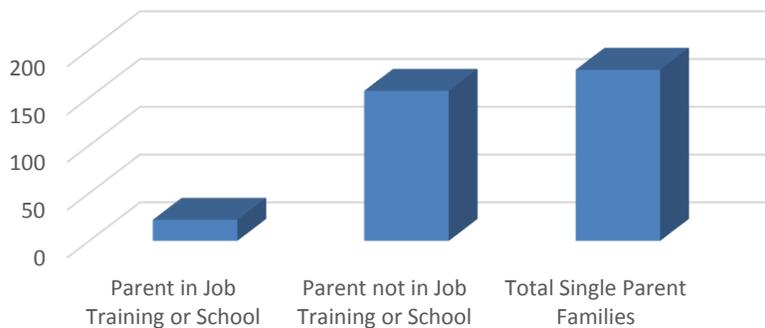


Top 5 Family Services Provided	
Emergency/crisis intervention	58
Mental health services	62
Adult Education/GED/ESL	22
Health education	215
Parenting education	219

Source: Program Information Report, 2014 – 2015

Key Findings: According to PIR data, the top two services requested and received by families were health and parenting education.

Single Parent Families In Job Training / School

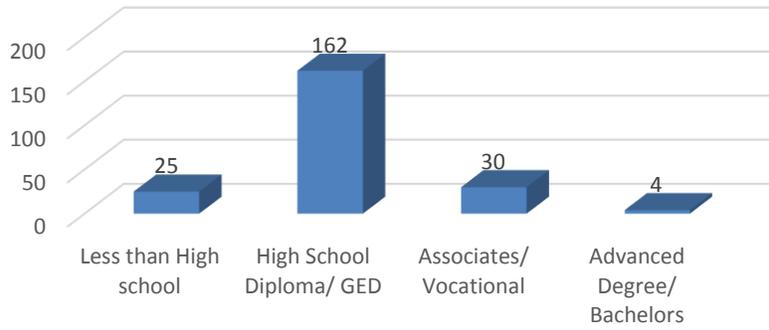


Single Parent Families Job Training/School	
Parent in Job Training or School	22
Parent not in Job Training or School	157
Total Single Parent Families	179

Source: Program Information Report, 2014 – 2015

Key Findings: 88% of Head Start single families were not in job training or school. 12.2% of Head Start single parent families were in job training or school.

Parent Highest Level Of Education

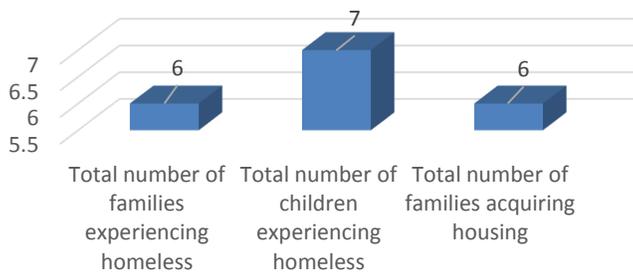


Parent Highest Level of Education	Count
Less than High school	25
High School Diploma/GED	162
Associates/Vocational	30
Advanced Degree/Bachelors	4

Source: Program Information Report, 2014 - 2015

Key Findings: 10.3% of Head Start families had less than a high school diploma, while 26.7% had a High School Diploma or GED. 12.3% had an Associate or Vocational training, while 1.6% of parents had an advanced degree or Bachelors degree.

Total Homeless

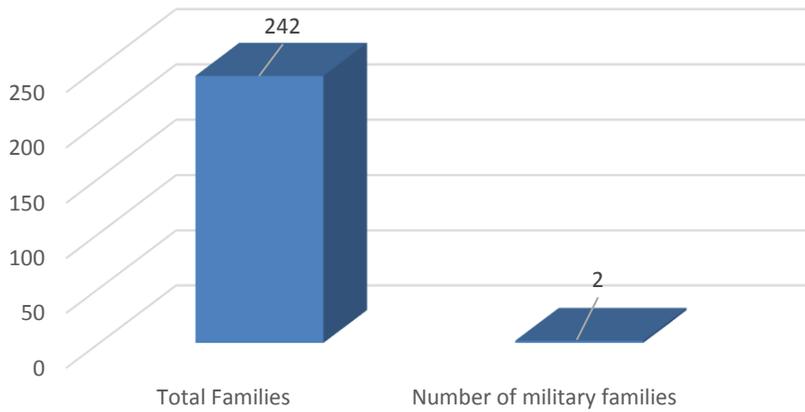


Total Homeless	Count
Total number of families experiencing homelessness	6
Total number of children experiencing homelessness	7
Total number of families acquiring housing	6

Source: Program Information Report, 2014 - 2015

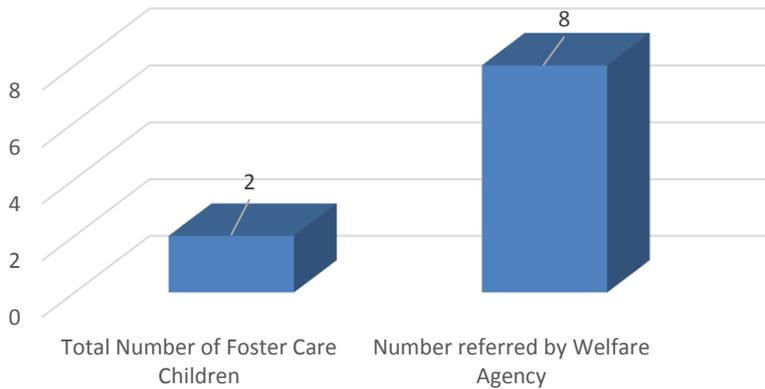
Key Findings: The Head Start program served six (6) homeless families and seven (7) homeless children. Six (6) families acquired housing in the 2014 - 2015 program year.

Families With At Least One Parent In US Military or Active Duty



Families with at least one parent in United States military or active duty	
Total Families	242
Number of military families	2
Percentage of families enrolled	0.8%

Foster Care



Foster Care	
Total Number of Foster Care Children	2
Number referred by Welfare Agency	8

Source: Program Information Report, 2014 - 2015

Key Findings: Head Start served two (2) children who were in foster care. Eight (8) children were referred by a Welfare Agency.

HIGHLIGHTS AND CONSIDERATIONS – PIR PROFILE OF CHILDREN AND FAMILIES SERVED BY HEAD START

- ❖ The majority (79%) of Head Start families and children being served had income below the Federal Poverty Level, 8.7% were receiving public assistance and 3.4% had foster child or homeless status. Eight (8) children were over income and 14 (5.3%) had income between 100 % - 130% of the Federal Poverty Level. 86% of the Head Start children were identified as Non-Hispanic or Non-Latino ethnicity, and 13.7% of the Head Start children served identified as Hispanic or Latino ethnicity.
- ❖ 60% of the cumulative enrollment of Head Start children were identified as Black, 17.5% were identified as White, 11.8% were identified as Biracial and 9.1% were classified as Other. There were two (2) children identified as Asian and one (1) child identified as American or Alaska Native. All children spoke English except 22 of which 7.2% spoke Spanish, 0.7% spoke a Middle Eastern/South Asian language and one child spoke a European and Slavic language.
- ❖ 99.65% of Head Start children had some type of insurance. 98% of the children had CHIP/Medicaid. Nine (9) children had private health insurance and one (1) child did not have any insurance.
- ❖ 26% of Head Start families were two parent families and 68% were single parent families. 59% of the two parents families only had one parent employed. In approximately 14.2% of households, both parents were employed. In 27% of households, neither parent was working.
- ❖ 52% of Head Start single families were employed. 48% were not employed. Two families enrolled were military families. The majority (74%) of families are utilizing SNAP (food stamps) services. 41% of families are utilizing WIC services.
- ❖ 83% of two-parent Head Start families are neither in school or job training, and 14.2% had one parent in school or job training.
- ❖ According to PIR data, the top two services requested and received by families were health and parenting education.
- ❖ 88% of Head Start single families were not in job training or school. 12.2% of Head Start single parent families were in job training or school.
- ❖ 10.3% of Head Start families had less than a high school diploma, while 26.7% had a High School Diploma or GED. 12.3% had an Associate or Vocational training, while 1.6% of parents had an advanced degree or Bachelors degree.
- ❖ The Head Start program served six (6) homeless families and seven (7) homeless children. Six (6) families acquired housing in the 2014 - 2015 program year.
- ❖ Head Start served two (2) children who were in foster care. Eight (8) children were referred by a Welfare Agency.

DEMOGRAPHICS OF FAMILIES AND POLICY COUNCIL MEMBERS (42 RESPONSES)

Age

- Approximately 33% of respondents were between the ages of 22 - 27
- Approximately 26% of respondents were between the ages of 28 - 33
- 12% of respondents were between the ages of 43 - 39
- .02% of respondents were between the ages of 46- 51

Primary Language Spoken in Home

- 83% of respondents spoke English
- 16.6% of respondents spoke Spanish

Housing

- Approximately 57% of families rent apartment/housing
- Approximately 21% of families own their home
- 24% of families live with other people

Education

- 50.0% of respondents were High School graduates
- 16.6% of respondents had some college
- 4.7% of respondents had an Associate Degree or higher
- 4.7% of respondents had Vocational school
- .02% of respondents had some High School

Employment

- 57% of respondents were employed full-time
- 11% of respondents were unemployed
- 28.5% of respondents were employed part time

Use of Child Care

- 64% of families would use relatives for child care
- 14% of families would use a babysitter
- .02% of families would use Pre-K or Child Care Center
- 19% of families would use older siblings for child care
- .0% of families would use Family Child Care

HEALTH, EDUCATION AND SOCIAL SERVICE NEEDS OF FAMILIES

Employment/ Job Availability	Rent and utility assistance	Emergency crisis intervention food, clothes and shelter	Substance abuse treatment/prevention	English as second language
Relationship/ Marriage Education	Nutrition-related services/obesity, high blood pressure, diabetes	Child Abuse/ Neglect	Getting services or resources in community	Help for my child with a disability
Job Training	Health-related services	Housing Assistance	Transportation	Help with Budgeting
Health Care/ Education	Help managing my child behavior	Mental Health services	Parenting Education/Skills	Counseling
Assistance to families of incarcerated individuals	Child Support	Domestic Violence	GED/College Selection	Housing assistance such as subsidies, repairs, etc.

Source: Parent and Policy Council Survey; Program Information Report 2014 – 2015

Key Finding: The top (5) five needs identified were employment, emergency rent and utility assistance, locating services or resources in the community, counseling and additional education. *Mental Health services and assistance to families with incarcerated family members were identified on the Head Start Program Information Report.

Top five (5) issues or community concerns identified by parents were:

1. Cost of living too high
2. Lack of jobs
3. Affordable housing
4. Child Safety
5. Lack of affordable health care

Availability and accessibility of community resources and services

Top five (5) barriers that prevent families from getting needed services

1. Not aware of existing services within the community
2. Waiting list too long
3. Service provider doesn't speak my language
4. Services are too far away from home
5. Child care not available and agency rules and eligibility excludes people

HIGHLIGHTS AND CONSIDERATIONS – PARENT AND POLICY COUNCIL SURVEY AND SOCIAL SERVICES NEEDS OF FAMILIES

- ❖ Child care continues to be a major issue for low-income families. Approximately 64% of families use relatives for child care, and 19% of families use older siblings for child care.
- ❖ Top needs were employment, emergency rent and utility assistance, locating services or resources in the community, counseling and additional education
- ❖ Transportation continues to be an issue for many families.
- ❖ Families continue to face challenges with locating affordable housing and employment.
- ❖ Parents identified the top two barriers to utilizing community resources were “not aware of existing services and the “waiting lists are too long”. Ensure that parents are aware of all existing resources, rules and eligibility criteria, hours of operation, etc. Transportation is difficult to find in order to get to resource agencies. Expand partnership opportunities to new and non-traditional partners. Serve on other community organization’s advisory boards and committees to promote coordination and continuity of services.

Staff Survey (21 Responses)

From your observations in the last year, have you seen an "Increase", "Decrease" or "No change" in each of the items below:	Increase	Decrease	No change
Number of low-income families contacting your agency	19.05%	0.0%	33.33%
Number of families over your income guidelines	14.29%	4.76%	23.81%
Need for licensed childcare or early childhood education providers	19.05%	9.52%	19.05%
Job availability in local community	9.52%	28.57%	19.05%
Number of families with an incarcerated parent or an incarcerated adult	40.0%	5.0%	20.0%
Number of teen parents	20.0%	5.0%	20.0%
Number of grandparents as the primary caregiver	47.62%	4.76%	14.29%
Number of children with autism or other severe disabilities	33.33%	0.0%	23.81%
Number of children with health issues	23.81%	4.76%	19.05%
Number of children with nutrition issues	14.29%	4.76%	33.33%
Number of children with mental health issues	33.33%	0.0%	9.52%
Number of families with social service needs	42.86%	0.0%	9.52%
Number of homeless individuals/families in the local community	14.29%	4.76%	19.05%
Number of non-English speaking individuals and families	57.14%	4.76%	4.76%
Number of diverse ethnic groups in local community	35.0%	5.0%	20.0%
Available and accessible modes of transportation	9.52%	0.0%	33.33%

Key Findings: Staff survey identified observing increases in the top 6 issues listed below:

- Number of non-English speaking individuals and families
- Number of grandparents as the primary caregiver
- Number of diverse ethnic groups in local community
- Number of families with social service needs
- Number of families with an incarcerated parent or an incarcerated adult

- Number of children with mental health issues; Number of children with autism or other severe disabilities

What are the biggest challenges in working with and serving Head Start families?

- ❖ Getting more parents involved in all aspects of their children's lives and program activities
- ❖ Communication
- ❖ Lack of families taking advantage of the many opportunities that are offered
- ❖ Striving to meet all of the needs of children and families
- ❖ Parents not willing to deal with their child's behavior
- ❖ Getting parents to understand the importance of consistency and routine

What other programs or services could we offer to better serve the children and families?

- ❖ Out of district transportation
- ❖ GED classes for teen parents to finish school
- ❖ Programs for children with behavior issues
- ❖ Before/after school care
- ❖ Early Head Start
- ❖ Family library reading/interaction

Other ideas that will assist us in making programming decisions to even better serve the Head Start children and families in our community.

- ❖ Better communication between staff and families
- ❖ Provide clothing for kids; May initiate clothing bank/store managed by parents
- ❖ Emphasize appropriate social skills for children
- ❖ Making the class size smaller
- ❖ More FDW workers to assist families
- ❖ More hands on technology in the classrooms

Board Survey (6 Responses)

From your observations in the last year, have you seen an "Increase", "Decrease" or "No change" in each of the items below:

	Increase	Decrease	No change
Number of low-income families contacting your agency	66.67%	0.0%	0.0%
Number of families over your income guidelines	0.0%	33.33%	16.67%
Need for licensed childcare or early childhood education providers	50.0%	16.67%	16.67%
Job availability in local community	0.0%	66.67%	33.33%
Number of families with an incarcerated parent or an incarcerated adult	66.67%	0.0%	16.67%
Number of teen parents	33.33%	0.0%	16.67%
Number of grandparents as the primary caregiver	66.67%	0.0%	16.67%
Number of children with autism or other severe disabilities	66.67%	0.0%	33.33%
Number of children with health issues	50.0%	0.0%	0.0%
Number of children with nutrition issues	66.67%	0.0%	0.0%
Number of children with mental health issues	50.0%	0.0%	0.0%
Number of families with social service needs	66.67%	0.0%	0.0%
Number of homeless individuals/families in the local community	50.0	0.0%	0.0%
Number of non-English speaking individuals and families	50.0%	0.0%	33.33%
Number of diverse ethnic groups in local community	66.67%	0.0%	0.0%
Available and accessible modes of transportation	33.33%	50.0%	16.67%

Key Findings: Board of Directors' survey identified observing increases in the top seven (7) issues listed below:

- Number of children with autism or other severe disabilities
- Number of low-income families contacting your agency

- Number of grandparents as the primary caregiver
- Number of families with an incarcerated parent or an incarcerated adult
- Number of families with social service needs
- Number of children with nutrition issues
- Number of diverse ethnic groups in local community

What do you believe are the major issues and challenges facing your local community?

- Poverty, lack of resources to educate parents and grandparents, after school enrichment for students
- Employment availability
- Young and uneducated parents with multiple children in the household
- Crime, drugs and parent participation in the school

Other ideas that will assist us in making programming decisions to even better serve the Head Start children and families in our community.

- ❖ Race relations
- ❖ More parenting program requirements for the parents
- ❖ Facebook page on an interactive website

Community Partner Survey (15 Responses)

From your observations in the last year, have you seen an "Increase", "Decrease" or "No change" in each of the items below:

	Increase	Decrease	No change
Number of low-income families contacting your agency	60.00%	6.67%	20.00%
Number of families over your income guidelines	13.33%	20.00%	40.00%
Need for licensed childcare or early childhood education providers	46.67%	0.0%	13.33%
Job availability in local community	13.3%	60.0%	6.67%
Number of families with an incarcerated parent or an incarcerated adult	33.3%	6.67% 1	20.0%
Number of teen parents	60.0%	0.0%	13.3%
Number of grandparents as the primary caregiver	73.3%	0.0%	13.3%
Number of children with autism or other severe disabilities	26.67%	0.0%	26.67%
Number of children with health issues	40.0%	6.67%	13.3%
Number of children with nutrition issues	53.33%	0.0%	0.0%
Number of children with mental health issues	50.0%	0.0%	14.29%
Number of families with social service needs	73.33%	0.0%	6.67%
Number of homeless individuals/families in the local community	60.0%	6.67%	6.67%
Number of non-English speaking individuals and families	46.67%	13.3%	20.0%
Number of diverse ethnic groups in local community	53.33%	13.3%	20.0%

Available and accessible modes of transportation	20.0%	33.3%	40.0%
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Key Findings: Community Partner survey identified observing increases in the issues listed below:

- Number of grandparents as the primary caregiver
- Number of homeless individuals/families in the local community
- Number of families with social service needs
- Number of teen parents
- Number of low-income families contacting your agency

What do you believe are the major issues and challenges facing your local community?

- Quality affordable child care
- Transportation/Public transportation
- Spanish speaking professionals
- Lack of services and funding
- Adequate housing
- Lack of jobs
- Young parents
- Poverty (low economic community)
- Mental health assistance
- Health/Nutrition
- Food insecurity
- Lack of employment opportunities
- Education and shelter
- School drop-out; no GED lab available
- Not enough short term training opportunities

What are the biggest challenges in working with and serving the clients that your agency serves?

- Waiting list is a year
- Outreach
- Lack of staff to do the job

- Transportation
- Cultural
- Clients understanding agency's rules and guidelines
- Education – making clients aware of available resources
- Keeping clients engaged
- Making sure that children/families that need services actually receive them
- Families having living wages
- Not being able to help clients with bill payments and utilities

Other ideas that will assist us in making programming decisions to even better serve the Head Start children and families in our community.

- ❖ Expansion of services of EHS/HS
- ❖ Increase public awareness of options and programs available to families
- ❖ Find ways to make this program less of a financial burden on families
- ❖ One-on-one consistent follow-up with families after enrolling into services

Community Resources

Name of Service Provider	Description of Services	Contact information
Texas Workforce	Employment assistance/training	(409) 882 -0302
Greater Orange Area Literacy Service	GED preparation, beginning reading and math	(409) 886 – 4311
Experience Corps – Southeast Texas	Employment assistance/training	(409) 899 - 8444
Programs for Human Services	Utilities and rent assistance	(409) 886 – 0125
Salvation Army	Assistance with food, clothing, meds, shelter	(409) 883 - 4532
Orange Christian Services	Clothing, household items, food	(409) 886 – 0938
Friends Helping Friends	Clothing, household items	(409) 882 - 9717
East Texas Legal Services	Legal assistance	(409) 835 – 4971
Spindle Top MHMR	For children Birth – 3 yrs. with developmental delays	(409) 735 – 3576 (409) 784 - 5400
Partners (P.A.T.H.)	Partnerships for assisting Texans with handicaps	(409) 883 – 2366 (800) 866 - 4726
One Church One Child of Southwest Texas, Inc.	Foster care adoption	(409) 832 – 4838 (800) 832 - 5619
Salvation Army	Child car seats	(409) 883 – 4532
Texas Dept. of Public Safety	Child car seats	(409) 924 – 5400
Goodwill Industries	Child car seats	(409) 863 - 8613
Safety Technician and Inspection Station Location	Child car seat inspections	(866) SEAT – CHECK
Texas Department of Health and Human Services	TANF, Food Stamps, Medicaid Eligibility	(409) 886-4475
Program for Human Services	Assistance with utilities and rent	(409) 886-0125

The agency’s comprehensive Community Resource Directory has been prepared and made available to Head Start families to assist them in identifying available resources. West Orange -Cove Consolidated ISD has a commitment to help provide services for families or to refer those families to the appropriate agency for needed services.

Child Care Facilities

Type	Operation/Caregiver Name	Location	County	Phone Number
Licensed Center	Apple Tree Child Enrichment Center	9983 FM 105 ORANGE, TX 77630	ORANGE	409-735-6226
Registered Child-Care Home	Aprils Big Top	1230 INA LN BRIDGE CITY, TX 77611	ORANGE	409-735-8528
Registered Child-Care Home	Artimese Lindsey	1810 BURTON AVE ORANGE, TX 77630	ORANGE	409-670-1009
Registered Child-Care Home	Bonnie Soileau	215 SHADOWDALE ST BRIDGE CITY, TX 77611	ORANGE	409-201-4251
Licensed Center	Bright Horizons Learning Center	5830 N MAIN ST VIDOR, TX 77662	ORANGE	409-786-1713
Licensed Center	Brighter Beginnings Child Care & Learning Center, Inc.	20144 FM 1130 ORANGE, TX 77632	ORANGE	409-745-9505
Licensed Center	Building Blocks Academy	467 MOORE DR VIDOR, TX 77662	ORANGE	409-769-1622
Licensed Center	Circle K Kiddie Ranch Incorporated	16944 HIGHWAY 62 S ORANGE, TX 77630	ORANGE	409-745-5555
Registered Child-Care Home	Colleen Fowler	212 RIDGEWOOD ST BRIDGE CITY, TX 77611	ORANGE	409-735-3432
Licensed Center	Community Church Day Care	3400 MARTIN LUTHER KING JR DR ORANGE, TX 77632	ORANGE	409-883-4531
Licensed Center	Donnas New Begininz Academy	3807 MEEKS DR ORANGE, TX 77632	ORANGE	409-883-0667
Licensed Center	Early Learning Child Care Center	2395 HIGHWAY 12 VIDOR, TX 77662	ORANGE	409-769-2395
Registered Child-Care Home	Ellen Fleming	2921 DOGWOOD ST ORANGE, TX 77632	ORANGE	409-882-9519
Registered Child-Care Home	Fredonna Seigris	185 COLBURN ST VIDOR, TX 77662	ORANGE	409-769-9656
Licensed Center	James Hope Academic Center & Preschool	708 W PARK AVE ORANGE, TX 77630	ORANGE	409-670-9910
Licensed Center	Just For Kids	480 E ROUND BUNCH RD BRIDGE CITY, TX 77611	ORANGE	409-735-8301
Licensed Center	Kids Castle Learning	100 PARKSIDE DR BRIDGE	ORANGE	409-735-3700

	Center	CITY, TX 77611		
Licensed Center	Kidz World Learning Center	1875 MILLER DR BRIDGE CITY, TX 77611	ORANGE	409-697-1700
Registered Child-Care Home	Lisa Warren	195 E DARBY ST BRIDGE CITY, TX 77611	ORANGE	409-313-6646
Licensed Center	Little Cypress Baptist Learning Center	3274 LITTLE CYPRESS DR ORANGE, TX 77632	ORANGE	409-883-8905
Licensed Center	Little Cypress Elementary YMCA	5723 MEEKS DR ORANGE, TX 77632	ORANGE	409-962-6644
Licensed Center	Little Flock Christian Daycare	8257 HIGHWAY 87 N ORANGE, TX 77632	ORANGE	409-883-2484
Licensed Child-Care Home	Little Rascals	325 GOSS RD ORANGE, TX 77632	ORANGE	409-988-8674
Licensed Child-Care Home	Little Tykes	3355 EVANGELINE DR VIDOR, TX 77662	ORANGE	409-783-2185
Licensed Center	Lollipop Stop Children Center	920 CALVARY ST VIDOR, TX 77662	ORANGE	409-769-3080
Licensed Center	Loving Start, LLC	2335 HIGHWAY 12 VIDOR, TX 77662	ORANGE	409-769-6070
Licensed Child-Care Home	Mrs. Gs Smart Start Learning Center	5640 JEFFERSON ST VIDOR, TX 77662	ORANGE	409-658-6978
Licensed Center	Once Upon A Time	2825 TEXAS AVE BRIDGE CITY, TX 77611	ORANGE	409-738-3696
Licensed Center	Panthers Den	5970 WHITE OAK RD ORANGE, TX 77632	ORANGE	409-745-5998
Registered Child-Care Home	Patrina Rich	615 ELGIE ST VIDOR, TX 77662	ORANGE	409-783-9411
Licensed Center	Presbyterian Day School	412 9TH ST ORANGE, TX 77630	ORANGE	409-883-4116
Registered Child-Care Home	Sharon Coleman	411 NANCY DR BRIDGE CITY, TX 77611	ORANGE	409-779-9763
Licensed Child-Care Home	Small World Child Care	183 DECKER RD VIDOR, TX 77662	ORANGE	409-673-4285
Licensed Center	St. Paul Preschool Program	1155 W ROUND BUNCH RD BRIDGE CITY, TX 77611	ORANGE	409-735-5546
Registered Child-Care Home	Susan Klein	172 RIDGEWOOD ST BRIDGE CITY, TX 77611	ORANGE	409-735-5815
Registered Child-Care Home	Tina St John	6425 SAGEBRUSH RD ORANGE, TX 77632	ORANGE	409-886-1024
Licensed Center	Traditions Child	19400 HIGHWAY 62 S	ORANGE	409-735-6868

	Enrichment Center Inc.	ORANGE, TX 77630		
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Source: Texas Department Protective and Regulatory Services, Child Care Licensing



SHERRY HARDIN
Principal
Head Start Director

WEST ORANGE – COVE CISD

North Early Learning Center
Head Start - Pre-Kindergarten - PPCD

801 Cordrey – Orange, TX
Phone: 409-882-5434 Fax: 409-882-5449

April 5, 2016

Attached is the GABI – Audit Report showing the sum of Personnel and Fringe Benefits at 88.61% which is above the recommended 80 percent. West Orange-Cove CISD pays 33% of thirteen teachers' salaries and 50% of seven bus aides' salaries. This amount is then calculated into our In-Kind contributions.

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Sincerely,

Sherry Hardin
Head Start Director



Office of Head Start

06CH010172 - West Orange-Cove Consolidated I.S.D.
FY2016 - 08/01/2016-07/31/2017 - Non-Competing Continuation

Warnings / Errors

000 - Head Start - West Orange-Cove Consolidated I.S.D.

<i>Severity</i>	<i>Section</i>	<i>Item</i>	<i>Validation</i>
Warning	Budget	Personnel and Fringe Benefits	The sum of Personnel and Fringe Benefits normally is between 60% and 80% of the total federal budget.



WEST ORANGE – COVE CISD

North Early Learning Center
Head Start - Pre-Kindergarten - PPCD

801 Cordrey – Orange, TX
Phone: 409-882-5434 Fax: 409-882-5449

SHERRY HARDIN
Principal
Head Start Director

April 25, 2016

Ray Bishop, ACF Regional Grants Officer
HHS / Administration for Children and Families
1301 Young Street, Room 937
Dallas, TX 75202 – 5433

Dear Mr. Bishop:

The West Orange-Cove CISD Board of Trustees met on Monday, April 25, 2016 for the final approval of the application for the Head Start funding in the amount of \$1,525,567; including Training and Technical Assistant funding in the amount of \$24,542.

PA 4122 funds \$ 1,501,025
PA 4120 funds \$ 24,542

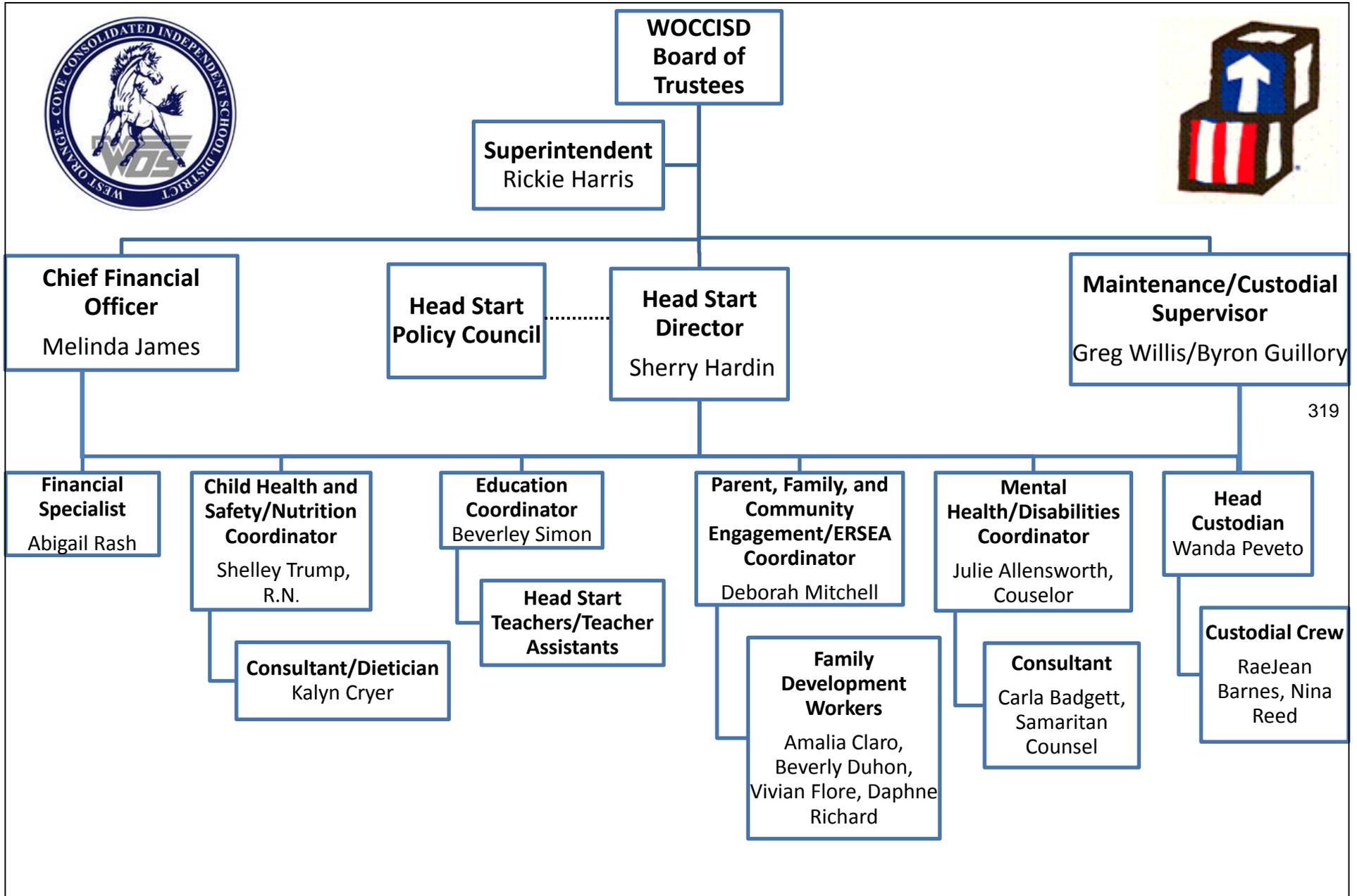
Local Match \$ 381,392

We are in agreement with this application and approved the submission of the 2016 – 2017 Head Start Grant.

Sincerely,

Ruth Hancock
President, Board of Trustees

/ar



NEW HIRE CHECK LIST



Name: _____ Date: _____

NEW HIRE DOCUMENTS:

APPLICATION: _____

RESUME: _____

RECOMMENDATION FORM: _____

REFERENCE CHECKS:

1. _____

2. _____

PA: _____

SERVICE RECORDS: _____

TRANSCRIPTS: _____

CERTIFICATE: _____

LICENSE: _____

CRIMINAL HISTORY FORMS:

AGENCY COPY: _____

DISTRICT COPY: _____

Headstart Employees/Drivers Only:

PHYSICAL/TB TEST: _____

Bus Drivers/Aides Only:

DPS SCREENING: _____

PHYSICAL/TB TEST: _____

CDL HOLDER'S REPORT: _____

Human Resource Use Only:

HQ: _____ Clearing House: _____

North Early Learning Center - Professional Development Plan 2015-2016

Date	Focus	Audience	Presenter(s)
8/4/2015 to 8/5/2015	CILT Retreat	CILT Team	WOS Leadership Team
8/6/2015	CIP Round Table	CILT Team and WOS Leadership Team	Campus CILT Members
8/10/15 and 8/11/15	New Teacher Social	CILT Team and New Teachers	CILT Team
8/10/15 and 8/11/15	DIAL IV Assessment Training	Instructional Assistants	Julie Allensworth, Mental Health/Disabilities Manager
8/10/15 and 8/11/15	Compliance Videos - Edivate	Instructional Assistants	Sherry Hardin, Head Start Director/Principal
8/11/2015	New Teacher Orientation	New Teachers	Sherry Hardin / Beverley Simon
8/12/2015	Head Start Overview	North Staff	Beverley Simon, Dean of Instruction/Education Manager
8/12/2015	CPR Training & Refreshers	North Staff	Shelley Trump, R.N./Head Start Health & Safety Manager
8/12/2015	Systems Presentation Review	CILT	Sherry Hardin / Beverley Simon
8/14/2015	District Convocation	North Staff	Rickie Harris, Superintendent
8/17/2015	Teaching Strategies Gold	North Staff	Maria Flores
8/18/2015	Mental Health / Disabilities Procedures	North Staff	Julie Allensworth, Mental Health/Disabilities Manager
8/18/2015	Nutrition/Safety Procedures	North Staff	Shelley Trump, R.N.
8/18/2015	Family Services Procedures	North Staff	Deborah Mitchell, Parent and Community Engagement Coordinator
8/18/2015	Attendance Procedures	North Staff	Rosalia Davidson, Attendance Clerk
8/18/2015	HR Requirements	North Staff	Abigail Rash, Financial Manager
8/18/2015	New Head Start Framework	North Staff	Beverley Simon, Dean of Instruction/Education Manager
8/18/2015	Student Support and Special Ed Compliance	North Staff	Dr. Nina LeBlanc
8/18/2015	OWL Components--Using concept and amazing words effectively	North Staff	Nancy Dallas, Bridget Linscomb, Katie Knobloch, CILT/Head Start Teachers
8/18/2015	Technology and Zoophonics	North Staff	Ola Conner, Head Start Teacher
8/18/2015	PDAS & Paraprofessional Overview	North Teachers	Sherry Hardin, Head Start Director/Principal
8/18/2015	Campus Handbook, Behavior Management Plan, and Policy Notifications	North Teachers	Sherry Hardin, Head Start Director/Principal
8/18/2015	Edivate, Instructional Expectations, and Emergency Operations	North Staff	Beverley Simon, Dean of Instruction/Education Manager
8/18/2015	CLASS Overview & Expectations	North Staff	Ola Conner & Bridget Linscomb, CILT/Head Start Teachers
8/19/2015	Data, CIP and Campus Roundtable	North Staff	CILT Team
8/19/2015	Systems	North Staff	CILT
8/19/2015	Vision Statement Creation	North Staff	Sherry Hardin / Beverley Simon
8/19/2015	Professional Development Plan	North Staff	Sherry Hardin, Head Start Director/Principal

North Early Learning Center - Professional Development Plan 2015-2016

8/20/2015	Best Practices for Classroom Management and Organization	North Staff	CILT Team
8/21/2015	Broadcast Callouts	Beverley Simon	Lorraine Shannon
8/26/2015	LPAC Training	Beverley Simon, Pam Edwards	Region V
8/26/2015	TSGold Skill Planning Document	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
8/31/2015	Texas Behavior Support Initiative	Julie Allensworth, Leighia Barron, Ola Conner, Sherry Hardin and Beverley Simon	Region 4 Online (TBSI)
9/1/2015	New Teacher Mentoring - Head Start Overview and Lesson Planning	New Teachers / Mentors	Sherry Hardin / Beverley Simon
9/2/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/4/2015	Differentiated Instruction	Amanda Richard, Lindsey Tipton	Edivate
9/8/2015	Early Childhood Outcomes	Julie Allensworth, Leighia Barron	Region V
9/9/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/9/2015	Edivate Boot Camp Unpack	Beverley Simon	Matt Foulger/Edivate
9/10/2015 and 9/11/2015	CIRCLE Training	New Teachers	Region V
9/11/2015	New Teacher PDAS Training	Chelsea Cheek, Janae Hendreson, Yulonda Lazenby, Anita Lewis, Amanda Richard	Online 322
9/15/2015	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
9/16/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/16/2015	Bus Evacuation Drills and Field Trip Expectations	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/18/2015	Safety Review Updates	Head Start Managers	Sherry Hardin, Head Start Director/Principal
9/22/2015	ARD Procedures	Sherry Hardin, Beverley Simon	Dr. Nina LeBlanc
9/23/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/23/2015	Foster Grandparent Training and Health/Safety Issues	North Instructional Staff	Ann Gary and Shelley Trump, R.N./Head Start Health & Safety Manager
9/24/2015	PEIMS Data Standards	North Teachers	Region V
9/24/2015	Webmaster Training	Beverly Duhon, Beverley Simon	Lorraine Shannon
9/30/2015	PLC - Collaborative Planning & Journaling	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/27/2015	DIAL Data Analysis / Case Management	North Teachers	Management Team
9/30/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
9/30/2015	Edivate Conference Call/Training	Beverley Simon	Matt Foulger/Edivate

North Early Learning Center - Professional Development Plan 2015-2016

10/1-2/2015, 11/12-13/2015 and 01/12-13/2015	Curriculum Leadership Academy	Beverley Simon	Region V/ASCD
10/5/2015	CLASS Reliability Recertification	Ola Conner, Sherry Hardin, Beverley Simon	Touchstone online
10/6/2015	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
10/6/2015	Leverage Leadership Book Study	Sherry Hardin, Beverley Simon	Dr. Silvia Martinez
10/7/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
10/8/2015	Non-Violent Crisis Prevention Intervention (NCPI Full)	Julie Allensworth, Leighia Barron, Ola Conner, Nancy Dallas, Sherry Hardin, Beverley Simon	Region V
10/14/2015	Edivate Conference Call/Training	Beverley Simon	Matt Foulger/Edivate
10/14/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
10/14/2015	Texas Skyward Users	Abigail Rash, Rosalia Davidson	Cluster-- Dallas
10/19/2015	ELPS for Admins & ELPS Academy	Beverley Simon	Region 20 online
10/19-22/2015	ELPS Academy	Ola Conner, Joy Courtier, Nancy Dallas, Katie Knobloch, Yulonda Lazenby, Beverley Simon	Region 20 online
10/23/2015	PLC - Collaborative Planning	North Staff	Beverley Simon, Dean of Instruction/Education Manager
10/24/2015	New Teacher Training - SMART Board	New Teachers / Mentors	Sherry Hardin / Beverley Simon
10/28/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
11/3-5/2015	SIOP Training	Nancy Dallas, Katie Knobloch	Region 20 online
11/4/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
11/6/2015	Edivate Conference Call/Training	Beverley Simon, Sherry Hardin	Matt Foulger/Edivate
11/8/2015	Staff Development	North Staff	Beverley Simon, Dean of Instruction/Education Manager
11/11/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
11/16/2015	Teaching Strategies Gold	North Staff	Maria Flores
11/13/2015	PLC - Collaborative Planning	North Staff	Beverley Simon, Dean of Instruction/Education Manager
11/17/2015	Case Management	North Teachers	Management Team
11/21/2015	New Teacher Training - Parent Involvement	New Teachers / Mentors	Sherry Hardin / Beverley Simon
12/1/2015	Leverage Leadership Book Study	Sherry Hardin, Beverley Simon	Dr. Silvia Martinez
12/2/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
12/3-4/2015	Family Engagement	Head Start Director, Managers, and FDWs	Rhonda Taylor, ECE Specialist
12/9/2015	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
12/9/2015	Beginning Reading Instruction	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
12/12/2015	PIEMS Discipline	Beverley Simon	Region V online

North Early Learning Center - Professional Development Plan 2015-2016

12/15/2015	Edivate Conference Call/Training	Beverley Simon, Sherry Hardin	Matt Foulger/Edivate
12/16/2015	Vocabulary, Small Group Instruction, and Journaling	North Instructional Staff	CILT
TBA	New Teacher Team Huddle	New Teachers / Mentors	CILT Team
1/4/2016	Professional Development Plan Follow Up	North Staff	Sherry Hardin / Beverley Simon
1/4/2016	Staff Development	North Staff	Sherry Hardin, Head Start Director/Principal
1/5/2016	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
TBA	Self Assessment Training	North Staff	Sherry Hardin, Head Start Director/Principal
1/6/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
1/13/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
1/20/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
1/20/2016	Head Start Training Suites/ Curriculum Planning Unit 6	North Staff	Beverley Simon, Dean of Instruction/Education Manager
2/1-4/2016	AEL Training	Beverley Simon	Region V
2/9/2016	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
2/10/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
2/5/2016	Case Management	North Teachers	Management Team
2/15/2016	Writing Workshop w/ Sharon Kruger	North Instructional Staff	Sherry Hardin, Head Start Director/Principal
2/17/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
2/24/2016	Head Start Training Suites/ Curriculum Planning Unit 7	North Staff	Beverley Simon, Dean of Instruction/Education Manager
3/1/2016	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
3/2/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
3/9/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
3/23/2016	Staff Development or Head Start Training Suites/ Curriculum Planning Unit 8	North Staff	Beverley Simon, Dean of Instruction/Education Manager
3/28/2016	T-TESS Training	Sherry Hardin	Region V
4/8/2016	Case Management	North Teachers	Management Team
4/12/2016	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
4/12/2016	T-TESS Training	Beverley Simon	Region V
4/13/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
4/20/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
4/16/2016	Comprehensive Data Review--DDI	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
4/27/2016	Staff Development or Head Start Training Suites	North Staff	Beverley Simon, Dean of Instruction/Education Manager
5/3/2016	New Teacher Mentoring	New Teachers / Mentors	Sherry Hardin / Beverley Simon
5/4/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager

North Early Learning Center - Professional Development Plan 2015-2016

5/7/2016	End of Year Procedures	North Staff	Sherry Hardin / Beverley Simon
TBA	New Teacher Team Huddle	New Teachers / Mentors	CILT Team
5/11/2016	Staff Development or Head Start Training Suites	North Staff	Beverley Simon, Dean of Instruction/Education Manager
5/11/2016	PLC - Collaborative Planning	North Instructional Staff	Beverley Simon, Dean of Instruction/Education Manager
5/24/2015	New Teacher Social	New Teachers / Mentors	CILT Team
5/26/2016	Case Management	North Teachers	Management Team

ALTERNATE TASB VERSION

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

HARMONY WITH LAW No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

SEVERABILITY If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

POLICY DEVELOPMENT Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent.

OFFICIAL POLICY MANUAL The Board shall designate one copy of the policy manual as the official policy manual of the District. The official copy shall be kept in the Superintendent's office, and the Superintendent or designee shall be responsible for its accuracy and integrity and shall maintain an historical record of the District's policy manual.

ADOPTION AND AMENDMENT Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

~~Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if special circumstances demand an immediate response.~~

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB LOCALIZED UPDATES After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual distributed throughout the District, the version

contained in the official policy manual shall be regarded as authoritative.

Update 104 contains (LOCAL) policies that require board action before we can incorporate Update 104 into your district's Policy On Line manual.

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

181906 West Orange-Cove CISD

Your Name: _____

Your E-mail: _____

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

Previous Updates

- I confirm that all updates prior to Update 104 have been adopted. (Visit <https://www.tasb.org/apps/policyUpdates/index.aspx> to see updates pending adoption. Your Local Manual Updates will remain available through myTASB until your district notifies us of adoption.)

Update 104 Adoption Date: _____

Status (please check one):

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

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

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

**Update
104**

**Policy On Line®
Adoption Notification Form**

TASB Policy Service

Fax: 512-467-3618



Localized Policy Manual

Update 104

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

West Orange-Cove CISD

Update 104 represents the second of two post-legislative updates, focusing primarily on amendments to the Administrative Code as a result of recent legislation. Update 104 is considerably smaller than Update 103, which included the bulk of the changes from the 84th Legislative Session. Major topics in Update 104 include taxes, financial reports and audits, reports to SBEC, video and audio recording in special education settings, partial credit requirements for students who are homeless or in foster care, credit-by-exam requirements for homeless students, substitutes for state assessments, and wellness policy requirements. Several of the local policy recommendations address new local policy requirements included in the 2015–16 TEA *Student Attendance Accounting Handbook*, including homebound instruction and residency and admissions. Other local policy recommendations address equal educational opportunities for students and student discrimination and harassment.

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

In addition to the updated policies, your Localized Update 104 packet contains:

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

Vantage Points—A Board Member's Guide to Update 104 may be found in the separately wrapped package accompanying this packet. *Vantage Points* offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update—as a prelude to studying the detailed Explanatory Notes and policy text within the packet. **Please distribute the enclosed copies of *Vantage Points* to your board members** at the earliest possible opportunity, preferably with their review copies of this update.

Update 104 policies are so identified in the lower left-hand corner of each policy page. If you have any questions concerning this update, please call your policy consultant, Elvia Garcia Donaldson, at 800-580-7529 or 512-467-0222.

Regarding board action on Update 104 . . .

- Board action on Localized Update 104 must occur within a properly posted, open meeting of the board and may be addressed on the agenda posting as “Policy Update 104, affecting (LOCAL) policies (see attached list of codes).” Policy On Line districts have access to a list of the (LOCAL) policies included in the update through the Local Manual Updates application in myTASB. Other districts may generate a list of the (LOCAL) policy codes added, revised, or deleted (and the titles/subtitles of those policies) using the Instruction Sheet as a guide and attach that list to the posting. BoardBook compilers should use “Policy Update 104, affecting (LOCAL) policies” as the agenda item and, as agenda subitems, the code and name of each of the (LOCAL) policies affected by the update.
- A suggested motion for board action on Localized Update 104 is as follows:
“I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 104 [with the following changes:]”
- The board’s action on Localized Update 104 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the minutes where they make up the authoritative record of your board’s actions. Include a copy of new, replaced, or rescinded (**LOCAL**) policies.
- In constructing the separate historical record of the manual, the emphasis is on tracking the history of individual policies. For guidance on maintaining this record, please refer to the *Administrator’s Guide to Policy Management* available in the myTASB Policy Service Resource Library at <https://www.tasb.org/Services/Policy-Service/myTASB/Guidance-for-Policy-Administrators.aspx>.

Regarding manual maintenance and administrative regulations . . .

- **Notify your policy consultant of any changes made by the board so that Policy Service records—forming the basis for subsequent updating recommendations—exactly mirror your manual.**
- The update should be incorporated into each of the district’s Localized Policy Manuals as soon as practicable. You will need to notify us of the board’s action on Update 104 so that your district’s Localized Policy Manual as it appears on TASB’s web server can be updated. Policy On Line staff may be reached by phone (800-580-7529 or 512-467-0222), by fax (512-467-3618, using the Update 104 Adoption Notification Form enclosed), by e-mail (pol-support@tasb.org), or through the Policy On Line Administrator Tools (<https://www.tasb.org/apps/PolicyAdmin>).
- Administrative procedures and documents—including formal (REGULATIONS), handbooks, and guides—that may be affected by Update 104 policy changes should be inspected and revised by the district as needed.

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

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Instruction Sheet

TASB Localized Policy Manual Update 104

District West Orange-Cove CISD

Code	Action To Be Taken	Note
ATTN (NOTE)	No policy enclosed	See explanatory note
CCG (LEGAL)	Replace policy	Revised policy
CFA (LEGAL)	Replace policy	Revised policy
CFC (LEGAL)	Replace policy	Revised policy
CQA (LEGAL)	Replace policy	Revised policy
DBAA (LEGAL)	Replace policy	Revised policy
DFE (LEGAL)	Replace policy	Revised policy
DHB (LEGAL)	Replace policy	Revised policy
E (LEGAL)	Replace table of contents	Revised table of contents
EEH (LOCAL)	Replace policy	Revised policy
EHBAF (LEGAL)	ADD policy	See explanatory note
EHDC (LEGAL)	Replace policy	Revised policy
EI (LEGAL)	Replace policy	Revised policy
EKB (LEGAL)	Replace policy	Revised policy
FB (LEGAL)	Replace policy	Revised policy
FB (LOCAL)	Replace policy	Revised policy
FB (EXHIBIT)	ADD exhibit	See explanatory note
FD (LEGAL)	Replace policy	Revised policy
FD (LOCAL)	Replace policy	Revised policy
FEB (LOCAL)	Replace policy	Revised policy
FFA (LEGAL)	Replace policy	Revised policy
FFC (LOCAL)	DELETE policy	See explanatory note
FFC (EXHIBIT)	ADD exhibit	See explanatory note
FFH (LOCAL)	Replace policy	Revised policy
FFH (EXHIBIT)	ADD exhibit	See explanatory note
FL (LEGAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 104

District: West Orange-Cove CISD

ATTN (NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills in these Explanatory Notes refer to bills from the 84th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

CCG (LEGAL) LOCAL REVENUE SOURCES
AD VALOREM TAXES

Multiple bills affected this legally referenced policy on ad valorem taxes. Significant changes are described with the relevant bill number in parenthesis.

When a district's TAX RATE will exceed the sum of the effective maintenance and operations tax rate and the district's current debt rate, the board's vote on the ordinance, resolution, or order setting the tax rate must be by record vote, and at least 60 percent of the members of the board must vote in favor of the ordinance, resolution, or order. See page 4. (SB 1760)

The HOMESTEAD EXEMPTION, as reflected on page 10, increased from \$15,000 to \$25,000. (SB 1)

At EXEMPTION FOR SURVIVING SPOUSE on page 11, we have added a recently adopted constitutional amendment providing the residence homestead exemption to a surviving spouse of a 100 percent disabled veteran who died before the law authorizing the exemption for such a veteran took effect. (HB 992)

CFA (LEGAL) ACCOUNTING
FINANCIAL REPORTS AND STATEMENTS

New provisions at REPORT OF DEBT INFORMATION, beginning on page 1, are from HB 1378 and require school districts to annually compile and report financial information related to the district's debt obligations, credit rating, and other relevant information. The district must make the annual report available for inspection and post the report on its website until the district posts the next annual report. A district must also post on its website the contact information for the main office of the district. As an alternative to providing an annual report, a district may provide the required information to the comptroller and provide a link to the comptroller's website, where the district's financial information may be viewed.

Other revisions throughout this legally referenced policy are based on amendments to the Texas Administrative Code, effective August 6, 2015. The rules were amended to remove outdated provisions and to align provisions with current statute.

The ratings at CORRECTIVE ACTION PLAN, on page 5, have been updated to refer to the new letter ratings.

At PROJECTED DEFICIT, also on page 5, the rule revisions implement changes from HB 5 (83rd Legislative Session). When the commissioner of education projects that a deficit will occur in a district's general fund within the next three school years, TEA will provide the district certain financial information to evaluate the district's budget situation. TEA may also require the district to submit additional information or to acquire professional services.

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CFC (LEGAL) ACCOUNTING
AUDITS

Newly added to the policy manual are provisions addressing the FINANCIAL ACCOUNTABILITY RATING SYSTEM, beginning on page 2, as revised in Administrative Code rules, effective August 6, 2015. The rules were revised to continue or update established practice. The provisions explain the DATA REVIEWED by TEA in calculating the financial accountability indicators and include a description of the items used as the BASIS FOR THE RATING, including clarification that ratings are based on the data for the prior fiscal year. At TYPES OF RATINGS is an explanation of each of the possible letter grade ratings. Regarding ISSUANCE OF RATINGS, TEA must issue the preliminary rating on or before August 8, and the preliminary rating will become final 31 days after issuance if the district does not file an appeal.

Administrative Code provisions on financial solvency were deleted from rule effective December 29, 2015, because the statute that directed TEA to develop a review process relating to financial solvency of districts and to take certain actions if the review indicated a projected deficit was repealed effective September 1, 2014. Current statute requires TEA to provide districts additional information if a projected deficit is found, as reflected at CFA(LEGAL), included in this update.

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

Beginning on January 1, 2016, HB 1378 requires a district to continuously post on its website the district's annual financial report and the contact information for the district's main office. (See items 12 and 13 on page 2.)

DBAA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

Amended Administrative Code rules addressing State Board for Educator Certification (SBEC) enforcement actions were adopted effective October 8, 2015, and resulted in a new provision on page 6 permitting SBEC to impose a SANCTION on a superintendent who falsely or inaccurately certifies to the commissioner of education that the district complied with the required criminal history review provisions in law.

DFE (LEGAL) TERMINATION OF EMPLOYMENT
RESIGNATION

Amended Administrative Code rules addressing State Board for Educator Certification enforcement actions were adopted effective October 8, 2015, and resulted in minor rewording at INVESTIGATION, on page 2.

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

Amended Administrative Code rules addressing State Board for Educator Certification (SBEC) enforcement actions were adopted effective October 8, 2015. The rules clarify that a superintendent must notify SBEC if an educator has submitted a notice of RESIGNATION and evidence exists that would support a finding that the educator had engaged in an act of misconduct as described in the policy.

Explanatory Notes

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E (LEGAL) INSTRUCTION

We have revised the E section table of contents to add a new policy, EHBAF, on video and audio monitoring of special education classes and other settings.

EEH (LOCAL) INSTRUCTIONAL ARRANGEMENTS HOMEBOUND INSTRUCTION

The 2015–16 TEA *Student Attendance Accounting Handbook (SAAH)* explains that a student who receives special education services is eligible to be placed in a special education homebound instructional setting if the student is expected to be confined for a minimum of four weeks to a hospital or homebound setting. However, the four weeks need not be consecutive if the student is chronically ill and if permitted by local district policy. To address the local policy requirement, recommended text at SPECIAL EDUCATION designates the ARD committee of a chronically ill student to determine whether the weeks of confinement need to be consecutive, since this decision would typically be made on a case-by-case basis. Other recommendations include clarification that in determining the type and amount of instruction, the ARD committee should do so in accordance with law and, if applicable, will determine the length of the transition period to the school-based setting based on current medical information.

Eligibility for GENERAL EDUCATION homebound services also requires confinement for a minimum of four weeks, which do not need to be consecutive, as clarified in the new sentence recommended for inclusion in the policy. Other recommended revisions at this margin note are to improve sentence structure and flow.

A recommended change at DOCUMENTATION OF SERVICES requires that documentation of homebound services be maintained in accordance with the *SAAH* and a student's IEP, if applicable, in addition to any other administrative procedures the district may have.

EHBAF (LEGAL) SPECIAL EDUCATION VIDEO/AUDIO MONITORING

This new legally referenced policy addresses video and audio monitoring of special education classes and other settings, effective for the 2016–17 school year, as added by SB 507.

Upon request by a parent, board member, or staff member to promote student safety, a district must provide equipment, including a video camera, to each school in the district in which a student who receives special education services in a self-contained classroom or other special education setting is enrolled. Schools must operate the cameras in classrooms or special education settings as described in the policy.

There are specific requirements outlined in the policy for the VIDEO CAMERAS, such as the areas that must be visible and audible. Districts must provide WRITTEN NOTICE to all school staff and to the parents of students receiving special education services in the classroom or setting where cameras are placed.

The RETENTION PERIOD for the recordings is a minimum of six months after the date of the recording. A district may not allow regular or continual monitoring of the video recording or use the recording for teacher evaluations or any other purpose other than to promote the safety of students receiving special education services.

Recordings of a student are CONFIDENTIAL, with certain exceptions.

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

A new provision from amended State Board of Education rules effective November 20, 2015, requires a district to provide opportunities for credit by examination to STUDENTS WHO ARE HOMELESS OR IN SUBSTITUTE CARE who transfer into the district after the school year begins. (See page 3.)

EI (LEGAL) ACADEMIC ACHIEVEMENT

A new requirement from amended State Board of Education rules effective November 20, 2015, requires a district to award partial credit to a student who is homeless or in substitute (foster) care who successfully completes only one semester of a two-semester course.

Districts still have discretion regarding whether to award partial credit to other students who successfully complete only one semester of a two-semester course. However, if your district either does not award partial credit or places restrictions on the award of partial credit, please be aware of the new requirements for students who are homeless or in substitute care when applying partial credit.

**EKB (LEGAL) TESTING PROGRAMS
STATE ASSESSMENT**

Amendments to the Administrative Code effective December 10, 2015, implement changes from HB 1613 and SB 149 regarding use of the Texas Success Initiative (TSI) as a substitute assessment for an end-of-course (EOC) assessment and HB 2349 regarding reporting the results separately for out-of-state transfer students. As explained at SUBSTITUTE ASSESSMENTS beginning on page 6, a student enrolled in a college preparatory English language arts or mathematics course who meets a certain score on the TSI at the end of the course satisfies the relevant EOC assessment graduation requirements. Under some circumstances, a student can satisfy both the English I and II EOC assessment requirements.

In addition, a student who did not meet satisfactory performance on the Algebra I or English II EOC assessment after retaking the assessment may use the TSI as a substitute assessment if the student has met certain TSI score requirements.

The amended rules also require a district to report to TEA whether a student transferred into the district from out of state during the current school year, and TEA must report the assessment results of these transfer students separately from other students. (See OUT-OF-STATE TRANSFERS on page 11.)

An existing statutory provision has been added requiring ACCELERATED INSTRUCTION for students who fail an assessment administered in grades three through eight.

FB (LEGAL) EQUAL EDUCATIONAL OPPORTUNITY

The U.S. Department of Education Office for Civil Rights (OCR) enforces the Age Discrimination Act of 1975, which prohibits discrimination based on age in programs or activities, including programs or activities of a local educational agency or other school system, that receive federal financial assistance. To accurately reflect this federal law in policy, we have added "age" to the list of protected characteristics at FEDERAL FUNDING RECIPIENTS on page 1.

Additional information on the Age Discrimination Act may be found at <http://www2.ed.gov/policy/rights/guid/ocr/ageoverview.html>.

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We have revised the text at EVALUATION AND PLACEMENT, beginning on page 4, to provide additional detail from current regulations about a district's obligation to conduct an evaluation for a student with a disability who needs or is believed to need special education or related services. The text also outlines the items that need to be addressed in district procedures on evaluation and placement.

FB (LOCAL) EQUAL EDUCATIONAL OPPORTUNITY

To eliminate the need for the board to readopt this policy every time the district's Title IX coordinator or ADA/Section 504 coordinator changes, we have moved the contact information for those positions to FB(EXHIBIT), which is not a board-adopted document. The Department of Education's Office for Civil Rights (OCR) emphasizes the duty of school districts to make these coordinators "visible" to the school community, but recognizes the cost and administrative burden associated with staffing changes. Moving the contact information to the exhibit will maintain the visibility of the coordinators while reducing the administrative burden. See U.S. Dep't of Educ., OCR, [Dear Colleague Letter \(PDF\)](#) (Apr. 24, 2015).

Along with this change, TASB Policy and Legal Services have revised the recommended text in this local policy to capture the district's obligation to provide equal educational opportunities to all students, including the protections under Section 504 and other laws. The changes are based on the Section 504 regulations as well as the requirements throughout federal and state law to provide equal educational opportunities to all students. Two new *Notes* in the policy clarify the distinction between the issues addressed in FB and in policy FFH, which governs the district's response to student discrimination and harassment.

New recommended provisions address the overarching concept of EQUAL EDUCATIONAL OPPORTUNITY for all students along with a district's obligation to consider ADDITIONAL SERVICES AND SUPPORTS as necessary. Because Texas law specifically overlaps the diagnosis and services provided to students with dyslexia and related disorders to Section 504, we have added a cross-reference to policy EHB for information related to dyslexia.

The existing policy provisions related to Section 504 have been revised significantly. The most substantive recommendations include:

- Revisions to the text associated with SECTION 504 COMMITTEES to acknowledge that the Section 504 coordinator for the district will not always be a member of each 504 committee. In addition, the text now refers to the "group of persons" required by regulation to serve on the committee, rather than referencing a specific number of persons.
- Placing more emphasis on the district's duty to evaluate when REFERRALS are made, along with revisions to the NOTICE AND CONSENT provisions to recognize guidance from the OCR and the procedural safeguards requirements of Section 504.
- Changing the text associated with EVALUATION AND PLACEMENT to mirror the requirements placed on the "recipient" of federal funding to ensure that the district's procedures for tests and other evaluation materials comply with the minimum requirements of law. Rather than specifically requiring an adaptive behavior evaluation in local policy, the recommended text refers to a variety of evaluations that each Section 504 committee will consider.
- A new provision addressing the REVIEW AND REEVALUATION PROCEDURE required in the Section 504 regulations. Because a district is required by the Section 504 regulations to periodically reevaluate a student's eligibility for services, and the Section 504 regulations allow a district to use the same timeline established in the Individuals with Disabilities Education Act (IDEA) to comply with the reevaluation requirement, the recommended text affirms that the district will abide by the IDEA timelines related to reevaluation (generally at least once every three years and not more than once a year). Also included is a provision addressing reviews of a student's services and supports.

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- A new statement to accommodate a procedural safeguards requirement in the Section 504 regulations reflecting the parent's rights related to EXAMINING RECORDS of his or her child.
- Revisions to the existing text associated with a parent's RIGHT TO AN IMPARTIAL HEARING, to more accurately capture the requirements in the Section 504 regulations. Although a district may use the state-developed procedural safeguards document used for IDEA-eligible students to comply with the procedural safeguards required by the Section 504 regulations, the recommended text in the local policy addresses each component of the required Section 504-specific procedural safeguards topics.
- Revision of text regarding state-mandated assessments, as accommodations on state assessments are only one type of accommodation provided to students with disabilities. See EQUAL EDUCATIONAL OPPORTUNITY.
- Relocation and revision of text associated with RECORDS RETENTION to remove provisions associated with records of discrimination, harassment, and retaliation, since these concepts are addressed at policy FFH, and to focus on the retention requirements for records pertaining to Section 504.

FB (EXHIBIT) EQUAL EDUCATIONAL OPPORTUNITY

To eliminate the need for the board to readopt policy every time the district's Title IX coordinator or ADA/Section 504 coordinator changes, we have moved the contact information for those positions to this exhibit, which is not a board-adopted document.

Please confirm the contact information included in this exhibit and contact your policy consultant if any adjustments are needed.

FD (LEGAL) ADMISSIONS

To assist districts in determining residency of students seeking admission to district schools, a definition of "residence" has been added from a U.S. Supreme Court case at PROOF OF ELIGIBILITY, beginning on page 3. The definition provides that residence requires living in the district and having the present intention to remain there.

FD (LOCAL) ADMISSIONS

The 2015–16 TEA *Student Attendance Accounting Handbook (SAAH)* requires districts to maintain written local board-adopted policies that provide detailed information on the district's attendance accounting system and that include the district's written policy for documentation to establish student residency. Informal guidance from TEA would allow districts to continue the common practice of the superintendent maintaining in administrative regulations a list of documents that may be used to verify residency. However, districts will need to provide auditors with the district's list of documents that may be used to establish residency. Recommended local policy text aligns with this practice and requires the parent to present proof of residency in accordance with administrative regulations. The text also allows the district to investigate stated residency as necessary. Please note that FD(REGULATION) will be updated in the next *TASB Regulations Resource Manual* update. If the district would like to include in policy a list of accepted documents, please contact your policy consultant for appropriate language.

To better accommodate the completion of REGISTRATION FORMS electronically, the reference to a signature is recommended for deletion. The requirement to *complete* registration forms can incorporate either a written signature on paper forms or an electronic acknowledgment or affirmation on an electronic form.

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New provisions are also recommended to clarify TRANSFER OF CREDIT from accredited and nonaccredited schools and are broad enough to replace the current local policy provisions, which are limited to transfer of credit from nonaccredited schools. In accordance with state rule and as reflected in the recommended text, the district must accept credits for state graduation requirements earned in an accredited public school district in Texas. However, before recognizing credits earned in any other school, including an accredited nonpublic school, an accredited school outside of Texas, or a nonaccredited school, a district must evaluate the records or transcripts and may use a variety of methods to verify course content. The recommended local policy text also clarifies that the district may require the student to demonstrate mastery of the course content.

The definition of "accredited" that was already included in the policy has been moved to the beginning of the section addressing transfer students, since this definition is relevant to placement decisions as well as transfer of credit.

Revisions at WITHDRAWAL reflect that a parent wishing to withdraw a student presents a statement of withdrawal rather than a request.

We have retained the text that reflects the district's decision to define the amount of substantial after-school care required for admission as at least two hours per school day for five days during the regular school week.

We recommend for deletion the district's unique text at PROOF OF RESIDENCY that permits the superintendent to require reasonable proof of residency within an attendance zone. This provision is more appropriate in the student handbook or in an administrative regulation regarding attendance zones.

FEB (LOCAL) ATTENDANCE ATTENDANCE ACCOUNTING

To match wording in state rule, we have revised the text in this local policy to refer to "alternative" times for taking attendance. See ALTERNATIVE RECORDING TIME.

The 2015–16 TEA *Student Attendance Accounting Handbook (SAAH)* requires districts to maintain written local board-adopted policies that provide detailed information on the district's attendance accounting system, including the district's written policy for documentation to establish student residency. To tie this policy on attendance accounting with the district's residency provisions at FD(LOCAL), we have added, at ATTENDANCE ACCOUNTING SYSTEM, a cross-reference to FD for admissions and residency requirements related to student attendance accounting.

FFA (LEGAL) STUDENT WELFARE WELLNESS AND HEALTH SERVICES

Revisions to this legally referenced policy on student wellness and health services reflect the repeal of the 2004 federal school wellness policy requirements and the addition of new wellness policy requirements from the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. The 2010 HHFKA places greater emphasis on implementation, evaluation, and transparency to the public.

Specifically, the HHFKA added requirements for:

- Including wellness goals for nutrition promotion;
- Permitting additional stakeholders, including teachers of physical education and school health professionals, to participate in the development, implementation, and periodic review of the wellness policy;
- Informing the public about the content and implementation of the policy;
- Providing an assessment of the implementation of the policy; and

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- Designating one or more district employees to ensure that each campus complies with the policy.

The U.S. Secretary of Agriculture must develop regulations that provide the framework and guidelines for districts to establish their wellness policies. Final federal regulations are still pending and will be added to the policy when effective.

Please note: TASB Policy Service has created new policy development materials to assist you in revising your FFA(LOCAL) for appropriate compliance with the HHFKA statutory requirements, available on myTASB at <https://www.tasb.org/Services/Policy-Service/myTASB/Starting-Points/Wellness/Wellness-Policy-and-Wellness-Plan.aspx>.

FFC (LOCAL) STUDENT WELFARE
STUDENT SUPPORT SERVICES

To eliminate the need for the board to readopt policy every time the district's liaison for homeless students changes, we have moved the contact information for this position to FFC(EXHIBIT), which is not a board-adopted document. As a result, this local policy is recommended for deletion.

FFC (EXHIBIT) STUDENT WELFARE
STUDENT SUPPORT SERVICES

To eliminate the need for the board to readopt policy every time the district's liaison for homeless students changes, we have moved the contact information for this position to this new exhibit, which is not a board-adopted document.

We have updated the coordinator information based on information the district provided to Policy Service.

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

Recommended revisions update the STATEMENT OF NONDISCRIMINATION and the definition of DISCRIMINATION to add "sex" and "age" in accordance with Title IX and the Age Discrimination Act of 1975, respectively. Both statutes are enforced by the Department of Education's Office for Civil Rights (OCR).

In addition, to eliminate the need for the board to readopt this policy every time the district's Title IX coordinator or ADA/Section 504 coordinator changes, we have moved the contact information for those positions to FFH(EXHIBIT), which is not a board-adopted document. The OCR emphasizes the duty of school districts to make these coordinators "visible" to the school community, but recognizes the cost and administrative burden associated with staffing changes. Moving the contact information to the exhibit will maintain the visibility of the coordinators while reducing the administrative burden. See U.S. Dep't of Educ., OCR, [Dear Colleague Letter \(PDF\)](#) (Apr. 24, 2015).

The provision explaining the district's RECORDS RETENTION obligations for allegations, investigation reports, and other related records regarding prohibited conduct has been moved from FB(LOCAL) and revised to replace the stated retention periods with a reference to law. FFH is a more appropriate policy for this provision, since FFH addresses complaints of discrimination, harassment, and retaliation.

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

To eliminate the need for the board to readopt policy every time the district's Title IX coordinator or ADA/Section 504 coordinator changes, we have moved the contact information for those positions to this exhibit, which is not a board-adopted document.

Please confirm the contact information included in this exhibit and contact your policy consultant if any adjustments are needed.

FL (LEGAL) STUDENT RECORDS

Although new provisions from SB 507 that require video cameras in certain special education classrooms are not effective until the 2016–17 school year, the bill makes immediate changes regarding the list of EXCEPTIONS for which consent is not required when a district employee makes VIDEOTAPES AND RECORDINGS of a child or child's voice. Parental consent is not required when a videotape or recording is related to the promotion of student safety under the new law pertaining to recordings in special education settings. See pages 20 and 21.

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

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

SECTION I	Maintenance Taxes	pages 2–5
	1. Tax Rate Cap	
	2. Appraisal Roll	
	3. Disaster Area	
	4. Meeting on Budget and Proposed Tax Rate	
	5. Tax Rate	
	6. Effective Tax Rate	
	7. Maintenance and Operations Tax Rate	
SECTION II	Election to Ratify Taxes	pages 5–7
	1. Proposition	
	2. Approval of Proposition	
	3. Tax Information to County	
SECTION III	Payment Options	pages 7–9
	1. Discounts	
	2. Split Payments	
	3. Performing Services in Lieu of Paying Taxes	
	4. Installment Payments	
	5. Partial Payments	
SECTION IV	Delinquent Taxes	page 9
	1. Delinquency Date	
	2. Delinquent Tax Collection	
	3. Additional Penalties	
SECTION V	Exemptions	pages 10–13
	1. Homestead Exemptions	
	2. Veteran Exemptions	
	3. Optional Exemptions	
	4. Goods-in-Transit	
SECTION VI	Economic Development	pages 13–16
	1. Tax Increment Financing Act	
	2. Property Redevelopment and Tax Abatement Act	
	3. Texas Economic Development Act	

SECTION I: MAINTENANCE TAXES

A board may levy, assess, and collect annual ad valorem taxes for the maintenance of a district's schools. *Education Code 45.002*

TAX RATE CAP

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

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

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

Education Code 45.003(a), (d)–(f)

APPRAISAL ROLL

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

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

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

Tax Code 26.04(b)

LOCAL REVENUE SOURCES
AD VALOREM TAXES

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

LOCAL REVENUE SOURCES
AD VALOREM TAXES

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

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

DECREASE IN DEBT
SERVICE RATE

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

Education Code 44.004

TAX RATE

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

A board may not impose property taxes in any year until it has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order. The vote on the ordinance, resolution, or order setting the tax rate must be separate from the vote adopting the budget. The vote on the ordinance, resolution, or order setting a tax rate that exceeds the sum of the district's effective maintenance and operations tax rate and the district's current debt rate must be a record vote, and at least 60 percent of the members of the board must vote in favor of the ordinance, resolution, or order. *Tax Code 26.05(b)*

The budget shall be adopted before the adoption of the tax rate. *Education Code 44.004(g)*

EXCEPTION

A district may adopt a budget after the district adopts a tax rate for the tax year in which the fiscal year covered by the budget begins if the district elects to adopt a tax rate before receiving the certified appraisal roll for the district. The board may adopt a tax rate for the current tax year before receipt of the certified appraisal roll if the chief appraiser of the appraisal district in which the district participates has, by April 30, certified to the assessor for the district an estimate of the taxable value of property in the school district as provided by Education Code 26.01(e). If a district adopts a tax rate before the adoption of the budget, the effective tax rate and the

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rollback tax rate of the district shall be calculated based on the certified estimate of taxable value. *Education Code 44.004(j); Tax Code 26.01(e), .05(g)*

EFFECTIVE TAX RATE

The vote on the ordinance setting a tax rate that exceeds the effective tax rate must be a record vote. A motion to adopt an ordinance setting a tax rate that exceeds the effective tax rate must be made in the following form: "I move that the property tax rate be increased by the adoption of a tax rate of (specify tax rate), which is effectively a (insert percentage by which the proposed tax rate exceeds the effective tax rate) percent increase in the tax rate."

MAINTENANCE AND
OPERATIONS TAX
RATE

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

INTERNET POSTING

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

Tax Code 26.05(b)

SECTION II: ELECTION TO RATIFY TAXES

If a board adopts a tax rate that exceeds a district's rollback tax rate as defined in Tax Code 26.08, the registered voters of the district at an election held for that purpose must determine whether to approve the adopted tax rate. When increased expenditure of money is necessary due to a natural disaster and the governor has

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

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

SECTION III: PAYMENT OPTIONS

DISCOUNTS

A board may adopt one or both of the following discount options for early payment of district taxes. *Tax Code 31.05(a)*

OPTION 1

If a board adopts Option 1, the following apply regardless of the date on which a district mails its tax bills.

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

Tax Code 31.05(b)

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

OPTION 2

If a board adopts Option 2, the following discounts apply only when a district mails its tax bills after September 30:

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

Tax Code 31.05(c)

BOTH OPTIONS

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

RESCISSION

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

SPLIT PAYMENTS

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

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PERFORMING
SERVICES IN LIEU OF
PAYING TAXES

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

PERSONS 65 AND
OVER

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

Tax Code 31.035

TEACHING
SERVICES BY
INDIVIDUAL

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

TEACHING
SERVICES BY
EMPLOYEE OF
BUSINESS ENTITY

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

INSTALLMENT
PAYMENTS
CERTAIN
HOMESTEADS

An individual who qualifies for a homestead exemption under Tax Code 11.13(c), .132, or .22 may pay taxes on the residence homestead property in installments without penalty or interest if paid by the applicable dates provided for in Tax Code 31.031. *Tax Code 31.031*

DISASTER AREA

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

1. Real property that:
 - a. Is the residence homestead of the owner or consists of property that is used for residential purposes and that has fewer than five living units, or is owned or leased by a business entity that had not more than the amount calculated as provided by Tax Code 31.032(h) in gross receipts in the entity's most recent federal tax year or state franchise tax annual period, according to the applicable federal income tax return or state franchise tax report of the entity; and

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- b. Is located in a disaster area and has been damaged as a direct result of the disaster.
2. Tangible personal property that is owned or leased by a business entity described above at number 1(a); and
3. Taxes that are imposed on the property by a taxing unit before the first anniversary of the disaster;

Such installment payments shall not incur penalty or interest if paid by the applicable dates provided for in Tax Code 31.032.

Tax Code 31.032(a)–(b)

PARTIAL PAYMENTS

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

SECTION IV: DELINQUENT TAXES

DELINQUENCY DATE

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

1. A district has provided for split payments. *Tax Code 31.03*
2. A district's tax bills are mailed after January 10. *Tax Code 31.04(a)*
3. A district's tax bills are mailed after September 30 and the board has adopted discounts provided by Tax Code 31.05(c). *Tax Code 31.04(d)*

Tax Code 31.02

DELINQUENT TAX
COLLECTION

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

ADDITIONAL
PENALTIES

If a district or the tax collector for the district has contracted with a private attorney for the collection of delinquent taxes, the board may impose, by official action, an additional penalty on taxes that become delinquent in the manner prescribed by law. *Tax Code 33.07, .08*

SECTION V: EXEMPTIONS

HOMESTEAD EXEMPTIONS	An adult is entitled to exemption from taxation of \$25,000 of the appraised value of the adult's residence homestead. To receive the residence homestead exemption, the person claiming the exemption must apply for the exemption. <i>Tax Code 11.13(b), .43</i>
PERSONS 65 OR OLDER OR DISABLED PERSONS	An adult who is disabled or 65 or older is entitled to an additional \$10,000 exemption of the appraised value of his or her residence homestead. <i>Tax Code 11.13(c)</i>
TAX CEILING	A district shall not increase the total annual amount of ad valorem tax it imposes on the residence homestead of an individual 65 years of age or older, or on the residence homestead of an individual who is disabled as defined by Tax Code 11.13, above the amount of the tax it imposed in the first tax year in which the individual qualified that residence homestead for an applicable exemption. <i>Tax Code 11.26(a)</i>
IMPROVEMENTS	A district may increase the taxes if improvements are made to the property, but that tax amount is then frozen. <i>Tax Code 11.26(b)</i>
PORTABILITY OF TAX CEILING	If an individual subject to a limitation on tax increases subsequently qualifies a different residence for the residence homestead exemption, the tax limitation on the new residence is calculated to give the individual the same percentage of tax paid as the limitation on the former home in accordance with Tax Code 11.26(g). <i>Tax Code 11.26(g)</i>
SURVIVING SPOUSE OF PERSONS 65 OR OLDER	If an individual who qualifies for the exemption for an individual 65 years of age or older dies, the surviving spouse of the individual is entitled to the limitation applicable to the residence homestead of the individual if the surviving spouse is 55 years of age or older when the individual dies, and the residence homestead of the individual is the residence homestead of the surviving spouse on the date that the individual dies and remains the residence homestead of the surviving spouse. <i>Tax Code 11.26(i)</i>
HOMESTEADS RENDERED UNINHABITABLE OR UNUSABLE	If a qualified residential structure for which the owner receives a homestead exemption under Tax Code 11.13 is rendered uninhabitable or unusable by a casualty or by wind or water damage, the owner may continue to receive the exemption for the structure and the land and improvements used in the residential occupancy of the structure while the owner constructs a replacement qualified residential structure on the land in accordance with Tax Code 11.135 and 11.26(n)-(o) and 34 Administrative Code 9.416. <i>Tax Code 11.135, .26(n)-(o); 34 TAC 9.416</i>

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VETERAN
EXEMPTIONS

100 PERCENT
DISABLED

A disabled veteran who receives from the U.S. Department of Veterans Affairs or its successor 100 percent disability compensation due to a service-connected disability and a rating of 100 percent disabled or of individual unemployability is entitled to an exemption from taxation of the total appraised value of the veteran's residence homestead. A person who qualifies for an exemption after January 1 of a tax year may receive the exemption for the applicable portion of that tax year immediately on qualification for the exemption. *Tax Code 11.131, .42(e)*

PARTIALLY
DISABLED WITH
DONATED
RESIDENCE

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

EXEMPTION FOR
SURVIVING SPOUSE

The surviving spouse of a disabled veteran who qualified for an exemption when the veteran died, or of a disabled veteran who would have qualified for an exemption if it had been in effect on the date the veteran died, is entitled to the same exemption from taxation of the same property to which the disabled veteran's exemption applied or would have applied if:

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

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

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

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SURVIVING SPOUSE OF INDIVIDUAL KILLED IN ACTION	<p>The surviving spouse of a member of the armed services of the United States who is killed in action is entitled to an exemption from taxation of the total appraised value of the surviving spouse's residence homestead if the surviving spouse has not remarried since the death of the member of the armed services. An exemption is effective as of January 1 of the tax year in which the person qualifies for the exemption and applies to the entire tax year. <i>Tax Code 11.132, .42(c)</i></p> <p>A surviving spouse who receives an exemption for a residence homestead is entitled to receive an exemption from taxation of a property that the surviving spouse subsequently qualifies as the surviving spouse's residence homestead in an amount equal to the dollar amount of the exemption from taxation of the first property for which the surviving spouse received the exemption in the last year in which the surviving spouse received that exemption if the surviving spouse has not remarried since the death of the member of the armed services. <i>Tax Code 11.132</i></p>
DISABLED VETERAN	<p>A disabled veteran is entitled to an exemption from taxation of a portion of the assessed value of a property the veteran owns and designates under Tax Code 11.22. This exemption can be, but is not required to be, applied to a residence homestead. <i>Tax Code 11.22</i></p>
OPTIONAL EXEMPTIONS	<p>A board may grant additional tax exemptions for transitional housing, homesteads, historic sites, community land trusts, certain water conservation initiatives, certain tax-exempt corporations, and charitable organizations, as provided by law. If a district adopts, amends, or repeals an exemption that the district by law has the option to adopt or not, the district shall notify the appraisal office of its action and of the terms of the exemption within 30 days after the date of its action. <i>Tax Code 6.08, 11.111, .13, .1827, .184, .24, .32; Tex. Const. Art. VIII, Sec. 1-b</i></p>
GOODS-IN-TRANSIT	<p>A person is entitled to an exemption from taxation of the appraised value of that portion of the person's property that consists of goods-in-transit.</p> <p>In accordance with Tax Code 11.253, a board may provide for the taxation of goods-in-transit that are otherwise exempt from taxation. The official action to tax the goods-in-transit must be taken before January 1 of the first tax year in which the governing body proposes to tax goods-in-transit. Before acting to tax the exempt property, a board must conduct a public hearing as required by Texas Constitution Article VIII, Section 1-n(d). The goods-in-transit remain subject to taxation by a district until the board rescinds or repeals its previous action to tax goods-in-transit, or otherwise determines that the exemption will apply to that district.</p>

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

EXCEPTION

If the board, before October 1, 2011, took action to provide for the taxation of goods-in-transit and pledged the taxes imposed on the goods-in-transit for the payment of a debt of the district, the district tax officials may continue to impose the taxes against the goods-in-transit until the debt is discharged, if cessation of the imposition would impair the obligation of the contract by which the debt was created.

Tax Code 11.253(b), (j)–(j-2)

SECTION VI: ECONOMIC DEVELOPMENT

TAX INCREMENT
FINANCING ACT

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

BOARD OF
DIRECTORS

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

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

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

COLLECTION AND
DEPOSIT OF TAX
INCREMENTS

A district shall provide for the collection of its taxes in the zone as for any other property tax and shall pay into the zone's tax increment fund the amount specified by law. Notwithstanding any termination of the reinvestment zone and unless otherwise specified by an agreement between the district and the municipality or county that created the zone, this payment shall be made no later than 90 days after the later of the delinquency date for district property

taxes or the date the municipality or county that created the zone submits to the district an invoice specifying the tax increment produced by the district and the amount the district is required to pay into the tax increment fund for the zone. A district is not required to pay the portion attributable to delinquent taxes until those taxes are collected. A district shall not be required to pay a tax increment into the zone's tax increment fund beyond three years from the date the zone was created, except as provided by law. *Tax Code 311.013*

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

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

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

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

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

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body of the municipality or county that created the zone. *Tax Code 311.017(a-1)*

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

PROPERTY
REDEVELOPMENT
AND TAX ABATEMENT
ACT

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

DISTRICT
DESIGNATED

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

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

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

Tax Code 312.0025

TEXAS ECONOMIC
DEVELOPMENT ACT

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

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

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

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

Tax Code 313.004(3)

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

ACCOUNTING
FINANCIAL REPORTS AND STATEMENTS

CFA
(LEGAL)

ACCOUNTING SYSTEM A board must adopt and install a standard school fiscal accounting system that meets the minimum requirements prescribed by the State Board of Education; is consistent with state financial laws; does not misrepresent the nature, scope, or duration of the financial activities of the state or the district; may follow the statutory standards in Government Code Chapter 2264 when other accounting bases conflict with state law; and conforms with generally accepted accounting principles. *Education Code 44.007(a), (b); Gov't Code 2266.002; 19 TAC 109.1, .41*

REPORT OF REVENUES AND EXPENDITURES A report of the revenues and expenditures for the preceding fiscal year shall be filed with TEA on or before the date set by the State Board of Education. The report shall include management, cost accounting, and financial information that will enable the State Board to monitor the funding process and determine educational costs by district, campus, and program. *Education Code 44.007(c), (d)*

FINANCIAL STATEMENT A board shall prepare an annual financial statement that shows the following for each fund subject to its authority during the fiscal year:

1. The total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived.
2. The total disbursements of the fund, itemized by the nature of the expenditure.
3. The balance in the fund at the close of the fiscal year.

Local Gov't Code 140.005

PUBLICATION A board president shall submit the annual financial statement to a daily, weekly, or biweekly newspaper published within the boundaries of the district. If a daily, weekly, or biweekly newspaper is not published within the boundaries of a district, the financial statement shall be published in a newspaper in each county in which the district or any part of the district is located. The statement shall be published in accordance with the accounting method required by TEA not later than the 150th day after the date the fiscal year ends. *Local Gov't Code 140.006*

REPORT OF DEBT INFORMATION A district shall annually compile and report the following financial information:

1. As of the last day of the preceding fiscal year, debt obligation information for the district that must state:
 - a. The amount of all authorized debt obligations;

- b. The principal of all outstanding debt obligations;
 - c. The principal of each outstanding debt obligation;
 - d. The combined principal and interest required to pay all outstanding debt obligations on time and in full;
 - e. The combined principal and interest required to pay each outstanding debt obligation on time and in full;
 - f. The amounts required by items a–e limited to authorized and outstanding debt obligations secured by ad valorem taxation, expressed as a total amount and as a per capita amount; and
 - g. For each debt obligation:
 - (1) The issued and unissued amount;
 - (2) The spent and unspent amount;
 - (3) The maturity date; and
 - (4) The stated purpose for which the debt obligation was authorized.
2. The current credit rating given by any nationally recognized credit rating organization to debt obligations of the district;
 3. Any other information that the district considers relevant or necessary to explain the values required by items 1a–f above, including:
 - a. An explanation of the payment sources for the different types of debt; and
 - b. A projected per capita amount of an amount required by item 1f as of the last day of the maximum term of the most recent debt obligation issued by the district.

Instead of replicating in the annual report information that is posted separately on a district's Internet website, the district may provide in the report a direct link to, or a clear statement describing the location of, the separately posted information.

ALTERNATIVE TO
REPORT

As an alternative to providing an annual report, a district may provide to the comptroller the information described above and any other related information required by the comptroller in the form and in the manner prescribed by the comptroller. The comptroller shall post the information on the comptroller's Internet website. If the district maintains an Internet website, the district shall provide a

ACCOUNTING
FINANCIAL REPORTS AND STATEMENTS

CFA
(LEGAL)

link from the website to the location on the comptroller's website where the district's financial information may be viewed.

POSTING
REQUIREMENTS

Except as provided at ALTERNATIVE TO REPORT above, a district's board of trustees shall take action to ensure that:

1. The district's annual report is made available for inspection by any person and is posted continuously on the district's Internet website until the district posts the next annual report; and
2. The contact information for the main office of the district is continuously posted on the website, including the physical address, the mailing address, the main telephone number, and an e-mail address.

Local Gov't Code 140.008

FINANCIAL
MANAGEMENT
REPORT

Each district must prepare and distribute an annual financial management report. The district's annual financial management report must include a description of the district's financial management performance based on a comparison, provided by TEA, of the district's performance on the indicators in 19 Administrative Code 109.1001.

Each district must provide the public with an opportunity to comment on the report at a hearing.

REPORT
REQUIREMENTS

The report shall contain information on state-established standards and a district's financial management performance under each indicator for the current and previous year's financial accountability ratings and any descriptive information required by the commissioner of education ("commissioner"), including:

1. A copy of a superintendent's current employment contract or other written documentation of employment if no contract exists. This must disclose all compensation and benefits paid to the superintendent. A district may publish the superintendent's employment contract on the district's website instead of publishing it in the annual financial management report;
2. A summary schedule for the fiscal year (12-month period) of expenditures paid on behalf of the superintendent and each board member and total reimbursements received by the superintendent and each board member. This includes transactions on a district's credit card(s), debit card(s), stored-value card(s), and any other similar instrument(s) to cover expenses incurred by the superintendent and each board member. The summary schedule must separately report reimbursements for meals, lodging, transportation, motor fuel, and other items. The summary schedule of total reimbursements should not

include reimbursements for supplies and materials that were purchased for the operation of the district;

3. A summary schedule for the fiscal year of the dollar amount of compensation and fees received by the superintendent from an outside school district or any other outside entity in exchange for professional consulting or other personal services. The schedule must separately report the amount received from each entity;
4. A summary schedule for the fiscal year of the total dollar amount of gifts that had a total economic value of \$250 or more received by the executive officers and board members. This reporting requirement applies only to:
 - a. Gifts received by a district's executive officers and board members (and their immediate family as described by Government Code, Chapter 573, Subchapter B, Relationships by Consanguinity or by Affinity) from an outside entity that received payments from the district in the prior fiscal year, and
 - b. Gifts from competing vendors that were not awarded contracts in the prior fiscal year.

This reporting requirement does not apply to reimbursement by an outside entity for travel-related expenses when the purpose of the travel was to investigate matters directly related to an executive officer's or board member's duties or to investigate matters related to attendance at education-related conferences and seminars with the primary purpose of providing continuing education; however, this exclusion does not apply to trips for entertainment purposes or pleasure trips. This reporting requirement excludes an individual gift or a series of gifts from a single outside entity that had a total economic value of less than \$250 per executive officer or board member;

5. A summary schedule for the fiscal year of the dollar amount received by board members for the total amount of business transactions with the district. This reporting requirement is not to duplicate the items disclosed in the summary schedule of reimbursements received by board members; and
6. Any other information the board of trustees of a district determines to be useful.

PUBLIC HEARING

A board must hold a public hearing on the report. The public hearing must be held in a district's facilities within two months after receiving a final financial accountability rating.

A board must give notice of the hearing to property owners in the geographic boundaries of the district and to parents of district students.

In addition to other notice required by law, the board must provide notice of the hearing to a newspaper of general circulation in the geographic boundaries of the district once a week for two weeks prior to holding the public meeting, providing the time and place of the hearing. The first notice in the newspaper may not be more than 30 days prior to the public meeting or less than 14 days prior to the public meeting. If no newspaper is published in the county in which a district's central administration office is located, then the board must publish the notice in the county nearest to the county seat of the county in which the district's central administration office is located.

The board must also provide notice of the hearing through electronic mail to mass communication media serving a district, including, but not limited to, radio and television.

At the hearing, the district must provide the annual financial management report to the attending parents and taxpayers. The district must retain the annual financial management report for at least three years after the public hearing and make it available to parents and taxpayers upon request.

CORRECTIVE ACTION
PLAN

Each district that received an F rating must file a corrective action plan with TEA, prepared in accordance with instructions from the commissioner, within one month after a district's public hearing.

DISSEMINATION

After the hearing, the report shall be disseminated in a district in the manner prescribed by the commissioner.

Education Code 39.083; 19 TAC 109.1001(o)

PROJECTED DEFICIT

If the commissioner, based on the indicators adopted under Education Code 39.082 [see CFC], projects a deficit for a district general fund within the following three school years, TEA shall provide the district interim financial reports, including projected revenues and expenditures, to evaluate the district's current budget status.

TEA may require a district to submit additional information needed to produce a financial report. If a district fails to provide information requested or if the commissioner determines that the information submitted by a district is unreliable, the commissioner may order the district to acquire professional services under Education Code 39.109 [see AIC].

Education Code 39.0823

ACCOUNTING
AUDITS

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ANNUAL AUDIT

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

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

Education Code 44.008(a), (b)

AUDIT
REQUIREMENTS
AND PROCEDURES

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

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

INDEPENDENT
AUDITOR

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

The independent auditor must:

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

The CPA firm must:

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

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

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

19 TAC 109.23

FINANCIAL ACCOUNTABILITY SYSTEM RESOURCE GUIDE	The rules for financial accounting, including the selection of an auditor and the requirements for the audit, are described in the official TEA publication, <i>Financial Accountability System Resource Guide</i> , as amended, which is adopted as the State Board of Education's official rule. <i>19 TAC 109.41</i>
FILING OF REPORT	A copy of the annual audit report, approved by the board, shall be filed with TEA not later than the 150th day after the end of the fiscal year for which the audit was made. If a board does not approve the audit report, it shall nevertheless file a copy of it with TEA, accompanied by a statement detailing its reasons for failing to approve the report. <i>Education Code 44.008(d)</i>
FINANCIAL RECORDS	Each treasurer receiving or having control of any school fund shall keep a full and separate itemized account of each of the different classes of school funds received, and these records shall be available to audit. <i>Education Code 44.008(c)</i>
FINANCIAL ACCOUNTABILITY RATING SYSTEM	TEA will assign a financial accountability rating to each district. The commissioner of education ("commissioner") will evaluate the rating system every three years and may modify the system to improve the effectiveness of the rating system. <i>Education Code 39.082; 19 TAC 109.1001(b), (c)</i>
DATA REVIEWED	TEA will use the following sources of data in calculating the financial accountability indicators for school districts: <ol style="list-style-type: none">1. Audited financial data in a district's annual financial report, the audited annual report required by Education Code 44.008.2. PEIMS data submitted by a district.3. Warrant holds as reported by the comptroller.

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

19 TAC 109.1001(d)

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

TYPES OF RATINGS The types of financial accountability ratings a district may receive for the rating year 2015–16 and all subsequent rating years are A for superior achievement, B for above standard achievement, C for standard achievement, and F for substandard achievement.

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

19 TAC 109.1001(h)–(j)

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

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

19 TAC 109.1001(k)

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

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

If the electronic audit of a district's dropout records indicates that the district is not at high risk of having inaccurate dropout records,

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

Education Code 39.308(a)-(c)

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

REQUIRED INTERNET
POSTINGS

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

1. Not later than the tenth day after the first day of instruction of each school year, a district shall make available each campus report card, the district's performance report, the district's accreditation status and performance rating, and a definition and explanation of each accreditation status, under Education Code 39.362. [See AIB]
2. A district shall post an election notice required under Election Code 85.007. [See BBB]
3. A district that is located wholly or partly in a municipality with a population of more than 500,000 and with a student enrollment of more than 15,000 shall post a report filed pursuant to Election Code Chapter 254 by a board member, a candidate for membership on the board, or a specific-purpose committee for supporting, opposing, or assisting a candidate or member of a board, under Election Code 254.04011. [See BBBA]
4. A district shall provide access to the conflicts disclosure statements and questionnaires, under Local Government Code 176.009. [See BBFA, CHE]
5. A district shall post the statements regarding activities to support student health, under Education Code 28.004. [See BDF]
6. A board must post notice of a board meeting and, if the district contains all or part of the area within the corporate boundaries of a municipality with a population of 48,000 or more, the board must also post the agenda for a board meeting, under Government Code 551.056. [See BE]
7. A district that has a student enrollment of 10,000 or more shall post the archived recording, or a link thereto, of its meetings, under Government Code 551.128(b-1). [See BE]

TECHNOLOGY RESOURCES
DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

CQA
(LEGAL)

8. A district issuing capital appreciation bonds shall post the information required by Government Code 1201.0245. [See CCA]
9. A district shall include on the home page of its website the prescribed statement if the district proposes to increase the amount of taxes to fund maintenance and operation expenditures, under Tax Code 26.05(b). [See CCG]
10. A district shall post a summary of its proposed budget concurrently with publication of the proposed budget, under Education Code 44.0041. [See CE]
11. A district shall maintain its adopted budget on the district's website until the third anniversary of the date the budget was adopted, under Education Code 39.084. [See CE]
12. A district shall continuously post its annual financial report under Local Government Code 140.008 on its website until the district posts the next annual report, or, as an alternative, the district may post a link to the comptroller's website where the district's financial information may be viewed. [See CFA]
13. A district shall continuously post on its website the contact information for the district's main office, including the physical address, the mailing address, the main telephone number, and an e-mail address, under Local Government Code 140.008(f)(2). [See CFA]
14. A district shall report its energy usage information on a publicly accessible Internet website with an interface designed for ease of navigation, if available, under Government Code 2265.001. [See CL]
15. A district that does not participate in the uniform group health insurance program (TRS ActiveCare) shall post its comparability report, together with the policy or contract for the group health coverage plan, under Education Code 22.004(d). [See CRD]
16. A district shall post the board's employment policies, under Education Code 21.204(d). [See DCB]
17. A district shall post the transition and employment guide for students enrolled in special education programs and their parents in order to provide information on statewide services and programs that assist in the transition to life outside the public school system, under Education Code 29.0112.

TECHNOLOGY RESOURCES
DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

CQA
(LEGAL)

18. A district shall post the date the PSAT/NMSQT will be administered and the date any college advanced placement tests will be administered, under Education Code 29.916. [See EK]
19. A district shall post information regarding local programs and services, including charitable programs and services, available to assist homeless students, under Education Code 33.906. [See FDC]
20. A district shall prominently post information about required and recommended immunizations and procedures for claiming an exemption from immunization requirements, under Education Code 38.019. [See FFAB]
21. To the extent practicable, a district must post the procedure for reporting bullying established by the district's bullying policy, under Education Code 37.0832(c). [See FFI]

OPTIONAL INTERNET
POSTINGS

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

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

"GEOSPATIAL DATA
PRODUCTS"

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

NOTICE

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

1. Is created or hosted by the district;
2. Appears to represent property boundaries; and
3. Was not produced using information from an on-the-ground survey conducted by or under the supervision of a registered

professional land surveyor or land surveyor authorized to perform surveys under laws in effect when the survey was conducted.

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

The notice may include language further defining the limits of liability of a geospatial data product producer; apply to a geospatial data product that contains more than one map; or for a notice that applies to a geospatial data product that is or is on an Internet website, be included on a separate page that requires the person accessing the website to agree to the terms of the notice before accessing the geospatial data product.

Gov't Code 2051.102

EXEMPTION

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

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

Gov't Code 2051.103

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LEGAL)

DEFINITIONS

“Criminal history clearinghouse” (Clearinghouse) means the electronic clearinghouse and subscription service established by the Department of Public Safety (DPS) to provide criminal history record information to persons entitled to receive that information and to provide updates to such information. A person who is the subject of the criminal history record information requested must consent to the release of the information. *Gov’t Code 411.0845(a), (h)*

“Criminal history record information” (CHRI) means information collected about a person by a criminal justice agency that consists of identifiable descriptions and notations of arrests, detentions, indictments, information, and other formal criminal charges and their dispositions. *Gov’t Code 411.082(2)*

“National criminal history record information” (NCHRI) means criminal history record information obtained from DPS under Government Code Chapter 411, Subchapter F, and the Federal Bureau of Investigation (FBI) under Government Code 411.087. *Education Code 22.081(2)*

CERTIFIED PERSONS

The State Board for Educator Certification (SBEC) shall review the NCHRI of a person who is an applicant for or holder of a certificate and who is employed by or is an applicant for employment by a district. *Education Code 22.0831(c)*

NONCERTIFIED
EMPLOYEES

This section applies to a person who is not an applicant for or holder of a certificate from SBEC and who, on or after January 1, 2008, is offered employment by:

APPLICABILITY

1. A district; or
2. A shared services arrangement, if the employee’s or applicant’s duties are or will be performed on school property or at another location where students are regularly present.

[For noncertified employees of a district or shared services arrangement hired before January 1, 2008, see ALL OTHER EMPLOYEES, below.]

INFORMATION TO
DPS AND TEA

Before or immediately after employing or securing the services of a person subject to this section, a district shall send or ensure that the person sends to DPS information that DPS requires for obtaining NCHRI, which may include fingerprints and photographs.

A district shall provide TEA with the name of a person to whom this section applies. TEA shall examine the CHRI of the person and notify the district if the person may not be hired or must be discharged under Education Code 22.085.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LEGAL)

EMPLOYMENT PENDING REVIEW	After the required information is submitted, the person may begin employment, but that employment is conditional upon the review of that person's CHRI by TEA and must be terminated if TEA makes a determination that the employee or applicant is ineligible for employment.
CRIMINAL HISTORY	<p>A district shall obtain all CHRI that relates to a person subject to this section through the Clearinghouse and shall subscribe to the CHRI of that person. A district may require the person to pay any fees related to obtaining the CHRI.</p> <p><i>Education Code 22.0833; 19 TAC 153.1109(d)</i></p>
SUBSTITUTE TEACHERS	This section applies to a person who is a substitute teacher for a district or shared services arrangement.
APPLICABILITY	For purposes of the CHRI review requirements, a "substitute teacher" is a teacher who is on call or on a list of approved substitutes to replace a regular teacher and has no regular or guaranteed hours. A substitute teacher may be certified or noncertified.
INFORMATION TO DPS AND TEA	<p>A district shall send or ensure that a person to whom this section applies sends to DPS information required for obtaining NCHRI, which may include fingerprints and photographs.</p> <p>A district shall provide TEA with the name of a person to whom this section applies. TEA shall examine the CHRI and certification records of the person and notify the district if the person:</p> <ol style="list-style-type: none">1. May not be hired or must be discharged as provided by Education Code 22.085; or2. May not be employed as a substitute teacher because the person's educator certification has been revoked or is suspended.
EMPLOYMENT PENDING REVIEW	After the required information is submitted, the person may begin employment, but that employment is conditional upon the review of that person's CHRI by TEA and must be terminated if TEA makes a determination that the employee or applicant is ineligible for employment.
CRIMINAL HISTORY	<p>A district shall obtain all CHRI that relates to a person to whom this section applies through the Clearinghouse. A district may require the person to pay any fees related to obtaining the CHRI.</p> <p><i>Education Code 22.0836; 19 TAC 153.1101(5), .1111(d)</i></p>
STUDENT TEACHERS APPLICABILITY	This section applies to a person participating in an internship consisting of student teaching to receive a teaching certificate.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LEGAL)

- CRIMINAL HISTORY A student teacher may not perform any student teaching until:
1. The student teacher has provided to a district a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government; and
 2. The district has obtained from DPS all CHRI that relates to a student teacher. A district may also obtain CHRI relating to a student teacher from any other law enforcement agency, criminal justice agency, or private consumer reporting agency. A district may require a student teacher to pay any costs related to obtaining the CHRI.

Education Code 22.0835

COORDINATION OF EFFORTS TEA, SBEC, a district, and a shared services arrangement may coordinate as necessary to ensure that criminal history reviews authorized or required under Education Code Chapter 22, Subchapter C are not unnecessarily duplicated. *Education Code 22.0833(h)*

ALL OTHER EMPLOYEES A district shall obtain CHRI that relates to a person who is not subject to an NCHRI review under Education Code Chapter 21, Subchapter C and who is an employee of:

1. The district; or
2. A shared services arrangement, if the employee's duties are performed on school property or at another location where students are regularly present.

A district may obtain the CHRI from:

1. DPS;
2. A law enforcement or criminal justice agency; or
3. A private consumer reporting agency [see CONSUMER CREDIT REPORTS, below].

Education Code 22.083(a), (a-1), (c); Gov't Code 411.097

CONFIDENTIALITY OF RECORD CHRI that a district obtains from DPS, including any identification information that could reveal the identity of a person about whom CHRI is requested and information that directly or indirectly indicates or implies involvement of a person in the criminal justice system:

1. Is for the exclusive use of the district; and

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LEGAL)

2. May be disclosed or used by the district only if, and only to the extent, disclosure is authorized or directed by a statute, rule, or order of a court of competent jurisdiction.

For purposes of these confidentiality provisions, "criminal history record" information does not refer to any specific document provided by DPS, but to the information contained, wholly or partly, in a document's original form or any subsequent form or use.

A district or an individual may not confirm the existence or nonexistence of CHRI to any person who is not eligible to receive the information.

Gov't Code 411.084

CHRI obtained by a district, in the original form or any subsequent form, may not be released to any person except the individual who is the subject of the information, TEA, or SBEC, or by court order. The CHRI is not subject to disclosure under Government Code Chapter 552 (Public Information Act).

An employee of a district may request from the district a copy of any CHRI related to that employee that the district has obtained from DPS. The district may charge a fee to provide the information, not to exceed the actual cost of copying the CHRI.

Gov't Code 411.097(d), (f)

DESTRUCTION OF
CHRI

A district shall destroy CHRI obtained from DPS on the earlier of:

1. The date the information is used for the authorized purpose; or
2. The first anniversary of the date the information was originally obtained.

Gov't Code 411.097(d)(3)

CONFIDENTIALITY OF
INFORMATION
OBTAINED FROM
APPLICANT OR
EMPLOYEE

A district may not release information collected about a person in order to obtain CHRI, including the person's name, address, phone number, social security number, driver's license number, other identification number, and fingerprint records, except:

1. To comply with Government Code Chapter 22, Subchapter C (criminal records);
2. By court order; or
3. With the consent of the person who is the subject of the information.

In addition, the information is not subject to disclosure under Government Code Chapter 522 (Public Information Act).

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LEGAL)

The district shall destroy the information not later than the first anniversary of the date the information is received.

Education Code 22.08391

SBEC NOTIFICATION

A superintendent shall promptly notify SBEC in writing by filing a report with the TEA staff within seven calendar days of the date the superintendent obtains or has knowledge of information indicating that an educator employed by or seeking employment with the district has a reported criminal history and the district obtained information about the educator's criminal record by a means other than the criminal history clearinghouse established by the Texas Department of Public Safety. [See also DHB for details on reporting requirements.]

"Reported criminal history" means information concerning any formal criminal justice system charges and dispositions. The term includes arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction.

Education Code 22.087; 19 TAC 249.14(d), .3(43)

Note: For criminal history record provisions regarding volunteers, see GKG. For provisions on employees of entities that contract with a district, see CJA.

DISCHARGE OF
CONVICTED
EMPLOYEES

A district shall discharge or refuse to hire an employee or applicant for employment if the district obtains information through a CHRI review that:

1. The employee or applicant has been convicted of:
 - a. A felony under Penal Code Title 5;
 - b. An offense requiring registration as a sex offender under Code of Criminal Procedure Chapter 62; or
 - c. An offense under the laws of another state or federal law that is equivalent to an offense under paragraphs a or b; and
2. At the time the offense occurred, the victim of the offense was under 18 years of age or was enrolled in a public school.

EXCEPTION

However, a district is not required to discharge or refuse to hire an employee or applicant if the person committed an offense under Title 5, Penal Code and:

1. The date of the offense is more than 30 years before:

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS

DBAA
(LEGAL)

- a. June 15, 2007, in the case of a person employed by a district as of that date; or
 - b. The date the person's employment will begin, in the case of a person applying for employment with a district after June 15, 2007; and
2. The employee or applicant for employment satisfied all terms of the court order entered on conviction.

CERTIFICATION TO SBEC Each school year, the superintendent shall certify to the commissioner of education ("commissioner") that the district has complied with the above provisions at DISCHARGE OF CONVICTED EMPLOYEES as required by Education Code 22.085.

SANCTIONS SBEC may impose a sanction on an educator who does not discharge an employee or refuse to hire an applicant if the educator knows or should have known, through a criminal history record information review, that the employee or applicant has been convicted of an offense described above.

SBEC may impose a sanction on a superintendent who falsely or inaccurately certified to the commissioner that the district had complied with Education Code 22.085. [See DISCHARGE OF CONVICTED EMPLOYEES, above]

OPTIONAL TERMINATION A district may discharge an employee if the district obtains information of the employee's conviction of a felony or misdemeanor involving moral turpitude that the employee did not disclose to SBEC or to the district. An employee so discharged is considered to have been discharged for misconduct for the purposes of Labor Code 207.044 (unemployment compensation).

Education Code 22.085; 19 TAC 249.15(b)(12), (13) [See DF]

CONSUMER CREDIT REPORTS "Adverse action" includes a denial of employment or any other decision for employment purposes that adversely affects any current or prospective employee.

DEFINITIONS

"Consumer report" includes any information from a consumer reporting agency that is used or expected to be used as a factor in establishing the person's eligibility for employment.

"Consumer reporting agency" is an agency that, for monetary fees, dues, or on a cooperative nonprofit basis, regularly assembles or evaluates consumer credit information or other information on consumers for the purpose of furnishing consumer reports to third parties.

"Employment purposes" when used in connection with a consumer report means a report used for the purpose of evaluating a person

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
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DBAA
(LEGAL)

for employment, promotion, reassignment, or retention as an employee.

15 U.S.C. 1681a

OBTAINING
REPORTS

A district may not procure a consumer report for employment purposes unless:

1. The district has provided the applicant or employee a written disclosure that a consumer report may be obtained for employment purposes; and
2. The applicant or employee has authorized in writing the procurement of the consumer report.

ADVERSE ACTION

Before taking any adverse action based on the consumer report, a district shall provide the applicant or employee a copy of the consumer report and a written description of the person's rights under the Fair Credit Reporting Act, as prescribed by the Federal Trade Commission.

15 U.S.C. 1681b(b)(2)

Note: The following provisions apply to a district that uses consumer reports.

ADDRESS
DISCREPANCIES

"Notice of address discrepancy" means a notice sent to a user by a consumer reporting agency that informs the user of a substantial difference between the address for the consumer that the user provided to request the consumer report and the address(es) in the agency's file for the consumer.

A district must develop and implement reasonable policies and procedures designed to enable the district, when it receives a notice of address discrepancy, to form a reasonable belief that a consumer report relates to the consumer about whom it has requested the report.

If a district regularly and in the ordinary course of business furnishes information to the consumer reporting agency from which it received the notice of address discrepancy, the district must also develop and implement reasonable policies and procedures for furnishing an address for the consumer, which the district has reasonably confirmed is accurate, to the consumer reporting agency.

16 C.F.R. 641.1

DISPOSAL OF
RECORDS

A district must properly dispose of a consumer report by taking reasonable measures to protect against unauthorized access to or use of the information.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
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DBAA
(LEGAL)

“Dispose” includes discarding or abandoning the consumer report, or selling, donating, or transferring any medium, including computer equipment, upon which the consumer report is stored.

Examples of reasonable measures include:

1. Burning, pulverizing, or shredding papers containing a consumer report so the information cannot practicably be read or reconstructed;
2. Destroying or erasing electronic media containing a consumer report so that the information cannot practicably be read or reconstructed; or
3. After due diligence, entering into and monitoring compliance with a contract with another party engaged in the business of record destruction to dispose of the consumer report.

16 C.F.R. 682.3

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LEGAL)

RESIGNATION
WITHOUT CONSENT
(UNILATERAL
RESIGNATION)

An educator employed under a probationary contract for the following school year, or under a term or continuing contract, may relinquish the position and leave district employment at the end of the school year without penalty by filing a written resignation with a board or a board's designee not later than the 45th day before the first day of instruction of the following school year.

A written resignation mailed by prepaid certified or registered mail to a board president or a board's designee at the post office address of the district is considered filed at the time of mailing.

Education Code 21.105(a), .160(a), .210(a)

An unequivocal resignation filed not later than the 45th day before the first day of instruction of the following school year is effective upon filing with a district and the district cannot reject such a resignation. The resignation cannot be withdrawn by the teacher based on an argument that the district has not accepted the resignation. *Fantroy v. Dallas Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 034-R9-0206 (Mar. 5, 2009); Garcia v. Miles Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 055-RI-503 (Nov. 30, 2006).*

RESIGNATION WITH
CONSENT

The educator may resign, with the consent of the board or the board's designee, at any other time. *Education Code 21.105(b), .160(b), .210(b)*

SANCTIONS FOR
ABANDONMENT OF
CONTRACT

On written complaint by a district, the State Board for Educator Certification (SBEC) may impose sanctions against an educator who is employed under a probationary contract, or under a continuing or term contract, for the following school year, and who:

1. Resigns;
2. Fails without good cause to comply with the resignation deadline or the provision regarding resignation by consent; and
3. Fails without good cause to perform the contract.

Education Code 21.105(c), .160(c), .210(c)

Acceptance or approval of a resignation indicates consent to abandonment of contract. *Quitman Indep. Sch. Dist. v. Wilkerson, Tex. Comm'r of Educ. Decision No. 142-TTC-698 (Dec. 2, 1999); Houston Indep. Sch. Dist. v. Johnson, Tex. Comm'r of Educ. Decision No. 054-TTC-1196 (Sept. 28, 1998)*

SBEC shall not pursue sanctions against an educator who is alleged to have abandoned his or her contract unless a board:

1. Submits a written complaint within 30 calendar days after the effective date of the educator's separation from employment

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LEGAL)

from the district. Unless the district and the educator have a written agreement to the contrary, the effective date of separation from employment is the first day that, without district permission, the educator fails to appear for work under the contract.

2. Renders a finding that good cause did not exist under Education Code 21.105(c)(2) (probationary contract), 21.160(c)(2) (continuing contract), or 21.210(c)(2) (term contract). This finding constitutes prima facie evidence of the educator's lack of good cause but is not a conclusive determination.
3. Submits the following required attachments to the written complaint:
 - a. The educator's resignation letter, if any;
 - b. The agreement with the educator regarding the effective date of separation from employment, if any;
 - c. The educator's contract; and
 - d. Board meeting minutes indicating a finding of "no good cause." If the board does not meet within 30 calendar days of the educator's separation from employment, the minutes may be submitted within 10 calendar days after the next board meeting.

19 TAC 249.14(g)

REPORT TO SBEC

A superintendent shall report the educator's resignation to SBEC if the conditions set forth at Education Code 21.006 exist. [See DHB] *Education Code 21.006*

INVESTIGATION

A superintendent shall complete an investigation of an educator if there is evidence that the educator may have abused or otherwise committed an unlawful act with a student or minor, despite the educator's resignation from district employment before completion of the investigation. *Education Code 21.006(b-1); 19 TAC 249.14(d)(3)(C)*

EMPLOYEE STANDARDS OF CONDUCT
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB
(LEGAL)

REPORT REQUIRED	In addition to the reporting requirement under Family Code 261.101 [see FFG], a superintendent shall notify the State Board for Educator Certification (SBEC) if:
CRIMINAL HISTORY	1. An educator employed by or seeking employment with the district has a reported criminal history and the district obtained information about the educator's criminal record by a means other than the criminal history clearinghouse established by the Texas Department of Public Safety;
TERMINATION	2. An educator's employment at the district was terminated based on evidence that the educator engaged in an act of misconduct listed below;
RESIGNATION	3. An educator has submitted a notice of resignation and evidence exists that would support a finding that the educator engaged in an act of misconduct listed below; or
ASSESSMENT INSTRUMENT	4. The educator engaged in conduct that violated the assessment instrument security procedures established under Education Code 39.0301.
"REPORTED CRIMINAL HISTORY"	"Reported criminal history" means information concerning any formal criminal justice system charges and dispositions. The term includes arrests, detentions, indictments, criminal informations, convictions, deferred adjudications, and probations in any state or federal jurisdiction. <i>Education Code 21.006, 22.087; 19 TAC 249.3(43), .14(d)</i>
REPORTABLE MISCONDUCT	A superintendent shall make a report to SBEC under Education Code 21.006 if there is evidence that the educator: 1. Sexually or physically abused or otherwise committed an unlawful act with a student or minor; 2. Was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor; 3. Possessed, transferred, sold, or distributed a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 U.S.C. Section 801 et seq.; 4. Illegally transferred, appropriated, or expended funds or other property of the district; 5. Attempted by fraudulent or unauthorized means to obtain or alter a professional certificate or permit for the purpose of promotion or additional compensation; or 6. Committed a criminal offense or any part of a criminal offense on school property or at a school-sponsored event.

“ABUSE”

“Abuse” includes the following acts or omissions:

1. Mental or emotional injury to a student or minor that results in an observable and material impairment in the student’s or minor’s development, learning, or psychological functioning;
2. Causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student’s or minor’s development, learning, or psychological functioning;
3. Physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
4. Sexual conduct harmful to a student’s or minor’s mental, emotional, or physical welfare.

19 TAC 249.3(1)

“SOLICITATION OF A
ROMANTIC
RELATIONSHIP”

“Solicitation of a romantic relationship” means deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature. A romantic relationship is often characterized by a strong emotional or sexual attachment and/or patterns of exclusivity, but does not include appropriate educator-student relationships that arise out of legitimate contexts such as familial connections or longtime acquaintance. The following acts, considered in context, may constitute prima facie evidence of the solicitation by an educator of a romantic relationship with a student:

1. Behavior, gestures, expressions, or communications with a student that are unrelated to the educator’s job duties and evidence a romantic intent or interest in the student, including statements of love, affection, or attraction. Factors that may be considered in determining the romantic intent of such communications or behavior include:
 - a. The nature of the communications;
 - b. The timing of the communications;
 - c. The extent of the communications;
 - d. Whether the communications were made openly or secretly;

EMPLOYEE STANDARDS OF CONDUCT
REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

DHB
(LEGAL)

- e. The extent that the educator attempts to conceal the communications;
 - f. If the educator claims to be counseling a student, SBEC may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate authorities; and
 - g. Any other evidence tending to show the context of the communications between educator and student.
2. Making inappropriate comments about a student's body, creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images.
 3. Making sexually demeaning comments to a student.
 4. Making comments about a student's potential sexual performance.
 5. Requesting details of a student's sexual history.
 6. Requesting a date, sexual contact, or any activity intended for the sexual gratification of the educator.
 7. Engaging in conversations regarding the sexual problems, preferences, or fantasies of either party.
 8. Inappropriate hugging, kissing, or excessive touching.
 9. Providing the student with drugs or alcohol.
 10. Suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage.
 11. Any other acts tending to show that the educator solicited a romantic relationship with the student.

19 TAC 249.3(50)

A superintendent may notify SBEC of any educator misconduct that the superintendent believes in good faith may be subject to sanctions by SBEC. *19 TAC 249.14(d)*

DEADLINE TO REPORT The superintendent must notify SBEC in writing not later than the seventh day after the date the superintendent knew about an em-

EMPLOYEE STANDARDS OF CONDUCT
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	ployee's termination of employment following an alleged incident of misconduct. <i>Education Code 21.006(c)</i>
CONTENTS OF REPORT	<p>The report shall include the name or names of any student or minor who is the victim of abuse or unlawful conduct by an educator. The report shall, at a minimum, describe in detail the factual circumstances requiring the report and identify the subject of the report by providing the following available information:</p> <ol style="list-style-type: none">1. Name and any aliases;2. Certificate number, if any, or social security number;3. Last known mailing address and home and daytime phone numbers;4. All available contact information for any alleged victim or victims; and5. Name or names and any available contact information of any relevant witnesses to the circumstances requiring the report. <p><i>Education Code 21.006(c); 19 TAC 249.14(e)</i></p> <p>A superintendent shall include the name of a student or minor who is the victim of abuse or unlawful conduct by an educator, but the name of the student or minor is not public information under Government Code Chapter 552. [See GBAA] <i>Education Code 21.006(h)</i></p>
NOTICE	<p>A superintendent shall notify the board and the educator of the filing of a written report with SBEC. <i>Education Code 21.006(d)</i></p>
SANCTIONS FOR FAILURE TO REPORT	<p>A superintendent who fails to timely make a required report is subject to sanctions by SBEC. <i>Education Code 21.006(f); 19 TAC 249.14(e)</i></p>
IMMUNITY	<p>A superintendent who, in good faith and while acting in an official capacity, files a report with SBEC is immune from civil or criminal liability that might otherwise be incurred or imposed. <i>Education Code 21.006(e)</i></p>

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

SECTION E: INSTRUCTION

EA	INSTRUCTIONAL GOALS AND OBJECTIVES
EB	SCHOOL YEAR
EC	SCHOOL DAY
ED	ORGANIZATION OF INSTRUCTION
EE	INSTRUCTIONAL ARRANGEMENTS
EEA	Grouping for Instruction
EEB	Class Size
EEC	Scheduling for Instruction
EED	Student Schedules
EEH	Homebound Instruction
EEJ	Individualized Learning
EEL	Contracts with Outside Agencies
EEM	Juvenile Residential Facilities
EEP	Lesson Plans
EF	INSTRUCTIONAL RESOURCES
EFA	Instructional Materials
EFAA	Selection and Adoption
EFB	Library Media Programs
EFC	Community Instructional Resources
EFD	Field Trips
EFF	Instructional Television
EG	CURRICULUM DEVELOPMENT
EGA	Innovative and Magnet Programs
EH	CURRICULUM DESIGN
EHA	Basic Instructional Program
EHAA	Required Instruction (All Levels)
EHAB	Required Instruction (Elementary)
EHAC	Required Instruction (Secondary)
EHAD	Elective Instruction
EHB	Special Programs
EHBA	Special Education
EHBAA	Identification, Evaluation, and Eligibility
EHBAB	ARD Committee and Individualized Education Program
EHBAC	Students in Non-District Placement
EHBAD	Transition Services
EHBAE	Procedural Requirements
EHBAF	Video/Audio Monitoring

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SECTION E: INSTRUCTION

EHBB	Gifted and Talented Students
EHBC	Compensatory/Accelerated Services
EHBD	Federal Title I
EHBE	Bilingual Education/ESL
EHBF	Career and Technical Education
EHBG	Prekindergarten
EBH	Other Special Populations
EHBI	Adult and Community Education
EHBK	Other Instructional Initiatives
EHBL	High School Equivalency
EHBM	Travel Study
EHBN	Honors
EHD	Alternative Methods for Earning Credit
EHDA	Summer School
EHDB	Credit by Examination With Prior Instruction
EHDC	Credit by Examination Without Prior Instruction
EHDD	College Course Work/Dual Credit
EHDE	Distance Learning

EI	ACADEMIC ACHIEVEMENT
EIA	Grading/Progress Reports to Parents
EIAA	Examinations
EIAB	Makeup Work
EIB	Homework
EIC	Class Ranking
EID	Honor Rolls
EIE	Retention and Promotion
EIF	Graduation

EJ ACADEMIC GUIDANCE PROGRAM

EK	TESTING PROGRAMS
EKB	State Assessment
EKBA	English Language Learners/LEP Students
EKC	Reading Assessment
EKD	Mathematics Assessment

EL CHARTER CAMPUS OR PROGRAM

EM	MISCELLANEOUS INSTRUCTIONAL POLICIES
EMA	Academic Freedom
EMB	Teaching About Controversial Issues
EMD	Ceremonies and Observances
EMG	Non-Service Animals
EMI	Study of Religion

INSTRUCTIONAL ARRANGEMENTS
HOMEBOUND INSTRUCTION

EEH
(LOCAL)

- GENERAL EDUCATION Consistent with TEA's *Student Attendance Accounting Handbook (SAAH)*, a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.
- The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current medical information.
- SPECIAL EDUCATION Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical reasons specifically documented by a physician licensed to practice in the United States. If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the weeks of confinement need to be consecutive.
- If the ARD committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current medical information.
- DOCUMENTATION OF SERVICES The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH*, and a student's individualized education program (IEP), as applicable.

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LEGAL)

PARENTAL CONSENT NOT REQUIRED An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for a purpose related to the promotion of student safety as described by this policy. *Education Code 26.009(b)*

VIDEO SURVEILLANCE UPON REQUEST TO PROMOTE STUDENT SAFETY In order to promote student safety on request by a parent, trustee, or staff member, a school district shall provide equipment, including a video camera, to each school in the district in which a student who receives special education services in a self-contained classroom or other special education setting is enrolled.

CLASSROOM OR OTHER SETTING Each school that receives equipment shall place, operate, and maintain one or more video cameras in each self-contained classroom or other special education setting in which a majority of the students in regular attendance are:

1. Provided special education and related services; and
2. Assigned to a self-contained classroom or other special education setting for at least 50 percent of the instructional day.

A school shall operate and maintain the camera in the classroom or setting as long as the classroom or setting continues to satisfy these requirements.

VIDEO CAMERAS The video cameras must be capable of:

1. Covering all areas of the classroom or setting, except that the inside of a bathroom or any area in the classroom or setting in which a student's clothes are changed may not be visually monitored; and
2. Recording audio from all areas of the classroom or setting.

WRITTEN NOTICE Before a school places a video camera in a classroom or setting, the school shall provide written notice of the placement to all school staff and to the parents of a student receiving special education services in the classroom or setting.

RETENTION PERIOD A school district shall retain video recorded from a camera for at least six months after the date the video was recorded.

GIFTS, GRANTS, AND DONATIONS A school district may solicit and accept gifts, grants, and donations from any person for use in placing video cameras in classrooms or settings.

NO WAIVER OF IMMUNITY The requirements described by this policy do not:

1. Waive any immunity from liability of a school district, or of district officers or employees; or

SPECIAL EDUCATION
VIDEO/AUDIO MONITORING

EHBAF
(LEGAL)

2. Create any liability for a cause of action against a school district or against district officers or employees.
- NO MONITORING A school district may not:
1. Allow regular or continual monitoring of video recorded under Education Code 29.022; or
 2. Use video for teacher evaluation or for any other purpose other than the promotion of safety of students receiving special education services.
- CONFIDENTIALITY A video recording of a student is confidential and may not be released or viewed except as provided below.
- LIMITED RELEASE A school district shall release a recording for viewing by:
1. A school district employee or a parent or guardian of a student who is involved in an incident documented by the recording for which a complaint has been reported to the district, on request of the employee, parent, or guardian, respectively;
 2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged or suspected abuse or neglect of a child under Family Code 261.406;
 3. A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioner's rule, or a human resources staff member designated by the board in response to a complaint or an investigation of district personnel or a complaint of abuse committed by a student; or
 4. Appropriate agency or State Board for Educator Certification personnel or agents as part of an investigation.
- DUTY TO REPORT If a person described by item 3 or 4 above who views the video recording believes that the recording documents a possible violation under Family Code, Chapter 261, Subchapter E, the person shall notify DFPS for investigation in accordance with Family Code 261.406.
- USE IN DISCIPLINARY ACTIONS AGAINST DISTRICT PERSONNEL If any person described by item 2, 3, or 4 above who views the recording believes that the recording documents a possible violation of district policy, the person may allow access to the recording to appropriate legal and human resources personnel. A recording believed to document a possible violation of district policy may be used as part of a disciplinary action against district personnel and shall be released at the request of the student's parent or guardian in a legal proceeding.

FERPA

State law does not limit the access of a student's parent to a record regarding the student under the Family Educational Rights and Privacy Act or other law.

Education Code 29.022

ALTERNATIVE METHODS FOR EARNING CREDIT
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC
(LEGAL)

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

KINDERGARTEN-
GRADE 5

A district shall develop procedures for kindergarten acceleration that are approved by the board.

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

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

GRADES 6–12

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

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

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

BOARD-APPROVED
EXAMINATIONS

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

The examinations may be developed by Texas Tech University, The University of Texas at Austin, the school district, or another entity.

ALTERNATIVE METHODS FOR EARNING CREDIT
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC
(LEGAL)

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

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

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

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

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

ANNUAL
ADMINISTRATION

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

ALTERNATIVE METHODS FOR EARNING CREDIT
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EHDC
(LEGAL)

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

STUDENTS WHO
ARE HOMELESS OR
IN SUBSTITUTE
CARE

A district shall provide opportunities for a student who is homeless or in substitute care who transfers to the district after the start of the school year to be administered credit by examination at any point during the school year.

LIMITATIONS ON
TAKING
EXAMINATIONS

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

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

FEES

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

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

ACADEMIC ACHIEVEMENT

EI
(LEGAL)

AWARD OF CREDIT	The award of credit for a course affirms that a student has satisfactorily met state and local requirements. <i>19 TAC 74.26(a)</i>
EARLY AWARD OF CREDIT	A district may offer courses designated for grades 9–12 in earlier grade levels. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels from grades 9–12 and have been awarded state graduation credits. <i>19 TAC 74.26(b)</i>
PARTIAL AWARD	<p>In accordance with a district’s local policy, a student who is able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. <i>19 TAC 74.26(d)</i></p> <p>A district shall award credit proportionately to a student who is homeless or in substitute care who successfully completes only one semester of a two-semester course. <i>19 TAC 74.26(e)</i></p>
ATTENDANCE FOR CREDIT OR FINAL GRADE	Unless credit is awarded by the attendance committee, or regained in accordance with a principal’s plan [see FEC], a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. <i>Education Code 25.092</i>
GRADUATION REQUIREMENTS	Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the essential knowledge and skills of each course. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school district in the state. <i>19 TAC 74.26(a)(1), (c)</i>
ACADEMIC ACHIEVEMENT RECORD	<p>Following guidelines developed by the commissioner of education, a district shall use an academic achievement record (transcript) form that includes student demographics, school data, student data, and the record of courses and credits earned.</p> <p>The academic achievement record (transcript) shall serve as the academic record for each student and shall be maintained permanently by a district.</p> <p>Any credit earned by a student must be recorded on the academic achievement record (transcript), regardless of when the credit was earned.</p>

ACADEMIC ACHIEVEMENT

EI
(LEGAL)

A student's performance on a state assessment, including an end-of-course assessment instrument required under Education Code 39.023(c) [see EKB], must be included in the student's academic achievement record (transcript).

Copies of the record shall be made available to students transferring to another district. A district shall respond promptly to all requests for student records from receiving districts. [See also FD, FDA, and FL]

Education Code 28.025(e), 39.023(c-5); 19 TAC 74.5(b)–(d)

TRANSCRIPT SEALS Students who complete high school graduation requirements shall have attached to the academic achievement record (transcript) a seal approved by the State Board of Education. *19 TAC 74.5(e)*

ENDORSEMENT Students who complete the requirements for an endorsement shall have the endorsement clearly indicated on the academic achievement record (transcript).

PERFORMANCE ACKNOWLEDGMENT Students who earn a performance acknowledgment shall have the performance acknowledgment clearly indicated on the academic achievement record (transcript).

DISTINGUISHED LEVEL OF ACHIEVEMENT Students who earn the distinguished level of achievement shall have the distinguished level of achievement clearly indicated on the academic achievement record (transcript).

Education Code 28.025(e-1); 19 TAC 74.5(f)–(h), .11(b)

CERTIFICATE OF COURSEWORK COMPLETION A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. The academic achievement record (transcript) shall include a notation of the date a certificate of completion was issued to the student. [See FMH for participation in the graduation ceremony.] *19 TAC 74.5(i)*

EARLY HIGH SCHOOL GRADUATION SCHOLARSHIP PROGRAM For purposes of the Early High School Graduation Scholarship Program, a student who does not satisfy the curriculum requirements for a recommended or advanced high school program is considered to have satisfied those requirements if the high school from which the student graduated indicates on the student's transcript that the student was unable to complete the appropriate curriculum within the time prescribed solely because of a reason beyond the student's control, such as lack of enrollment capacity or a shortage of qualified teachers. *Education Code 56.203(d)*

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

STATE ASSESSMENT
OF ACADEMIC SKILLS

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B [see TESTING IN GRADES 3–8, below]. *Education Code 39.023(a), (c), (f); 19 TAC 101.5*

A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course (EOC) assessment instruments [see END-OF-COURSE ASSESSMENTS, below]. *Education Code 39.025(a); 19 TAC 101.4001*

LIMITED ENGLISH
PROFICIENT
STUDENTS

In grades 3–12, a limited English proficient (LEP) student, as defined by Education Code Chapter 29, Subchapter B, shall participate in the state assessment in accordance with commissioner's rules at 19 Administrative Code Chapter 101, Subchapter AA. *Education Code 39.023(l), (m)* [See EKBA]

SPECIAL
EDUCATION

TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal (ARD) committee, including assessment instruments approved by the commissioner of education ("commissioner") that measure growth. The assessment instruments developed or adopted, including the assessment instruments approved by the commissioner, must, to the extent allowed under federal law, provide a district with options for the assessment of students.

TEA may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's ARD committee.

The student's ARD committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

Education Code 39.023(b)–(c), .025(a-4)

MILITARY
DEPENDENTS

If the student is a military dependent, the district shall accept:

1. Exit or EOC exams required for graduation from the sending state;

2. National norm-referenced achievement tests; or
3. Alternative testing, in lieu of testing requirements for graduation in the receiving state.

In the event the above alternatives cannot be accommodated by the receiving state for a military dependent transferring in his or her senior year, then a commissioner's substitute passing standard shall apply.

SUBSTITUTE
PASSING
STANDARD

The commissioner shall adopt a passing standard on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for achieving a score on an assessment instrument otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in this state for the first time after completing the ninth grade or who reenrolls in a public school in this state at or above the tenth grade level after an absence of at least two years from the public schools of this state. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student's high school enrollment, regardless of any subsequent revision of the standard.

Education Code 162.002 art. VII, §§ B–C [See FDD]

ADMINISTRATION

A district shall follow the test administration procedures established by TEA in the applicable test administration materials. A superintendent shall be responsible for administering tests. *19 TAC 101.25, .27*

SCHEDULE

The commissioner shall specify the schedule for testing that is in compliance with Education Code 39.023(c-3)(1) and (2), and supports reliable and valid assessments. Participation in University Interscholastic League (UIL) area, regional, or state competitions is prohibited on any days on which testing is scheduled between Monday and Thursday of the school week in which the primary administration of assessment instruments occurs.

The commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state.

19 TAC 101.25

ALTERNATE TEST
DATES

The commissioner shall consider requests from districts or campuses for alternate test dates on a case-by-case basis. Alternate test dates will only be allowed if the campus or district is closed on the day on which testing is scheduled or if there is an exceptional circumstance, defined below, that may affect a district's or cam-

pus's ability to administer an assessment or the students' performance on the assessment.

"Exceptional circumstances" include:

1. Inclement weather or natural disasters that would cause a district or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;
2. Health epidemics that result in a large number of students being absent on the day of testing;
3. Death of a student or school official that may impact student performance; and
4. Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

If an alternate test date for primary test administration is approved, the commissioner may prohibit a district or campus from participating in UIL competition on the new test date if that is determined to be in the best interest of the district, campus, and students.

19 TAC 101.5003

NOTICE TO PARENTS
AND STUDENTS

A superintendent shall be responsible for providing written notice to each student and the student's parent or guardian of:

GRADE
ADVANCEMENT
TESTING

1. The testing requirements for grade advancement [see EIE] and the dates, times, and locations of testing.

Notice of testing requirements shall be provided no later than the beginning of the student's kindergarten year, for students attending kindergarten in the district, and no later than the beginning of the student's first-grade year for all other students. The superintendent shall also provide such notice for students in grades 1–8 who are new to the district.

GRADUATION
TESTING

2. The testing requirements for graduation and the dates, times, and locations of testing.

Notice of testing requirements shall be provided no later than the beginning of the student's seventh-grade year. The superintendent shall also provide such notice for students in grades 7–12 who are new to the district. Notice of the dates, times, and locations of testing shall be provided to each student who will take the tests and to out-of-school individuals.

19 TAC 101.3012

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

TESTING IN GRADES
3–8

Except as provided below, all students, other than students who are assessed under Education Code 39.023(b) (alternative assessment instrument) or 39.023(l) (LEP students) or exempted under Education Code 39.027, shall be assessed in:

1. Mathematics, annually in grades 3–7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;
2. Reading, annually in grades 3–8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;
5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law.

Education Code 39.023(a)

EXCEPTION

Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

1. Is enrolled in a course or subject intended for students above the student's enrolled grade level and will be administered a grade-level assessment instrument developed under the list above that aligns with the curriculum for that course or subject within the same content area; or
2. Is enrolled in a course for high school credit in a subject intended for students above the student's enrolled grade level and will be administered an EOC assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student's enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student's grade level.

Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011

ACCOMMODATIONS

Testing accommodations are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction. Permissible testing accommodations shall be described in the appropriate test administration materials.

The committee established by a board to determine the placement of students with dyslexia or related disorders shall determine whether any allowable modification is necessary in administering an assessment to such a student.

A student's ARD committee shall determine the allowable accommodations and shall document them in the student's individualized education program (IEP). [See SPECIAL EDUCATION, above]

19 TAC 101.3013; Education Code 39.023(a)–(c), (n); 34 C.F.R. 300.320(a)(6)

END-OF-COURSE
ASSESSMENTS

Beginning with students first enrolled in grade 9 in the 2011–12 school year, a student enrolled in a course for which an EOC assessment exists as required by Education 39.023(c) shall take the appropriate assessment. *19 TAC 101.3021(a)*

STUDENTS
ENROLLED BELOW
HIGH SCHOOL
LEVEL

Beginning in the 2011–12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student's assessment graduation requirements, as specified in 19 Administrative Code 101.3022. *19 TAC 101.3021(d)*

ASSESSMENT
REQUIREMENTS
FOR GRADUATION

A student must meet satisfactory performance on an EOC assessment listed in Education Code 39.023(c) only for a course in which the student is enrolled and for which an EOC assessment instrument is administered in order to be eligible to receive a Texas diploma.

EXCEPTIONS
ENGLISH I OR
ENGLISH II

A student who was administered separate reading and writing EOC assessments under Education Code 39.023(c), for the English I or English II course has met that course's assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

Exceptions related to English I also apply to English language learners who meet the criteria in 19 Administrative Code 101.1007. [See EKBA]

CREDITS
EARNED
PRIOR TO
ENROLLMENT

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school district and the credit has been accepted by a Texas public school district, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–12 spring administration, the student is not required to take the corresponding EOC assessment.

19 TAC 101.3021(e), .3022

SUBSTITUTE
ASSESSMENTS

A student may use certain assessments as substitute assessments in place of an EOC assessment, to meet the student's assessment graduation requirements in accordance with the commissioner's chart at 19 Administrative Code 101.4002(b). An approved substitute assessment may be used in place of only one specific EOC assessment.

A student is eligible to use a substitute assessment if the student:

1. Was administered an approved substitute assessment for an equivalent course in which the student was enrolled;
2. Received a satisfactory score on the substitute assessment as determined by the commissioner and provided in the chart at 19 Administrative Code 101.4002(b); and
3. Using a Texas Success Initiative (TSI) assessment also meets the following criteria:
 - a. A student must have been enrolled in a college preparatory course for English language arts or mathematics and, in accordance with Education Code 39.025(a-1), have been administered an appropriate TSI assessment at the end of that course.
 - (1) A student under this provision who meets all TSI English language arts score requirements provided in the chart at 19 Administrative Code 101.4002(b) satisfies both the English I and English II EOC assessment graduation requirements.
 - (2) A student under this provision may satisfy an assessment graduation requirement in such a manner regardless of previous performance on an Algebra I, English I, or English II EOC assessment.
 - b. In accordance with Education Code 39.025(a-3), a student who did not meet satisfactory performance on the Algebra I or English II EOC assessment after retaking

the assessment may use the corresponding TSI assessment in place of that EOC assessment.

- (1) For a student under this provision who took separate reading and writing assessments for the English II EOC assessment and who did not meet the English II assessment graduation requirement using those tests as specified in 19 Administrative Code 101.3022(b) (relating to Assessment Requirements for Graduation), the separate TSI reading or writing assessment may not be used to substitute for the corresponding English II reading or writing EOC assessment.
- (2) The provisions of this paragraph expire September 1, 2017. A student may meet the assessment graduation requirements under this provision using the TSI if the student has met the necessary score requirements as specified in the chart at 19 Administrative Code 101.4002(b) prior to September 1, 2017.

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above.

A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart at 19 Administrative Code 101.4002(b) must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject.

VERIFICATION OF RESULTS

An eligible student is responsible for providing a district an official copy of the student's scores from the substitute assessment.

Upon receipt of official results of an approved substitute assessment, a district must:

1. Verify the student's score on the substitute assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the commissioner.

19 TAC 101.4002, .4005

SATISFACTORY PERFORMANCE

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the commissioner on each EOC assessment instrument administered to the student. *Education Code 39.025(a)*

INDIVIDUAL
GRADUATION
COMMITTEE

A student in grade 11 or 12 who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses may qualify to graduate on the basis of a review by an individual graduation committee (IGC). [See EIF]

Starting with the 2014-15 school year, a student who has taken but failed to achieve the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an IGC under Education Code 28.0258.

A student may not graduate under an IGC if the student did not take each required EOC assessment or an approved substitute assessment for each course in which the student was enrolled in a Texas public school for which there is an EOC assessment. A district shall determine whether the student took each required EOC assessment or an approved substitute assessment. Under this provision, a student who does not make an attempt to take all required EOC assessments may not qualify to graduate by means of an IGC.

ENGLISH
LANGUAGE
LEARNERS

A student who is an English language learner (ELL) and qualifies for the English I special provision in 19 Administrative Code 101.1007 [see EKBA] may graduate without an IGC if the student achieves satisfactory performance on the remaining EOC assessments that the student is required to take.

The qualifying ELL becomes eligible for IGC review by failing to achieve satisfactory performance on the English I EOC assessment and one other EOC assessment or by failing to achieve satisfactory performance on no more than two of the remaining EOC assessments if the student achieved satisfactory performance on the English I EOC assessment.

If a qualifying ELL does graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not achieve satisfactory performance on the EOC assessment for that course.

RETAKES

Notwithstanding any action taken by a student's IGC, a district must provide a student an opportunity to retake an EOC assessment under Education Code 39.023(c), if the student has not previously achieved satisfactory performance on an assessment for that course. A student is not required to retake a course in order to be administered a retest of an EOC assessment.

APPLICATION
AND EXPIRATION

This provision only applies to a student classified by the district as an 11th or 12th grade student in the 2014–15, 2015–16, or 2016–17 school year.

This provision expires September 1, 2017. A student may graduate by means of an IGC if the student has qualified for an IGC under Education Code 28.0258 and that IGC convened prior to September 1, 2017.

Education Code 28.0258, 39.025(a-2); 19 TAC 101.3022(e)

SPECIAL
EDUCATION

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258. As provided in 19 Administrative Code 89.1070 (relating to Graduation Requirements) and 19 Administrative Code 101.3023 (relating to Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who took an EOC assessment while enrolled in a special education program is not required to re-take and achieve satisfactory performance on the EOC assessment if the student's ARD committee determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under Education Code 28.0258 and is subject to the IGC provisions above. [See INDIVIDUAL GRADUATION COMMITTEE, above]

19 TAC 101.3022(f)

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Beginning with the 2011–12 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an al-

ternate assessment as specified in the student's IEP will be assessed using alternate versions of EOC assessments as listed in 19 Administrative Code 101.3011(b)(2).

A student who is receiving special education services and who is first enrolled in grade 9 or below in the 2011–12 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP.

19 TAC 101.3023

CREDIT BY EXAMINATION	An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 Administrative Code 74.24. [See EHDB, EHDC] <i>19 TAC 101.3021(c)</i>
ADDITIONAL STATE ASSESSMENTS	TEA may adopt EOC assessment instruments for courses not listed in statute, as described above. A student's performance on these EOC assessment instruments is not subject to the performance requirements established for the statutory assessments. <i>Education Code 39.023(c-2)</i>
RETAKES	<p>Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. [See SATISFACTORY PERFORMANCE, above]</p> <p>A student is not required to retake a course as a condition of retaking an EOC assessment instrument.</p> <p>If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.</p> <p><i>Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d)</i></p>
REPORTING RESULTS TO THE PUBLIC	Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of a board, after receipt from TEA. The information shall not contain the names of individual students or teachers. <i>Education Code 39.030(b)</i>
TO THE BOARD	A superintendent shall accurately report all test results with appropriate interpretations to a board according to the schedule in the applicable test administration materials.
TO PARENTS, STUDENTS, AND TEACHERS	A district shall notify each of its students, his or her parent or guardian, and his or her teacher for that subject of test results, observing confidentiality requirements stated at CONFIDENTIALITY,

below. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. Upon receipt of the assessment results from the test contractor, a district shall disclose a student's assessment results to a student's teacher in the same subject area as the assessment for that school year. [See BQ series, FD, and FL]

19 TAC 101.3014; No Child Left Behind Act, 20 U.S.C. 6311(h)(6)

TEA shall adopt a series of questions to be included in an EOC assessment instrument administered under Education Code 39.023(c) to be used for purposes of identifying students who are likely to succeed in an advanced high school course. A district shall notify a student who performs at a high level on the questions and the student's parent or guardian of the student's performance and potential to succeed in an advanced high school course. A district may not require a student to perform at a particular level on the questions to be eligible to enroll in an advanced high school course. *Education Code 39.0233(b)*

PARENTAL ACCESS

A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. *Education Code 26.005, .006(a)(2)*

OUT-OF-STATE
TRANSFERS

A district shall accurately report to TEA whether that student transferred into the district from out of state during the current school year.

Procedures for the reporting of out-of-state-transfer students to TEA shall be established in the applicable test administration materials. A district shall follow procedures specified in those test administration materials.

The assessment results of the out-of-state transfer students shall be reported separately to districts from the results of the district's other students in addition to the current reporting of assessment results for all students and other student subsets.

19 TAC 101.3014

FURTHER
INSTRUCTION
ACCELERATED
INSTRUCTION

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of

the year outside normal school operations. *Education Code 28.0211(a-1)*

A district shall provide each student who fails to perform satisfactorily on an EOC assessment instrument with accelerated instruction in the subject assessed by the assessment instrument. *Education Code 39.025(b-1)* [See EHBC]

COLLEGE
READINESS

Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the twelfth grade level whose performance on:
 - a. An EOC assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
 - b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.3062(c) indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through the institution of higher education with which the district partners.

FACULTY

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

NOTICE

Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

CREDIT
EARNED

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

DUAL CREDIT	<p>A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners.</p>
INSTRUCTIONAL MATERIALS	<p>Each district, in consultation with the institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.</p> <p><i>Education Code 28.014</i></p>
SECURITY	<p>To ensure that each assessment instrument is reliable and valid and meets applicable federal requirements for measurement of student progress, districts must comply with all of the applicable requirements specified in the test administration materials, which include general testing program information, requirements for ensuring test security and confidentiality described in the annual Test Security Supplement, procedures for test administration, responsibilities of personnel involved in test administration, and procedures for materials control.</p> <p>Test coordinators and administrators must receive all applicable training as required in the test administration materials and districts must maintain records related to the security of assessment instruments for a minimum of five years.</p> <p><i>19 TAC 101.3031</i></p>
CONFIDENTIALITY	<p>Individual student performance results are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974. <i>Education Code 39.030(b)</i> [See FL and GBA]</p>
PENALTIES	<p>Violation of security or confidentiality of any test is prohibited. A person who engages in conduct prohibited by the Test Security Supplement may be subject to sanction of credentials.</p> <p>Procedures for maintaining the security and confidentiality of state assessments are specified in the Test Security Supplement and in the appropriate test administration materials. Conduct that violates the security and confidentiality of a test is defined as any departure from the test administration procedures established in the Test Security Supplement and other test administration materials. Conduct of this nature may include the following acts and omissions:</p> <ol style="list-style-type: none">1. Viewing a test before, during, or after an assessment unless specifically authorized to do so;2. Duplicating secure examination materials;

3. Disclosing the contents of any portion of a secure test;
4. Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;
5. Changing or altering a response or answer of an examinee to a secure test item or prompt;
6. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;
7. Encouraging or assisting an individual to engage in the conduct described in the items listed above; or
8. Failing to report to an appropriate authority that an individual has engaged in conduct outlined in the items listed above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation is subject to the following penalties:

1. Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;
2. Issuance of an inscribed or non-inscribed reprimand;
3. Suspension of a Texas teacher certificate for a set term; or
4. Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication either for a set term or permanently.

Release or disclosure of confidential test content could result in criminal prosecution under Education Code 39.0303, Government Code 552.352, and Penal Code 37.10. The State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

Any irregularities in test security or confidentiality may also result in the invalidation of student results.

The superintendent and campus principal must develop procedures to ensure the security and confidentiality of the tests, and will be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of a test. Failure to report can subject the person responsible to the applicable penalties.

19 TAC 101.3031(b)(2), 249.15

TESTING PROGRAMS
STATE ASSESSMENT

EKB
(LEGAL)

MINIMIZE
DISRUPTIONS

In implementing the commissioner's procedures for the administration of assessment instruments adopted or developed under Education Code 39.023, including procedures designed to ensure the security of the assessment, a district shall minimize disruptions to school operations and the classroom environment. *Education Code 39.0301(a-1)*

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LEGAL)

- NONDISCRIMINATION A district shall provide equal opportunities to all individuals within its jurisdiction or geographic boundaries. *Education Code 1.002(a)*
- No officer or employee of a district shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *Civ. Prac. & Rem. Code 106.001*
- A district may not deny services to any individual eligible to participate in its special education program, but it shall provide individuals with disabilities special educational services as authorized by law. *Education Code 1.002(b)*
- FEDERAL FUNDING
RECIPIENTS No person shall be excluded from participation in, denied the benefits of, or subjected to discrimination by any district that receives federal financial assistance, on the basis of any of the following protected characteristics:
1. Sex.
 2. Race, color, or national origin.
 3. Disability, or relationship or association with an individual with a disability. [See EHB, EHBA series, and GA]
 4. Age.
- 20 U.S.C. 1681 (Title IX); 42 U.S.C. 2000d (Title VI); 20 U.S.C. 1400 et seq. (Individuals with Disabilities Education Act); 29 U.S.C. 794 (Section 504); 42 U.S.C. 12132 (Americans with Disabilities Act [ADA]); 42 U.S.C. 6101 (Age Discrimination Act of 1975)*
- SEXUAL
HARASSMENT Sexual harassment of students is discrimination on the basis of sex under Title IX. *Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See also DIA and FFH]
- HUMAN RIGHTS
COORDINATOR A district shall designate at least one employee to coordinate its efforts to comply with Title IX, Section 504, and the ADA. The district shall notify all students and employees of the name, office address, and telephone number of the employee(s) so designated.
- GRIEVANCE
PROCEDURES A district shall adopt and publish grievance procedures for prompt and equitable resolution of student complaints alleging discrimination under these statutes. [See FNG]
- 34 C.F.R. 106.8 (Title IX), 104.7 (Section 504)*
- RETALIATION A district shall not coerce, intimidate, threaten, retaliate against, or interfere with any person who attempts to assert a right protected by the above laws or cooperates with investigation and enforcement proceedings under these laws. *34 C.F.R. 100.7(e) (Title VI), 104.61 (Section 504), 106.71 (Title IX)*

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LEGAL)

STUDENTS WITH
LEARNING
DIFFICULTIES

The Texas Education Agency shall produce and provide to school districts a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services under Education Code 29.004. Each school year, each district shall provide the written explanation to a parent of each district student by including the explanation in the student handbook or by another means.
Education Code 26.0081

DISABILITY
DISCRIMINATION
ADA

Under the Americans with Disabilities Act (ADA), no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a district, or be subjected to discrimination by the district. *42 U.S.C.A. 12132; 28 C.F.R. 35.130*

SECTION 504

Under Section 504 of the Rehabilitation Act, no otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. *29 U.S.C.A. 794(a)*

DEFINITIONS
"STUDENT WITH A
DISABILITY"

A "student with a disability" is one who has a physical or mental impairment that substantially limits one or more of the student's major life activities, has a record of having such an impairment, or is being regarded as having such an impairment.

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures, such as medication, medical supplies, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics, hearing aids, mobility devices, oxygen therapy, assistive technology, or learned behavioral or adaptive neurological modifications.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

A student meets the requirement of being "regarded as" having an impairment if the student establishes that he or she has been subjected to a prohibited action because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity. This provision does not apply to impairments that are transitory or minor. A transitory im-

pairment is one with an actual or expected duration of 6 months or less.

29 U.S.C. 705(20)(B), 42 U.S.C. 12102(1), (3)–(4)

“QUALIFIED
INDIVIDUAL WITH
A DISABILITY”

The term “qualified individual with a disability” means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a district. *42 U.S.C. 12131(2)*

“MAJOR LIFE
ACTIVITIES”

“Major life activities” include caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “Major life activity” also includes the operation of major bodily functions, including functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. *42 U.S.C. 12102(2)*

REASONABLE
MODIFICATION

A district shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity. *28 C.F.R. 35.130(b)(7)*

DIRECT THREAT

“Direct threat” means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services as provided below. *28 C.F.R. 35.104*

The ADA does not require a district to permit an individual to participate in or benefit from the services, programs, or activities of that district when that individual poses a direct threat to the health or safety of others.

In determining whether an individual poses a direct threat to the health or safety of others, a district must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain:

1. The nature, duration, and severity of the risk;
2. The probability that the potential injury will actually occur; and

3. Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

28 C.F.R. 35.139

FREE APPROPRIATE
PUBLIC EDUCATION
(FAPE)

A district shall provide a free appropriate public education to each qualified student with a disability within the district's jurisdiction, regardless of the nature or severity of the student's disability.

A student with a disability is "qualified" if he or she is between the ages of three and 21, inclusive. *28 C.F.R. 35.104(l)(2)*

An appropriate education is the provision of regular or special education and related services that are:

1. Designed to meet the student's individual educational needs as adequately as the needs of students who do not have disabilities are met; and
2. Based on adherence to procedures that satisfy federal requirements for educational setting, evaluation and placement, and procedural safeguards, as set forth below.

34 C.F.R. 104.33(b)

Implementation of an individualized education program (IEP) under IDEA is one means for providing FAPE. *34 C.F.R. 104.33(b)(2)*

Note: See EHBA series for policies regarding the provision of special education to students with disabilities under IDEA who require special education in order to benefit from a free appropriate public education.

EDUCATIONAL
SETTING

A district shall place a student with a disability in the regular educational environment, unless the district demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. *34 C.F.R. 104.34(a)*

In providing or arranging for nonacademic and extracurricular services and activities, a district shall ensure that a student with a disability participates with students who do not have disabilities to the maximum extent appropriate to the needs of the student with a disability. *34 C.F.R. 104.34(b), 104.37*

EVALUATION AND
PLACEMENT

A district shall conduct an evaluation of any person who, because of disability, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in regular or special education and any subsequent significant change in placement.

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FB
(LEGAL)

EVALUATION
PROCEDURES

A district shall establish standards and procedures for the evaluation and placement which ensure that:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
3. Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

PLACEMENT
PROCEDURES

In interpreting evaluation data and in making placement decisions, a district shall:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior;
2. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;
3. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
4. Ensure that the placement decision is made in conformity with 34 C.F.R. 104.34.

REEVALUATION

A district shall establish procedures for periodic reevaluation of students who have been provided special education and related services. A reevaluation procedure consistent with the Education for the Handicapped Act [now IDEA] is one means of meeting this requirement.

34 C.F.R. 104.35

MILITARY
DEPENDENTS

In compliance with the requirements of Section 504, and with Title II of the Americans with Disabilities Act (42 U.S.C. Sections 12131–

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(LEGAL)

12165), the District shall make reasonable accommodations and modifications to address the needs of incoming military dependents with disabilities, subject to an existing Section 504 or Title II Plan, to provide the student with equal access to education. This does not preclude the district from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § C* [See FDD]

PROCEDURAL SAFEGUARDS

A district shall establish a system of procedural safeguards with respect to the identification, evaluation, and educational placement of persons who need or are believed to need special instruction or related services.

The system shall include notice, an opportunity for the student's parent or guardian to examine relevant records, an impartial hearing with the opportunity for participation by the student's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of IDEA is one means of meeting this requirement. *34 C.F.R. 104.36*

HOMELESS CHILDREN

A district shall adopt policies and practices to ensure that homeless children are not stigmatized or segregated on the basis of their homeless status. [See FDC]

LIAISON

A district shall designate an appropriate staff person as the district liaison for homeless children. A district shall inform school personnel, service providers, and advocates working with homeless families of the duties of the liaison. [See FFC]

No Child Left Behind Act of 2001, 42 U.S.C. 11432(g)(1)(J)(i), (ii)

RELIGIOUS FREEDOM

A district may not substantially burden a student's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest. *Civ. Prac. & Rem. Code 110.003* [See also DAA and GA]

DISCRIMINATION ON THE BASIS OF SEX

No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination by any district receiving federal financial assistance. *20 U.S.C. 1681(a)*

A district shall not provide any course or otherwise carry out any of its educational programs or activities separately on the basis of sex, or require or refuse participation therein on the basis of sex, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses. *34 C.F.R. 106.34*

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SEPARATE FACILITIES	A district may provide separate toilet, locker room, and shower facilities on the basis of sex, but the facilities provided for one sex shall be comparable to the facilities provided for the other sex. <i>34 C.F.R. 106.33</i>
HUMAN SEXUALITY CLASSES	Portions of classes in elementary and secondary school that deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
VOCAL MUSIC ACTIVITIES	A district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex. <i>34 C.F.R. 106.34</i>
SINGLE-SEX PROGRAMS	A district shall not, on the basis of sex, exclude any student from admission to an institution of vocational education or any other school or educational unit operated by the district unless the district otherwise makes available to the student, pursuant to the same policies and criteria of admission, comparable courses, services, and facilities. <i>34 C.F.R. 106.35</i>
PREGNANCY AND MARITAL STATUS	A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. <i>34 C.F.R. 106.40 [See FND]</i>
PHYSICAL EDUCATION CLASSES	A district may group students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.
SKILLS ASSESSMENT	Where use of a single standard of measuring skill or progress in physical education classes has an adverse effect on members of one sex, a district shall use appropriate standards that do not have such effect.
CONTACT SPORTS	A district may separate students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact. <i>34 C.F.R. 106.34</i>
ATHLETIC PROGRAMS	A district shall not discriminate, on the basis of sex, in interscholastic or intramural athletics or provide any such athletics separately on such basis.
SINGLE-SEX TEAMS	A district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but not for members of the other sex, and ath-

letic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport.

EQUAL ATHLETIC
OPPORTUNITIES

A district that operates or sponsors interscholastic or intramural athletics shall provide equal athletic opportunity for members of both sexes. The following factors shall be considered in determining whether a district provides equal athletic opportunities:

1. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
2. Provision of equipment and supplies;
3. Scheduling of games and practice time;
4. Travel and per diem allowance;
5. Opportunity to receive coaching and academic tutoring;
6. Assignment and compensation of coaches and tutors;
7. Provision of locker rooms and practice and competitive facilities;
8. Provision of medical and training facilities and services;
9. Provision of housing and dining facilities and services; and
10. Publicity.

34 C.F.R. 106.41

EQUAL EDUCATIONAL OPPORTUNITY

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(LOCAL)

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

TITLE IX
COORDINATOR

The District has designated a Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / SECTION 504
COORDINATOR

The District has designated an ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

EQUAL EDUCATIONAL
OPPORTUNITY

GENERAL
EDUCATION

The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC] Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

ADDITIONAL
SERVICES AND
SUPPORTS

If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

SECTION 504
COMMITTEES

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LOCAL)

identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

REFERRALS

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

NOTICE AND
CONSENT

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

EVALUATION AND
PLACEMENT

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

REVIEW AND
REEVALUATION
PROCEDURE

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

EXAMINING
RECORDS

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

RIGHT TO
IMPARTIAL
HEARING

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibit-

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(LOCAL)

ed under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

RECORDS
RETENTION

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records retention schedules. [See CPC]

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FB
(EXHIBIT)

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Anitrea Goodwin
Position: Executive Director of Human Resources
Address: 902 West Park, Orange, TX 77631
Telephone: (409) 882-5610

The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: Dr. Nina Leblanc
Position: Executive Director of Student Services
Address: 902 West Park, Orange, TX 77631
Telephone: (409) 882-5407

ADMISSIONS

FD
(LEGAL)

- GENERAL ELIGIBILITY A board or its designee shall admit into the public schools of a district free of tuition all persons who are over five and younger than 21 years of age on September 1 of any school year in which admission is sought, and may admit a person who is at least 21 and under 26 for the purpose of completing the requirements for a high school diploma, if any of the following conditions exist:
- STUDENT AND PARENT 1. The person and either parent reside in the district.
- CONSERVATOR 2. The person does not reside in the district, but one of the parents resides in the district and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the person.
- GUARDIAN OR PERSON HAVING LAWFUL CONTROL 3. The person and his or her guardian or other person having lawful control under an order of a court reside in the district.
- STUDENTS LIVING SEPARATE AND APART 4. The person is under the age of 18 and has established a separate residence in the district apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the district is not for the primary purpose of participation in extracurricular activities. A board is not required to admit such person, however, if the person has:
- a. Engaged in conduct that resulted in removal to a disciplinary alternative education program or expulsion within the preceding year;
 - b. Engaged in delinquent conduct or "conduct in need of supervision" and is on probation or other conditional release for that conduct; or
 - c. Been convicted of a criminal offense and is on probation or other conditional release.
- Education Code 25.001(a)-(b), (d)*
- HOMELESS STUDENTS 5. The person is a homeless child. [See also FDC]
- a. A child is "homeless," under the McKinney-Vento Homeless Education Act, if the child lacks a fixed, regular, and adequate nighttime residence. This includes:
 - (1) Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in

emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (2) Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (3) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (4) Migratory children living in circumstances described above.

“Migratory child” means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- (a) Has moved from one school district to another; or
 - (b) Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
- b. A child is homeless, under state law, regardless of the residence of the child, either parent, or the child’s guardian or other person having lawful control, if:
- (1) The child lacks a fixed, regular, and adequate nighttime residence; or
 - (2) The child has a primary nighttime residence in a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

Education Code 25.001(b); 20 U.S.C. 6399; 42 U.S.C. 11434a

ADMISSIONS

FD
(LEGAL)

FOREIGN
EXCHANGE
STUDENTS

6. The person is a foreign exchange student placed with a host family that resides in the district by a nationally recognized foreign exchange program, unless the district has applied for and been granted a waiver by the commissioner of education (“commissioner”) because:
 - a. This requirement would impose a financial or staffing hardship on the district;
 - b. The admission would diminish the district’s ability to provide high-quality education services for the district’s domestic students; or
 - c. The admission would require domestic students to compete with foreign exchange students for educational resources.

Education Code 25.001(b)(6), (e)

STUDENTS IN
RESIDENTIAL
FACILITY

7. The person resides at a residential facility, as defined in Education Code 5.001, located in the district. For purposes of enrollment, a person who resides in a residential facility is considered a resident of the district in which the facility is located.
Education Code 25.001(b)(7), 29.012(c)

STUDENTS
OVER 18

8. The person resides in the district and is 18 or older or the person’s disabilities of minority have been removed. *Education Code 25.001(b)(8)*

RESIDENT
GRANDPARENT

9. The person does not reside in the district but the grandparent of the person:
 - a. Resides in the district; and
 - b. Provides a substantial amount of after-school care for the person as determined by the board.

Education Code 25.001(b)(9)

PROOF OF ELIGIBILITY

A district may require evidence that a person is eligible to attend the public schools of the district at the time it considers an application for admission of the person. A board or its designee shall establish minimum proof of residency acceptable to a district. A board or its designee may make reasonable inquiries to verify a person’s eligibility for admission. When admission is sought under item 4 above, a board shall determine whether an applicant qualifies as a resident of a district and may adopt reasonable guidelines for making that determination as necessary to protect the best interest of students. *Education Code 25.001(c), (d)*

ADMISSIONS

FD
(LEGAL)

"RESIDENCE" DEFINED	<p>"Residence" requires living in the district and having the present intention to remain there. <i>Martinez v. Bynum</i>, 461 U.S. 321 (1983)</p> <p>A district may withdraw any student who ceases to be a resident. <i>Daniels v. Morris</i>, 746 F.2d 271 (5th Cir. 1984)</p>
IMMIGRATION STATUS	<p>Denying enrollment based upon immigration status to children who are not legally admitted into the United States violates the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution. <i>Plyler v. Doe</i>, 457 U.S. 202 (1982)</p>
HIGH SCHOOL EQUIVALENCY CERTIFICATE	<p>A student who has received a high school equivalency certificate is entitled to enroll in a public school in the same manner as any other student who has not received a high school diploma. <i>Education Code 29.087(h)</i></p>
SUBSTITUTE FOR PARENT OR GUARDIAN	<p>A board by policy may allow a person showing evidence of legal responsibility for a child other than an order of a court to substitute for a guardian or other person having lawful control of the child under court order. <i>Education Code 25.001(j)</i></p>
AUTHORIZATION AGREEMENT	<p>A parent, as defined in Family Code 101.024, or both parents of a child may enter into an authorization agreement with the child's grandparent, adult sibling, or adult aunt or uncle to authorize the relative to perform acts described in Family Code 34.002 in regard to the child, such as:</p> <ol style="list-style-type: none"><li data-bbox="560 1140 1422 1276">1. Authorizing medical, dental, psychological, or surgical treatment and immunization of the child, including executing any consents or authorizations for the release of information as required by law relating to the treatment or immunization;<li data-bbox="560 1299 1097 1327">2. Enrolling the child in the district; and<li data-bbox="560 1350 1422 1455">3. Authorizing the child to participate in age-appropriate extra-curricular, civic, social, or recreational activities, including athletic activities. <p>A parent may also enter into an authorization agreement with a relative or other person with whom a child is placed under a parental child safety placement agreement approved by the Department of Family and Protective Services (DFPS) to allow the person to perform the acts described above with regard to the child during an investigation of abuse or neglect or while DFPS is providing services to the parent.</p> <p>The authorization agreement must conform to the requirements of Family Code Chapter 34.</p> <p>Only one authorization agreement may be in effect for a child at any time. Execution of a subsequent authorization agreement</p>

does not by itself supersede, invalidate, or terminate a prior authorization agreement. An authorization agreement is void if it is executed while a prior authorization agreement remains in effect.

IMMUNITY

A person who is not a party to the authorization agreement who relies in good faith on the authorization agreement, without actual knowledge that the authorization agreement is void, revoked, or invalid, is not subject to civil or criminal liability to any person, and is not subject to professional disciplinary action, for that reliance if the agreement is completed as required by Family Code Chapter 34.

Family Code 34.001–.009

Note: The Authorization Agreement for Nonparent Relative is available at <http://www.dfps.state.tx.us/Application/Forms/showFile.aspx?NAME=2638.pdf>.

STUDENTS IN FOSTER CARE

A student placed in foster care by an agency of the state or a political subdivision, and whose foster parents reside in a district, shall be permitted to attend district schools free of any charge to the foster parents or to the agency. No durational residency requirement shall be used to prohibit such a student from fully participating in all activities sponsored by a district. *Education Code 25.001(f)*

A student who was enrolled in a primary or secondary public school before the student entered the conservatorship of DFPS and who is placed at a residence outside the attendance area for a school or outside a district is entitled to continue to attend the school in which the student was enrolled immediately before entering conservatorship until the student successfully completes the highest grade level offered by the school at the time of placement without payment of tuition. The student is entitled to continue to attend the school regardless of whether the student remains in the conservatorship of DFPS for the duration of the student's enrollment in the school. *Education Code 25.001(g)*

If a student who is in the conservatorship of DFPS is enrolled in a primary or secondary public school, other than the school in which the student was enrolled at the time the student was placed in the conservatorship of DFPS, the student is entitled to continue to attend that school without payment of tuition until the student successfully completes the highest grade level offered by the school at the time of enrollment in the school, even if the child's placement is changed to a residence outside the attendance area for that school or outside the district. The student is entitled to continue to attend the school regardless of whether the student remains in the con-

servatorship of DFPS for the duration of the student's enrollment in the school. *Education Code 25.001(g-1)*

The appropriate state agency shall coordinate with the district to ensure that the case plan for a student placed in foster care contains a plan for ensuring the educational stability of the child while in foster care, including ensuring that the child remains in the school in which the child is enrolled at the time of each placement, or if remaining in that school is not in the best interests of the child, providing immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the school. *42 U.S.C. 675(1)(G)*

TRANSFERS FROM
OTHER STATES

A district shall charge tuition for a student who resides in a residential facility and whose maintenance or expenses are paid in whole or in part by another state or the United States. Any such tuition charge must be submitted to the commissioner for approval. The attendance of students admitted under this provision shall not be counted for purposes of allocating state funds to a district. *Education Code 25.003*

STUDENTS HOLDING
F-1 STUDENT VISAS

If a student is required, as a condition of obtaining or holding the appropriate U.S. student visa, to pay tuition to the district that the student attends to cover the cost of the student's education provided by the district, the district shall accept tuition for the student in an amount equal to the full unsubsidized per capita cost of providing the student's education for the period of the student's attendance at school in the district.

The commissioner shall develop guidelines for determining the amount of the full unsubsidized per capita cost of providing a student's education. A district may not accept tuition in an amount greater than the amount computed under the commissioner's guidelines unless the commissioner approves a greater amount as a more accurate reflection of the cost of education to be provided by the district.

The attendance of a student for whom a school district accepts tuition is not counted for purposes of allocating state funds to the district.

Education Code 25.0031

Note: Enrolling students with F-1 visas is optional. If the district is interested in enrolling students with F-1 visas, it must comply with the federal Student and Exchange Visitor Program (SEVP) under the Department of Homeland Security. Detailed information regarding SEVP can be found at <http://www.ice.gov/sevis/>.

TEXAS JUVENILE
JUSTICE
DEPARTMENT

A school-age child of an employee of the Texas Juvenile Justice Department (TJJD) residing in an adjacent district may attend school in a district free of charge to his or her parents or guardian. Any tuition required by the admitting district shall be paid by the district from which the student transfers out of any funds appropriated to the TJJD facility. *Education Code 25.042*

ENROLLMENT

A child must be enrolled by the child's parent, guardian, or other person with legal control under a court order. A district shall record the name, address, and date of birth of the person enrolling the child. *Education Code 25.002(f)*

LEGAL SURNAME

A student must be identified by the student's legal surname as it appears on the student's birth certificate or other document suitable as proof of the student's identity, or in a court order changing the student's name. *Education Code 25.0021*

REQUIRED
DOCUMENTATION

If a parent or other person with legal control of a child enrolls the child in a district school, the parent or other person, or the school district in which the child most recently attended school, shall furnish to the district all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the commissioner in the *Student Attendance Accounting Handbook*.
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.

Students shall not be denied enrollment or be removed solely because they fail to provide the documentation required in items 1 and 2, above.

3. A record showing that the child has the immunizations required by Education Code 38.001, proof that the child is not required to be immunized, or proof that the child is entitled to provisional admission. [See FFAB]

Education Code 25.002(a); 19 TAC 129.1(a)-(b)

A district must furnish information under items 1 and 2 not later than the tenth working day after the date the district receives a request for the information.

A parent or other person with legal control of a child under a court order must furnish information under items 1 and 2 not later than the 30th day after the date a child is enrolled in a public school.

If a parent or other person with legal control of a child under a court order requests that a district transfer a child's student records, the district to which the request is made shall notify the parent or other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

Education Code 25.002(a-1)

SUMMER SCHOOL
ENROLLMENT

A district shall permit a person who is eligible under Education Code 25.001 [see GENERAL ELIGIBILITY, above] to attend school in the district but who is not enrolled in school in the district to enroll in a district summer school course on the same basis as a district student, including satisfaction of any course eligibility requirement and payment of any fee authorized under Education Code 11.158 [see FP] that is charged in connection with the course.

This requirement does not apply to enrollment in a Summer Intensive Mathematics Instruction Program under Education Code 29.088, a Summer Intensive Science Instruction Program under Education Code 29.090, or an Intensive Summer Program under Education Code 29.098 or in a similar intensive program.

Education Code 25.008

FOOD ALLERGY
INFORMATION

On enrollment, a district shall request, by providing a form or otherwise, that a parent or other person with legal control of the child under a court order disclose whether the child has a food allergy or a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to the district to enable the district to take any necessary precautions regarding the child's safety [see FB and FFAF]; and specify the food to which the child is allergic and the nature of the allergic reaction.

The district shall maintain the confidentiality of the provided information, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with district policy under Education Code 38.009 and permissible under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g. [See FL]

ADMISSIONS

FD
(LEGAL)

“Severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Education Code 25.0022(a)–(c)

CHILD IN DFPS
POSSESSION

A district shall enroll a child without the required documentation if DFPS has taken possession of the child. DFPS shall ensure that the required documentation is furnished to a district not later than the 30th day after the date the child is enrolled. *Education Code 25.002(g)*

INCONSISTENT
DOCUMENTATION

If a child is enrolled under a name other than the name that appears in the identifying documents or records, a district shall notify the missing children and missing persons information clearinghouse of the child’s name as shown on the identifying records and the name under which the child is enrolled.

MISSING
DOCUMENTATION

If the required documents and other records are not furnished to a district within 30 days after enrollment, the district shall notify the police department of the city or the sheriff’s department of the county in which the district is located and request a determination of whether the child has been reported as missing.

Education Code 25.002(b)–(c)

STUDENTS UNDER 11

On enrollment of a child under 11 years of age in a school for the first time at the school, the school shall:

1. Request from the person enrolling the child the name of each previous school attended by the child;
2. Request from each school identified in item 1 the school records for the child and, if the person enrolling the child provides copies of previous school records, request verification from the school of the child’s name, address, date, and grades and dates attended; and
3. Notify the person enrolling the student that not later than the 30th day after enrollment, or the 90th day if the child was not born in the United States, the person must provide:
 - a. A certified copy of the child’s birth certificate; or
 - b. Other reliable proof of the child’s identity and age and a signed statement explaining the person’s inability to produce a copy of the child’s birth certificate.

If a person enrolls a child under 11 years of age in school and does not provide the valid prior school information or documentation re-

quired, the school shall notify the appropriate law enforcement agency before the 31st day after the person fails to comply.

Code of Criminal Procedure 63.019

FALSE INFORMATION

When accepting a child for enrollment, a district shall inform the parent or other person enrolling the child that presenting a false document or false records in connection with enrollment is a criminal offense under Penal Code 37.10 (Tampering with Governmental Records) and that enrolling the child under false documents makes the person liable for tuition or other costs as provided below. *Education Code 25.002(d)*

In addition to the penalty under Penal Code 37.10, a person who knowingly falsifies information on a form required for a student's enrollment in a district is liable to the district if the student is not eligible for enrollment, but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee a district may charge [see FDA] or the amount a district has budgeted per student as maintenance and operating expense, whichever is greater. *Education Code 25.001(h)*

A district may include on its enrollment form notice of the legal penalties and liability for falsifying information on the form. *Education Code 25.001(i)*

PLACEMENT OF
TRANSFERS

CREDITS AND
RECORDS

A district shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at a district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. *19 TAC 74.26(a)(1)*

A district shall grant a student credit toward the academic course requirements for high school graduation for courses the student successfully completes in TJJD educational programs. *Education Code 30.104*

Each district shall consider course credit earned by a student while in a juvenile justice alternative education program as credit earned in a district school. *Education Code 37.011(d)*

NONPUBLIC
SCHOOLS

Records and transcripts of students from Texas nonpublic schools or from out of state or out of the country (including foreign exchange students) shall be evaluated, and students shall be placed promptly in appropriate classes. A district may use a wide variety

ADMISSIONS

FD
(LEGAL)

of methods to verify the content of courses for which a transfer student has earned credit. *19 TAC 74.26(a)(2)*

FOUNDATION SCHOOL PROGRAM

A person is entitled to the benefits of the available school fund for a school year if:

1. On September 1 of the year, the person:
 - a. Is at least five years of age and under 21 years of age, and has not graduated from high school;
 - b. Is at least 21 years of age and under 26 years of age and is admitted by a school district to complete the requirements for a high school diploma; or
 - c. Is at least 19 years of age and under 26 years of age and is enrolled in an adult high school diploma and industry certification charter school pilot program under Education Code 29.259.
2. The person is enrolled in prekindergarten under Education Code 29.153 or Subchapter E-1, Chapter 29 [see EHBG].
3. The person is younger than five years of age and performs satisfactorily on the state assessment instrument administered to third graders and a district has adopted a policy to admit students younger than five years of age.
4. The person is enrolled in the first grade and is at least six years of age at the beginning of the current school year or has been enrolled in the first grade, or has completed kindergarten, in the public schools of another state before transferring to a Texas public school.

Education Code 25.001(a), 42.003

SCREENING

The principal of each district school shall ensure that each student admitted to that school has complied with requirements for screening of special senses and communication disorders, spinal screening, and a risk assessment for Type 2 diabetes, or has submitted an affidavit of exemption. *Health and Safety Code 36.005, 37.002, 95.003(c)* [See FFAA]

PEST CONTROL INFORMATION

At the time a student is registered, district personnel shall inform parents, guardians, or managing conservators that the school periodically applies pesticides indoors and that information on the application of pesticides is available on request. *Occupations Code 1951.455* [See CLB]

ADMISSIONS

FD
(LOCAL)

PERSONS AGE 21 AND OVER	The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.
REGISTRATION FORMS	The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.
PROOF OF RESIDENCY	At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.
MINOR LIVING APART PERSON STANDING IN PARENTAL RELATION	A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.
MISCONDUCT	A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.
EXCEPTIONS	Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.
EXTRACURRICULAR ACTIVITIES	The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.
NONRESIDENT STUDENT IN GRANDPARENT'S AFTER-SCHOOL CARE	<p>The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.</p> <p>The Superintendent shall have authority to approve or deny such admissions requests in accordance with this policy.</p>
SUBSTANTIAL AFTER-SCHOOL CARE	<p>For the purpose of admission under this provision, a substantial amount of after-school care shall consist of at least two hours per school day for five days during the regular school week.</p> <p>A student enrolled under this provision may continue in enrollment so long as the grandparent provides this level of care.</p>

ADMISSIONS

FD
(LOCAL)

	<p>The Superintendent shall have authority to waive these requirements on the basis of a student's extenuating circumstances..</p>
<p>"ACCREDITED" DEFINED</p>	<p>For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.</p>
<p>GRADE-LEVEL PLACEMENT ACCREDITED SCHOOLS</p>	<p>The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.</p>
<p>NONACCREDITED SCHOOLS</p>	<p>A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:</p> <ol style="list-style-type: none">1. Scores on achievement tests, which may be administered by appropriate District personnel.2. Recommendation of the sending school.3. Prior academic record.4. Chronological age and social and emotional development of the student.5. Other criteria deemed appropriate by the principal.
<p>TRANSFER OF CREDIT ACCREDITED TEXAS PUBLIC SCHOOLS</p>	<p>Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.</p>
<p>OTHER ACCREDITED OR NONACCREDITED SCHOOLS</p>	<p>Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. [See EI]</p>
<p>WITHDRAWAL</p>	<p>A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdraw-</p>

al. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

ATTENDANCE
ATTENDANCE ACCOUNTING

FEB
(LOCAL)

ATTENDANCE
ACCOUNTING SYSTEM

The Superintendent shall be responsible for maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

ALTERNATIVE
RECORDING TIME

When appropriate, the Superintendent shall establish written procedures permitting a campus to specify an alternative time for taking attendance other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus or for a designated group of students at a campus. The alternative time for recording attendance shall be determined in accordance with TEA's *Student Attendance Accounting Handbook*.

PARENTAL CONSENT
TO LEAVE CAMPUS

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LEGAL)

- WELLNESS POLICY Each district participating in a program authorized by the Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq., or the Child Nutrition Act, 42 U.S.C. 1771 et seq., shall establish a local school wellness policy for schools in the district.
- GUIDELINES The U.S. Secretary of Agriculture shall promulgate regulations that provide the framework and guidelines for districts to establish local school wellness policies, including, at a minimum:
1. Goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness;
 2. For all foods available on each school campus during the school day, nutrition guidelines that are consistent with sections 9 and 17 of the National School Lunch Act and sections 4 and 10 of the Child Nutrition Act, and promote student health and reduce childhood obesity;
 3. A requirement that a district permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy;
 4. A requirement that a district inform and update the public (including parents, students, and others in the community) about the content and implementation of the local school wellness policy.
 5. A requirement that a district periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, including:
 - a. The extent to which schools in the district are in compliance with the local school wellness policy;
 - b. The extent to which the district's local school wellness policy compares to model local school wellness policies; and
 - c. A description of the progress made in attaining the goals of the local school wellness policy; and
 6. A requirement that a district designate one or more district or school officials, as appropriate, to ensure that each school complies with the local school wellness policy.

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LEGAL)

LOCAL DISCRETION A district shall use the guidelines to determine specific policies appropriate for the schools in the district.

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, sec. 204, 124 Stat. 3183 (2010) [42 U.S.C. 1758b]

[See EHAA for state law requirements relating to health education]

CHANGE IN HEALTH SERVICES Before a district or a school may expand or change the health-care services available at a school in the district from those that were available on January 1, 1999, the board must:

1. Hold a public hearing at which the board provides an opportunity for public comment and discloses all information on the proposed health-care services, including:
 - a. All health-care services to be provided;
 - b. Whether federal law permits or requires any health-care service provided to be kept confidential from parents;
 - c. Whether a child's medical records will be accessible to the parent;
 - d. Information concerning grant funds to be used;
 - e. The titles of persons who will have access to the medical records of a student; and
 - f. The security measures that will be used to protect the privacy of students' medical records.
2. Approve the expansion or change by a record vote.

Education Code 38.012

West Orange-Cove CISD
181906

STUDENT WELFARE
STUDENT SUPPORT SERVICES

FFC
(EXHIBIT)

The District has designated the following employee as the liaison for homeless students:

Name: Wayne Guidry
Position: Executive Director of Operations
Address: 902 West Park, Orange, TX 77631
Telephone: (409) 882-5462

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

STUDENT WELFARE
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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

STUDENT WELFARE
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and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CRIMINAL
INVESTIGATION

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT WELFARE
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FFH
(EXHIBIT)

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended, for students:

Name: Anitrea Goodwin
Position: Executive Director of Human Resources
Address: 902 West Park, Orange, TX 77631
Telephone: (409) 882-5610

The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for students:

Name: Dr. Nina Leblanc
Position: Executive Director of Student Services
Address: 902 West Park, Orange, TX 77631
Telephone: (409) 882-5407

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

SECTION I	Education Records	pages 2–4
	1. Definition of 'education records'	
	2. Screening records	
	3. Immunization records	
	4. Medical records	
	5. Food allergy information	
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SECTION II	Access, Disclosure, and Amendment	pages 5–17
	1. Access to education records	
	2. Information collection	
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	4. Request procedure	
	5. Destruction of requested records	
	6. De-Identified records, authenticating requestors' identities	
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	9. Right to amend records	
	10. Fees for copies	
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	1. Criminal records	
	2. Duty to flag records of missing children	

SECTION I: EDUCATION RECORDS

“EDUCATION
RECORDS” DEFINED

For the purposes of this policy, the term “education records” means those records, files, documents, and other materials that contain information directly related to a student and are maintained by an education agency or institution or by a person acting for such agency or institution.

The term “education records” does not include:

1. Records that are created or received by a district after an individual is no longer a student in attendance and that are not directly related to the individual’s attendance as a student.
2. Records made by district personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
3. Records maintained by a law enforcement unit of a district that were created by that law enforcement unit for the purpose of law enforcement.
4. Records on a student who is 18 years of age or older, or who is attending an institution of postsecondary education, that are:
 - a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - b. Made, maintained, or used only in connection with treatment of the student; and
 - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

20 U.S.C. 1232g; 34 C.F.R. 99.3

SCREENING
RECORDS

The principal of each school shall maintain records of screening for special senses and communication disorders, spinal screening, and assessment for type 2 diabetes for each student in the school. Records shall be open for inspection by the state or local health department. The Texas-Mexico Border Health Coordination Office

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may, directly or through local health departments, enter a school and inspect records relating to assessment for type 2 diabetes. Individual screening records may be transferred among schools in accordance with provisions below concerning ACCESS BY OTHER PERSONS. *20 U.S.C. 1232g; Health and Safety Code 36.006, 37.003, 95.004; 25 TAC 37.148(o)* [See FFAA]

IMMUNIZATION RECORDS

A district shall maintain an individual immunization record during the period of attendance for each student admitted. The records shall be open for inspection at all reasonable times by the Texas Education Agency or by representatives of local health departments or the Texas Department of State Health Services. A district shall cooperate with other districts in transferring students' immunization records between other schools. Specific approval from students, parents, or guardians is not required prior to making such record transfers. *Education Code 38.002* [See FFAB]

MEDICAL RECORDS

The parent or guardian of a student is entitled to access to the student's medical records maintained by a district. On request of a student's parent or guardian, a district shall provide a copy of the student's medical records to the parent or guardian. A district may not impose a charge that exceeds the amount authorized by Section 552.261 of the Government Code [see GBAA]. *Education Code 38.0095*

PRIVACY RULE FOR NON-"EDUCATION RECORDS"

To the extent a district is a covered entity under the Health Insurance Portability and Accountability Act (HIPAA), the district must comply with the Privacy Rule, 45 C.F.R. Part 164, with respect to protected health information that is not an education record. *45 C.F.R. 160.103, 164.501* [See CRD]

FOOD ALLERGY INFORMATION

Information regarding a child's food allergy, regardless of how it is received by the school or school district, shall be retained in the child's student records but may not be placed in the health record maintained for the child by the district.

EXCEPTIONS

If the school receives documentation of a food allergy from a physician, that documentation shall be placed in the health record maintained for the child by the district.

A registered nurse may enter appropriate notes about a child's possible food allergy in the health record maintained for the child by the district, including a notation that the child's student records indicate that a parent has notified the district of the child's possible food allergy.

Education Code 25.0022(d)-(f)

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ASSESSMENT
INSTRUMENTS

The results of individual student performance on basic skills assessment instruments or other achievement tests administered by a district are confidential and may be made available only to the student, the student's parent or guardian, and to the school personnel directly involved with the student's educational program. However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and district, and made available to the public, with appropriate interpretations, at regularly scheduled board meetings. The information may not contain the names of individual students or teachers. *Education Code 39.030(b)* [See EKB]

ACADEMIC
ACHIEVEMENT
RECORD
(GRADES 9–12)

Following guidelines developed by the commissioner of education ("commissioner"), a district shall use an academic achievement record (transcript) form that includes student demographics, school data, student data, and the record of courses and credits earned. The academic achievement record (transcript) shall serve as the academic record for each student and shall be maintained permanently by the district. Copies of the record shall be made available to students transferring to another district. A district shall respond promptly to all requests for student records from receiving districts. *19 TAC 74.5(b)* [See EI]

ENROLLMENT
RECORDS

If a parent or other person with legal control of a child enrolls the child in a district school, the parent or other person, or the school district in which the child most recently attended school, shall furnish to the district all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the commissioner in the *Student Attendance Accounting Handbook*.
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.

Education Code 25.002(a)

A district must furnish information under items 1 and 2 not later than the tenth working day after the date the district receives a request for the information.

If a parent or other person with legal control of a child under a court order requests that a district transfer a child's student records, the district to which the request is made shall notify the parent or other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

Education Code 25.002(a-1) [See FD]

SECTION II: ACCESS, DISCLOSURE, AND AMENDMENT

ACCESS TO
EDUCATION RECORDS

DEFINITIONS

“ATTENDANCE”

“Attendance” includes, but is not limited to:

1. Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
2. The period during which a person is working under a work-study program.

“DISCLOSURE”

“Disclosure” means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

“PARENT”

“Parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

“PERSONALLY
IDENTIFIABLE
INFORMATION”

“Personally identifiable information” includes, but is not limited to:

1. The student’s name;
2. The name of the student’s parent or other family members;
3. The address of the student or student’s family;
4. A personal identifier, such as the student’s biometric record, defined as a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting); social security number; or student number;
5. Other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the education record relates.

“RECORD”

“Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

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“AUTHORIZED REPRESENTATIVE”

“Authorized representative” means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 C.F.R. 99.31(a)(3) to conduct—with respect to federal- or state-supported education programs—any audit, evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

“EDUCATION PROGRAM”

“Education program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

34 C.F.R. 99.3

“SIGNED AND DATED WRITTEN CONSENT”

“Signed and dated written consent” may include a record and signature in electronic form that:

1. Identifies and authenticates a particular person as the source of the electronic consent; and
2. Indicates such person’s approval of the information contained in the electronic consent.

34 C.F.R. 99.30(d)

ACCESS BY PARENTS

Access to the education records of a student who is or has been in attendance at a school in a district shall be granted to the parent of the student who is a minor or who is a dependent for tax purposes.
34 C.F.R. 99.10, .31(a)(8)

A district shall presume that a parent has authority to inspect and review the student’s records unless it has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. A court may order the custodian of records to delete all references in a child’s records to the place of residence of either party appointed as conservator before their release to another party appointed as conservator.
34 C.F.R. 99.4; Family Code 153.012, .073

A parent is entitled to access to all written records of a district concerning the parent’s child, including attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and school counselor evaluations, and reports of behavioral patterns. *Education Code 26.004*

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ACCESS BY
STUDENT

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

Nothing in this section prevents a district from disclosing education records, or personally identifiable information from education records, to a parent without prior written consent of an eligible student if the disclosure meets the conditions in 34 C.F.R. 99.31(a), including if the student is a dependent for tax purposes or in the case of a health or safety emergency.

34 C.F.R. 99.5

If material in the education record of a student includes information on another student, only the portion of the material relating to the student whose records were requested may be inspected and reviewed. *34 C.F.R. 99.12(a)*

ACCESS BY OTHER
PERSONS

Personally identifiable information in education records shall not be released without the written consent of the student's parents, except to the following:

SCHOOL
OFFICIALS

1. School officials, including teachers, who have legitimate educational interests. An administrator, nurse, or teacher is entitled to access to a student's medical records maintained by a district for reasons determined in district policy.

A contractor, consultant, volunteer, or other party to whom a district has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party:

- a. Performs an institutional service or function for which the district would otherwise use employees;
- b. Is under the direct control of the district with respect to the use and maintenance of education records; and
- c. Is subject to the requirements of 34 C.F.R. 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

A district must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A district that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in

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compliance with the legitimate educational interest requirement.

34 C.F.R. 99.31, .36; Education Code 38.009

OFFICIALS OF
OTHER SCHOOLS

2. Officials of other schools or school systems in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, provided that a district either:
 - a. Includes in its policies a statement that notifies the parent or student that it forwards education records on request of the other school to such officials; or
 - b. Makes a reasonable attempt to notify the parent (unless the record transfer is initiated by the parent).

In either case, a district shall furnish a copy of the transferred records to the parent if requested and shall give the parent an opportunity for a hearing to challenge the content of the record.

34 C.F.R. 99.34

AUTHORIZED
GOVERNMENTAL
REPRESENTATIVES

3. Authorized representatives of the officials or agencies headed by the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or state and local educational authorities who require access to student or other records necessary in connection with the audit and evaluation of federal- or state-supported education programs or in connection with the enforcement of or compliance with federal legal requirements that relate to such programs. *34 C.F.R. 99.35*

A district may not refuse to report information concerning a student holding an F, J, or M visa on the basis of the Family Educational Rights and Privacy Act (FERPA) and any regulation implementing FERPA. A district is authorized and required to report information that would ordinarily be protected by FERPA only to the extent required by 8 U.S.C. 1372, 8 C.F.R. 214.3, or any corresponding regulation. *8 U.S.C. 1372(c)(2); 8 C.F.R. 214.1(h)*

FINANCIAL AID
PERSONNEL

4. Personnel involved with a student's application for, or receipt of, financial aid.

JUVENILE
JUSTICE
OFFICIALS

5. State and local officials to whom such information is specifically allowed to be reported or disclosed by state statute if:

- a. The allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve, prior to adjudication, the student whose records are released; and
- b. The officials and authorities to whom such information is disclosed certify in writing to the district that the information will not be disclosed to any other party except as provided under state law without the prior written consent of the parent of the student.

A school district superintendent or the superintendent's designee shall disclose information contained in a student's educational records to a juvenile service provider as required by Family Code 58.0051 [see GRAC].

Education Code 37.084(a)

ORGANIZATIONS
CONDUCTING
STUDIES

6. Organizations conducting studies for, or on behalf of, districts for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted so that personal identification of students and their parents will not be revealed to persons other than authorized personnel of the organizations conducting the studies who have legitimate interests in the information. Such information must be destroyed when no longer needed for the original purposes of the studies.

The district must enter into a written agreement with the organization that:

- a. Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
- b. Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;
- c. Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and
- d. Requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was con-

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ducted and specifies the time period in which the information must be destroyed.

A district that enters into an agreement with an organization conducting a study may redisclose personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to the district in accordance with the requirements of 34 C.F.R. 99.33(b).

A district is not required to initiate a study or agree with or endorse the conclusions or results of the study.

ACCREDITING
ORGANIZATIONS

7. Accrediting organizations that require the information for purposes of accreditation.

HEALTH OR
SAFETY
EMERGENCY

8. Appropriate persons, including the student's parents, who, in an emergency, must have such information in order to protect the health or safety of the student or other person.

In making a determination, a district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the district determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the U.S. Department of Education (DOE) will not substitute its judgment for that of the district in evaluating the circumstances and making its determination.

34 C.F.R. 99.36

SECRETARY OF
AGRICULTURE

9. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of districts receiving funding or providing benefits of programs authorized under the National School Lunch Act or the Child Nutrition Act. *20 U.S.C. 1232g(b)(1)(K)*

STATE OR LOCAL
CHILD WELFARE
AGENCY

10. An agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan when the agency is legally responsible, in accordance with state law, for the care and protection of the student. Records of the student shall not be disclosed by the agency, except to an individual or entity engaged in addressing the student's education needs and authorized by the

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agency to receive the disclosure. Any subsequent disclosure must be consistent with state laws applicable to protecting the confidentiality of a student's education records. *20 U.S.C. 1232g(b)(1)(L)*

DIRECTORY
INFORMATION

11. Any person requesting directory information after a district has given public notice of that definition. *34 C.F.R. 99.37*

20 U.S.C. 1232g(b); 34 C.F.R. 99.31

WRITTEN
CONSENT

The parent shall provide a signed and dated written consent before a district discloses personally identifiable information from a student's education records to any individual, agency, or organization other than the parent, the student, or those listed above. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released. *34 C.F.R. 99.30*

INFORMATION
COLLECTION

U.S. DOE-FUNDED
SURVEYS

No student shall be required, as part of any program funded in whole or in part by the U.S. DOE, to submit to a survey, analysis, or evaluation that reveals information concerning the following topics without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

20 U.S.C. 1232h(b)

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INFORMATION COLLECTION FUNDED BY OTHER SOURCES	Except as provided by 20 U.S.C. 1232h(a) or (b), as a condition of receiving funds from programs funded in whole or in part by the U.S. DOE, a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), and provide for parent notification in accordance with 20 U.S.C. 1232h(c)(2). <i>20 U.S.C. 1232h(c)(1)–(4)</i> [See EF]
SUBPOENAED RECORDS	A district shall release student records to an entity or persons designated in a subpoena. A district shall not disclose to any person the existence or contents of the subpoena if a court orders the district to refrain from such disclosure. Unless the court or other issuing agency orders the district to refrain from such disclosure or the order is an ex parte court order obtained by the U.S. Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331, the district shall make a reasonable effort to notify the parents and the student of all such subpoenas in advance of compliance, except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding. <i>20 U.S.C. 1232g(b)(1)(J), (b)(2)(B); 34 C.F.R. 99.31(a)(9)</i>
SEX OFFENDERS	A district may disclose personally identifiable information without consent if the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the district under 42 U.S.C. 14071 and applicable federal guidelines. <i>34 C.F.R. 99.31(a)(16)</i>
REQUEST PROCEDURE	Upon request of a properly qualified individual, access to a student's education record shall be granted within a reasonable period of time, not to exceed 45 days. A district shall respond to reasonable requests for explanations and interpretations of the records. <i>34 C.F.R. 99.10</i>
DESTRUCTION OF RECORDS	A district shall not destroy any education records if there is an outstanding request to inspect and review the records. <i>34 C.F.R. 99.10(e)</i>
DE-IDENTIFIED RECORDS	A district, or a party that has received education records or information from education records, may release the records or information without the parent's written consent after the removal of all personally identifiable information provided that the district or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

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EDUCATION
RESEARCH

A district, or a party that has received education records or information from education records, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

1. A district or other party that releases de-identified data under this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
2. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
3. The record code is not based on a student's social security number or other personal information.

AUTHENTICATING
REQUESTORS'
IDENTITIES

A district must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from education records.

34 C.F.R. 99.31(b)–(c)

TRANSFER NOT
PERMITTED

Personal information from student education records shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the student's parent. If a third party permits access to information in violation of this policy, a district shall not permit access to information from education records to that third party for a period of not less than five years. *20 U.S.C. 1232g(b)(4)(B); 34 C.F.R. 99.33(a)(1)*

A district shall inform a party to whom a disclosure is made of the requirements of 34 C.F.R. 99.33, unless the disclosure is made pursuant to a court order, lawfully issued subpoena, or litigation; the disclosed information is directory information; the disclosure concerns sex offenders; or the disclosure is made to a parent of a student who is not an eligible student or to a student. *34 C.F.R. 99.33(c)–(d)*

A district may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the district if:

1. The disclosures meet the requirements of 34 C.F.R. 99.31; and

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2. The district has complied with the requirements of 34 C.F.R. 99.32(b) regarding the record of disclosure; or a state or local educational authority or federal official or agency listed requesting information through a subpoena or ex parte order has complied with the requirements of 34 C.F.R. 99.32(b)(2).

34 C.F.R. 99.33(b)

RECORD OF ACCESS
TO STUDENT
RECORDS

Each school shall maintain a record, kept with the education record of each student that indicates all individuals, agencies, or organizations that have requested or obtained access to a student's education records, as well as the names of state and local educational authorities and federal officials and agencies listed in 34 C.F.R. 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent. A district must obtain a copy of the record of further disclosures maintained by the named authorities, officials, and agencies under 34 C.F.R. 99.32(b)(2) and make it available in response to a parent's request to review the record.

A district must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception [see HEALTH OR SAFETY EMERGENCY, above]:

1. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
2. The parties to whom the district disclosed the information.

34 C.F.R. 99.32

The records shall include at least the name of the person or agency that made the request and the legitimate interest the person or agency had in the information. The record will be maintained as long as the district maintains the student's education record. The record of access shall be available only to parents, school officials responsible for custody of the records, and those state, local, and federal officials authorized to audit the operation of the system.

20 U.S.C. 1232g(b)(4)(A)

The record shall not include requests for access by, or access granted to, parents of the student or officials of a district, requests accompanied by prior written consent of the parent, requests for directory information, or a party seeking or receiving records in accordance with a subpoena or ex parte order. *34 C.F.R. 99.32(d)*

RIGHT TO AMEND
RECORDS

The parent of a student whose records are covered by this policy may ask a district to amend the student's record if the parent be-

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believes it contains information that is inaccurate, misleading, or in violation of the student's right of privacy or other rights. If a district decides not to amend the education records requested, it shall inform the parent of its decision and his or her right to a hearing to challenge the content of the student's education records.

If a district decides to amend the records as a result of the hearing, it shall inform the parent in writing. If, as a result of the hearing, the district decides not to amend the records, it shall inform the parent of the right to place a statement in the records commenting on the contested information and/or stating why the parent disagrees with the decision of the district. Any explanation shall be maintained with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the contested portion of the record is disclosed.

34 C.F.R. 99.20-.21

FEEES FOR COPIES

No fee shall be charged to search for or to retrieve the education records of a student. A fee may be charged for copies of education records that are made for the parents or students under this policy provided that the fee does not effectively prevent them from exercising their right to inspect and review those records. Hardship cases shall be dealt with on an individual basis. *20 U.S.C. 1232g; 34 C.F.R. 99.11; Education Code 26.012*

RECORDS OF
STUDENTS WITH
DISABILITIES

A district shall permit parents to inspect and review education records collected, maintained, or used for purposes of identifying, evaluating, placing, or educating students with disabilities.
34 C.F.R. 300.613(a)

ACCESS RIGHTS

In addition to policies applicable to all student records, the following guidelines shall apply when parents of a student with disabilities request to review or inspect district records relating to the education of their child:

1. Parents may request that a representative inspect and review the records. *34 C.F.R. 300.613(b)(3)*
2. A district shall comply with a request without unnecessary delay and before any meeting regarding an individualized education program (IEP) or hearing relating to the identification, evaluation, or placement of the child, and in no case longer than 45 days after the request. *34 C.F.R. 300.613(a)*
3. A district shall keep a record of persons obtaining access to these student records (except access by parents and authorized employees), including name, date of access, and the purpose for which the person is authorized to use the records. *34 C.F.R. 300.614*

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LIST OF TYPES AND LOCATIONS OF INFORMATION	A district shall provide parents on request a list of types and locations of education records. <i>34 C.F.R. 300.616</i>
PARENTAL CONSENT	Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under the Individuals with Disabilities Education Act or disclosed to anyone other than officials of agencies collecting or using this information. A district may not release information from these records without parental consent except as provided in FERPA. <i>34 C.F.R. 300.622</i>
CONFIDENTIALITY	A district shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in a district shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. A district shall maintain for public inspection a current listing of the names and positions of employees who may have access to this information. <i>34 C.F.R. 300.623</i>
DESTRUCTION OF INFORMATION	<p>A district shall inform parents when personally identifiable information collected, maintained, or used to provide special education and related services is no longer needed to provide educational services to the student. Such information shall be destroyed at the request of the parents.</p> <p>A permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.</p> <p><i>34 C.F.R. 300.624</i></p>
ANNUAL NOTIFICATION OF RIGHTS	<p>A district shall give parents of students in attendance and eligible students in attendance annual notification of their rights under FERPA.</p> <p>The notice must inform parents or eligible students that they have the right to:</p> <ol style="list-style-type: none">1. Inspect and review the student's education records;2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the ex-

tent that the Act and 34 C.F.R. 99.31 authorize disclosure without consent; and

4. File with the U.S. DOE a complaint under 34 C.F.R. 99.63 and 99.64 concerning alleged failures by the district to comply with the requirements of the Act and 34 C.F.R. part 99.

The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.
2. The procedure for requesting amendment of records under 34 C.F.R. 99.20.
3. If the district has a policy of disclosing education records under 34 C.F.R. 99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

A district may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.

A district shall effectively notify parents who are disabled and parents of students who have a primary or home language other than English.

20 U.S.C. 1232g(e); 34 C.F.R. 99.7

SECTION III: DIRECTORY INFORMATION

DIRECTORY
INFORMATION
DEFINITION

“Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended. “Directory information” does not include a student’s:

1. Social security number; or
2. Student identification (ID) number, unless:
 - a. The student ID number, user ID number, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a personal iden-

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tification number (PIN), password, or other factor known or possessed only by the authorized user; or

- b. The student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

DISCLOSURE OF
DIRECTORY
INFORMATION

A district may release directory information if it has given public notice of:

1. The types of personally identifiable information that it has designated as directory information.
2. The right of the parent to refuse to permit the district to designate any or all of that information about the student as directory information.
3. The period of time within which the parent must notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information.

IN CLASS

A parent or eligible student may not use the right of refusal to opt out of directory information disclosures to prevent a district from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

FORMER
STUDENTS

A district may disclose directory information about former students without satisfying the public notice conditions above. However, the district must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt-out request.

CONFIRMATION
OF IDENTITY OR
RECORDS

A district may not disclose or confirm directory information without meeting the written consent requirements in 34 C.F.R. 99.30 if a student's social security number or other non-directory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

34 C.F.R. 99.3, .37

DESIGNATION OF
DIRECTORY
INFORMATION

A district may designate as directory information any or all information defined as directory information by FERPA. Directory information under that Act that is not designated by a district as di-

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rectory information for that district is excepted from disclosure by the district under Government Code Chapter 552. [See GBA]

Directory information consented to by a parent for use only for a limited school-sponsored purpose, such as for a student directory, student yearbook, or district publication, if any such purpose has been designated by a district, remains otherwise confidential and may not be released under Government Code Chapter 552.

ANNUAL NOTICE

A district shall provide the following to the parent of each district student, at the beginning of each school year or on enrollment of the student after the beginning of the school year:

1. A written explanation of the provisions of FERPA regarding the release of directory information about the student; and
2. Written notice of the right of the parent to object to the release of directory information about the student under FERPA.

CONTENTS OF
NOTICE

The notice must contain:

1. The following statement in boldface type that is 14-point or larger:

“Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. If you do not want [insert name of district] to disclose directory information from your child’s education records without your prior written consent, you must notify the district in writing by [insert date]. [Insert name of district] has designated the following information as directory information: [Here the district must include any directory information it chooses to designate as directory information for the district, such as a student’s name, address, telephone listing, electronic mail address, photograph, degrees, honors, and awards received, date and place of birth, major field of study, dates of attendance, grade level, most recent education institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.]”;
2. A form, such as a check-off list or similar mechanism, that:
 - a. Immediately follows, on the same page or the next page, the required statement; and
 - b. Allows a parent to record:

- (1) The parent's objection to the release of all directory information or one or more specific categories of directory information if district policy permits the parent to object to one or more specific categories of directory information;
 - (2) The parent's objection to the release of a secondary student's name, address, and telephone number to a military recruiter or institution of higher education; and
 - (3) The parent's consent to the release of one or more specific categories of directory information for a limited school-sponsored purpose if such purpose has been designated by the district and is specifically identified, such as for a student directory, student yearbook, or district publication; and
3. A statement that federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher education, on request, with the name, address, or telephone number of a secondary student unless the parent has advised the district that the parent does not want the student's information disclosed without the parent's prior written consent.

Education Code 26.013

STUDENT
RECRUITING
INFORMATION

Notwithstanding the DIRECTORY INFORMATION provisions above, each district receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

CONSENT TO
RELEASE

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described above not be released without prior written parental consent, and a district shall notify parents of the option to make a request and shall comply with any request.

20 U.S.C. 7908

SECTION IV: VIDEOTAPES AND RECORDINGS

VIDEOTAPES AND
RECORDINGS

A district employee must obtain the written consent of a child's parent before the employee may make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.

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EXCEPTIONS

A district employee is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:

1. The purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
2. A purpose related to a cocurricular or extracurricular activity;
3. A purpose related to regular classroom instruction;
4. Media coverage of the school; or
5. A purpose related to the promotion of student safety under Education Code 29.022.

Education Code 26.009 [See EHA, EHBAF, FM, and FO]

SECTION V: INFORMATION FROM LAW ENFORCEMENT

INFORMATION FROM
LAW ENFORCEMENT

ORAL NOTICE OF
ARREST OR
REFERRAL

Upon receipt of oral notice from the head of a law enforcement agency or designee that the law enforcement agency has arrested a student or referred a student to the juvenile board for a specified offense [see GRAA], a superintendent shall immediately notify all instructional and support personnel who have responsibility for supervising the student. All personnel shall keep the information received confidential.

WRITTEN NOTICE
OF ARREST OR
REFERRAL

Upon subsequent receipt of confidential, written notice of the arrest or referral, a superintendent or designee shall send the information in the confidential notice to a district employee having direct supervisory responsibility over the student.

ORAL NOTICE OF
CONVICTION OR
ADJUDICATION

Upon receipt of oral notice from a prosecuting attorney of a student's conviction, deferred prosecution, or adjudication of a specified offense, including a statement as to whether the student is required to register as a sex offender, a superintendent shall, within 24 hours of receiving the notice, or before the next school day, whichever is earlier, notify all instructional and support personnel who have regular contact with the student.

NOTICE OF
TRANSFER OR
REENROLLMENT

Upon receipt of notice from a parole, probation, or community supervision office having jurisdiction over a student that a student has transferred or reenrolled, the superintendent of the district to which the student transfers or returns shall, within 24 hours of receiving the notice, or before the next school day, whichever is earlier, notify all instructional and support personnel who have regular contact with the student.

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A person who receives information described above shall not disclose it except as specifically authorized by Code of Criminal Procedure 15.27.

CONTENTS OF
NOTICE

Required oral or written notice must include all pertinent details of the offense or conduct, including details of any:

1. Assaultive behavior or other violence;
2. Weapons used in the commission of the offense or conduct;
or
3. Weapons possessed during the commission of the offense or conduct.

Code of Criminal Procedure 15.27(a)–(c), (k)

Information received by a district under this provision shall not be attached to the permanent academic file of the student who is the subject of the report. A district shall destroy the information at the end of the academic year in which the report was filed. *Education Code 37.017*

DUTY TO FLAG
RECORDS

Upon receipt of notification from a law enforcement agency or the missing children and missing persons information clearinghouse that a child under 11 years of age who attended or who is enrolled in the school is missing, the school shall flag the child's records and maintain the records in its possession so that on receipt of a request regarding the child, the school will be able to notify law enforcement or the missing children and missing persons information clearinghouse that a request for a flagged record has been made.

REQUEST IN
PERSON

When a request for a flagged record is made in person, the school may not advise the requesting party that the request concerns a missing child and shall:

1. Require the person requesting the flagged record to complete a form stating the person's name, address, telephone number, and relationship to the child for whom a request is made, and the name, address, and birth date of the child;
2. Obtain a copy of the requesting party's driver's license or other photographic identification, if possible;
3. If the request is for a birth certificate, inform the requesting party that a copy of a certificate will be sent by mail; and
4. Immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and include a physical description of the requesting party, the identity and address of the requesting party, and a copy of the

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requesting party's driver's license or other photographic identification.

After providing the information listed above, the school shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

REQUEST IN
WRITING

When a request for a flagged record is made in writing, the school may not advise the requesting party that the request concerns a missing child and shall immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and provide to the law enforcement agency a copy of the written request. After providing the notification, the school shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

REMOVAL OF FLAG

On the return of a missing child under 11 years of age, the law enforcement agency shall notify each school that has maintained flagged records for the child that the child is no longer missing. On receipt of this notification, the school shall remove the flag from the records.

A school that has reason to believe that a missing child has been recovered may request confirmation that the missing child has been recovered from the appropriate law enforcement agency or the missing children and missing persons information clearinghouse. If a response is not received after the 45th day after the date of the request for confirmation, the school may remove the flag from the record and shall inform the law enforcement agency or the missing children and missing persons information clearinghouse that the flag has been removed.

Code of Criminal Procedure 63.020-.022



WEST ORANGE – COVE CISD

902 W Park Ave., P.O. Box 1107
Orange, Texas 77631
Phone: 409.882.5610 Fax: 409.882.5470

Anitrea Goodwin
Executive Director of Human Resources

DATE: April 25, 2016
TO: Board of Trustees
FROM: Anitrea Goodwin
SUBJECT: Policy Revisions-Update 104

Board members were provided with copies of the Vantage Points, Explanatory Notes and copies of local policies in need of revision for Localized Policy Manual Update 104. The policies presented in the Local Policy Manual are presented for your review and approval. The Board must approve revisions to local policies in Update 104. Revisions to legal policies are included for your information.

Review of Revisions to Legal Policies:

CCG	LEGAL	LOCAL REVENUE SOURCES AD VALOREM TAXES
CFA	LEGAL	ACCOUNTING FINANCIAL REPORTS AND STATEMENTS
CFC	LEGAL	ACCOUNTING AUDITS
CQA	LEGAL	TECHNOLOGY RESOURCES DISTRICT, CAMPUS, AND CLASSROOM WEBSITES
DBAA	LEGAL	EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CRIMINAL HISTORY AND CREDIT REPORTS
DFE	LEGAL	TERMINATION OF EMPLOYMENT RESIGNATION
DHB	LEGAL	EMPLOYEE STANDARDS OF CONDUCT REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION
E	LEGAL	INSTRUCTION
EHBAF	LEGAL	SPECIAL EDUCATION VIDEO/AUDIO MONITORING
EHDC	LEGAL	ALTERNATIVE METHODS FOR EARNING CREDIT, CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION
EI	LEGAL	ACADEMIC ACHIEVEMENT
EKB	LEGAL	TESTING PROGRAMS STATE ASSESSMENT
FB	LEGAL	EQUAL EDUCATIONAL OPPORTUNITY
FD	LEGAL	ADMISSIONS
FFA	LEGAL	STUDENT WELFARE, WELLNESS AND HEALTH SERVICES
FL	LEGAL	STUDENT RECORDS

Revisions to Local Policies:

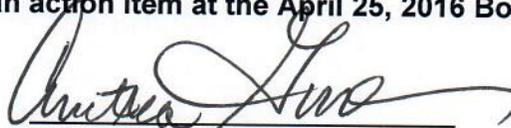
EEH	LOCAL	INSTRUCTIONAL ARRANGEMENTS HOMEBOUND INSTRUCTION
FB	LOCAL	EQUAL EDUCATIONAL OPPORTUNITY
FD	LOCAL	ADMISSIONS
FEB	LOCAL	ATTENDANCE, ATTENDANCE ACCOUNTING
FFC	LOCAL	STUDENT WELFARE, STUDENT SUPPORT SERVICES
FFH	LOCAL	STUDENT WELFARE, FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Revisions to Exhibit Policies:

FB	EXHIBIT	EQUAL EDUCATIONAL OPPORTUNITY
FFC	EXHIBIT	STUDENT WELFARE, STUDENT SUPPORT SERVICES
FFH	EXHIBIT	STUDENT WELFARE, FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

I recommend approval of Update 104 as an action item at the April 25, 2016 Board meeting.

Rickie Harris



Anitrea Goodwin

RESOLUTION

Whereas, the recent flooding resulted in road closures in several areas in the city of Orange and West Orange-Cove CISD District (“WOCCISD”) during the week of March 21, 2016; and

Whereas, there was a mandatory evacuation in effect for much of the city of Orange; and

Whereas, in many cases WOCCISD employees were forced to evacuate the area or take other means to ensure the safety of their families; or were unable to report to work; and

Whereas, through circumstances completely beyond their control, they were forced to miss work at the WOCCISD; and

Whereas, to financially penalize employees who are acting in the interests of public safety potentially will be harmful in the future if these people fail to act in a safe and prudent manner during a required or recommended evacuation for fear of financial loss; and

Whereas, it will be detrimental to the best interests of the District to act in a way that may lead to unsafe conduct by its employees in a future natural disaster; and

Whereas, there is a public purpose served and a benefit to the WOCCISD to encourage prudent and safe behavior in a natural disaster so that employees have the best opportunity of protecting their safety and being able to resume their duties; and

Whereas, there is a public purpose served and a benefit to the WOCCISD to demonstrate support of its employees, enhance employee morale and support the retention of employees; and

Whereas, work schedules have been affected by these events; and

Whereas, given the extreme circumstances, the District’s Board of Trustees (“Board”) wishes to authorize the Superintendent of Schools, in his discretion, not to dock the pay of District employees for any days missed because they were unable to report to work during the evacuation; and

Whereas, the Board believes that a public purpose exists for forgiving or excusing the absences of these employees; and

Whereas, this resolution is not meant to excuse the failure to report to duty on these days by any employees who were instructed by the administration to do so or who were required by contract or job description to report for duty, and who are emergency services personnel or whose presence is necessary to provide for the safety and well-being of the general public;

Now therefore, be it resolved by the Board that:

1. All the above-referenced paragraphs are incorporated into and made a part of this resolution; and

2. The Board finds that a public purpose and a benefit to the WOCCISD exists to excuse and/or forgive any absences by District employees that were unable to report to work due to the recent flooding for days of work not made up based on any revised work schedule determined by the Superintendent of Schools, and that payments for such days are necessary in the conduct of the public schools as provided by Texas Education Code § 45.105(c).
 3. The Board hereby authorizes the Superintendent of Schools to excuse all absences of District employees for the dates necessitated by the flooding and not made up through related work schedule, and pay all employees that were unable to report to work full compensation for days missed due to this natural disaster.
- Approved this 25th day of April 2016.

By: _____
Board President

Attest:

Board Secretary

**Report On Absences Due To Flooding
Spring Break (March 14-18, 2016)**

4/8/16

Maintenance

Traveling From	Traveling To	Dates	Reason for Absence
Beaumont	ESC	3/16-3/18 (3)	DPS would not allow him to go past Hwy 62 on I-10
Knox Ave.	ESC	3/15-3/18 (4)	Knox Ave. was flooded
Sunset Dr.	ESC	3/16-3/18 (3)	Had to help elderly father
Burton Ave.	ESC	3/16-3/18 (2.5)	Home address under mandatory evacuation
Sulphur, LA	ESC	3/15-3/17 (3)	I-10 closed due to rising water
Clairmont Dr.	ESC	3/16-3/18 (2.5)	Clairmont Dr. was flooded

Custodians

Traveling From	Traveling To	Dates	Reason for Absence
Lafayette, LA	WOSE	3/15-3/18 (4)	Home address under mandatory evacuation
Humble, TX	WOSE	3/14-3/18 (5)	Home address under mandatory evacuation
Park St.	MS	3/16-3/18 (3)	Park St. was flooded
Carpenter Ln.	MS	3/15-3/18 (4)	Carpenter Ln. was flooded
8 th St.	MS	3/16-3/18 (3)	8 th St. was flooded
Knox Ave.	MS	3/15-3/18 (3.5)	Knox Ave. was flooded
3 rd St.	HS	3/16-3/18 (3)	Home address under mandatory evacuation/flooded st.
Orange Ave.	HS	3/16 (1)	Orange Ave. was flooded (3/17-18 sch vac)
Pacific Cr.	HS	3/16-3/18 (3)	Pacific Cr. was flooded
Ruby Ln.	HS	3/17-3/18 (2)	Home address under mandatory evacuation
2 nd St.	HS	3/14-3/18 (4.5)	Home address under mandatory evacuation/flooded st.

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Transportation

Traveling From	Traveling To	Dates	Reason for Absence
Forest Heights	Spurger	3/14/16 & 3/16/16 – 3/18/16	Mandatory Evacuation