

**Agenda of School District Regular Board Meeting  
West Orange-Cove Consolidated Independent School District  
Board of Trustees**

**January 13, 2020  
6:00 PM**

Notice is hereby given that on January 13, 2020 the West Orange-Cove CISD Board of Trustees will hold the Regular Board Meeting, in the WOCCISD Board Room  
902 West Park Ave.  
Orange, TX 77630.

**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. Superintendent's Report (Dr. Rickie Harris) (Goal 4 & 5)**

- A. North Early Learning Center Recognition (Vickie Ocegueda)
  - 1. Teacher of the Month
  - 2. Employee of the Month
  - 3. Student of the Month
- B. School Board Appreciation Month (Dr. Rickie Harris)

**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. Consent Agenda Items:**

- A. Consider Approval of Budget Amendments

**V. Finance**

**A. Information/Discussion Items: (Goal 3)**

- 1. Financial Statements (Robin Hataway)

- a. Operating Statements (General, Food Service, Debt Service)
- b. Check Register
- c. Investment Report
- d. Tax Collections

2. Head Start Financials (Vickie Ocegüera)

**VI. Instruction (Goal 1 & 2)**

**A. Information/Discussion Items:**

- 1. Head Start Directors Report (Vickie Ocegüera)

**B. Action Items:**

- 1. Consider approval of the 2020-2021 Choices Catalog (Ashton Knox)

**VII. Policy**

**A. Information/Discussion Items:**

- 1. Policy Update 114, affecting (Legal) policies (Dr. Nina LeBlanc)

**B. Action Items:**

- 1. Consider approval of Policy Update 114, affecting (Local) policies (See attached list of codes.) (Dr. Nina LeBlanc)
- 2. Consider approval of the following updated job descriptions (Dr. Nina LeBlanc)
  - a. Principal
  - b. Elementary Assistant Principal
  - c. Middle School Assistant Principal
  - d. High School Assistant Principal
  - e. Elementary Guidance Office Clerk
  - f. Middle Guidance Office Clerk
  - g. Nurse's Aide
- 3. Approval of the General Election on May 2, 2020 (Trisha Spears)
  - a. Order to call Election
  - b. Order of General Election

**VIII. 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.
- 2. Consider legal advice regarding items specifically listed on the agenda.

**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.
- 8. Consider activation of an emergency permit for a classroom teacher
- 9. Evaluation of Superintendent

**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)**

- 1. Consider hiring of professional personnel

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

**X. Personnel (Dr. Nina LeBlanc)**

**A. Action Item: (Goal 6)**

1. Consider approval of contractual staff
2. Consider and take action upon extending the Superintendent Contract

**XI. Adjourn**

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 .

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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

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## BOARD DOCUMENT

**MEETING DATE:** January 13, 2020

**AGENDA ITEM:** Consider Approval of Budget Amendments

Attached are the posted budget amendments for your review. These budget amendments allocate funds that are not in the adopted budget.

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  
Executive Director of Finance

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
19-00101	Revise budget for police officer	2019-2020	12/05/2019	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Revise budget for police officer	199 E 52 6119 00 999 0 99 827		12/05/2019	40,669.24	0.00
2		Revise budget for police officer	199 E 52 6141 00 999 0 99 827		12/05/2019	589.70	0.00
3		Revise budget for police officer	199 E 52 6142 00 999 0 99 827		12/05/2019	7,560.00	0.00
4		Revise budget for police officer	199 E 52 6143 00 999 0 99 827		12/05/2019	264.35	0.00
5		Revise budget for police officer	199 E 52 6144 00 999 0 99 827		12/05/2019	3,558.56	0.00
6		Revise budget for police officer	199 E 52 6145 00 999 0 99 827		12/05/2019	183.01	0.00
7		Revise budget for police officer	199 E 52 6146 00 999 0 99 827		12/05/2019	833.72	0.00
TOTALS						53,658.58	0.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
19-00104	Revise budget for career center phone system	2019-2020	12/16/2019	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Revise budget for career center phone system	199 E 53 6639 00 952 0 99 752		12/16/2019	2,777.00	0.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
19-00105	Revise budget for LRG payment - North roof	2019-2020	01/07/2020	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Revise budget for LRG payment - North roof	199 E 51 6299 83 981 0 99 781		01/07/2020	17,540.28	0.00
		Insurance payment of \$175,402.76					

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



# WEST ORANGE – COVE CISD

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

Orange, Texas 77630

Phone: 409.882.5600 Fax: 409.882.5467

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## BOARD DOCUMENT

**MEETING DATE:** January 13, 2020

**AGENDA ITEM:** Financial Statements for Information

Financial Statements as of December 2019, for the General Operating, Food Service, and Debt Service Funds are attached for your review. These statements are designed to provide information regarding the financial status of the district to the Board of Trustees.

If members of the Board of Trustees have questions regarding the financial statements, 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  
Dr. Rickie Harris  
Superintendent

Robin Hataway  
Robin Hataway  
Executive Director of Finance

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	19,997,800	19,997,800	1,520,510	1,824,444
00	58--	STATE PROGRAM REVENUES	4,526,835	4,526,835	4,909,131	1,555,349
00	59--	FEDERAL PROGRAM REVENUES	520,000	520,000	238,308	456,259
00	----	NO FUNCTION	25,044,635	25,044,635	6,667,949	3,836,052
11		INSTRUCTION				
11	61--	PAYROLL COSTS-TEACHERS & OTHER	12,125,848	12,183,300	4,338,286	4,087,455
11	62--	PURCHASE & CONTRACTED SVS	582,321	699,554	261,125	167,280
11	63--	SUPPLIES AND MATERIALS	261,800	307,802	166,132	222,137
11	64--	OTHER OPERATING EXPENSES	57,940	58,130	13,242	41,774
11	----	INSTRUCTION	13,027,909	13,248,786	4,778,785	4,518,646
12		LIBRARY				
12	61--	PAYROLL COSTS-TEACHERS & OTHER	228,393	228,393	90,512	81,980
12	62--	PURCHASE & CONTRACTED SVS	6,150	6,150	5,732	5,708
12	63--	SUPPLIES AND MATERIALS	6,900	8,900	4,185	43,904
12	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	0	0	62,952
12	----	LIBRARY	241,443	243,443	100,429	194,544
13		CURRIC & INSTR DEVELOPMENT				
13	61--	PAYROLL COSTS-TEACHERS & OTHER	181,481	181,481	97,244	75,617
13	62--	PURCHASE & CONTRACTED SVS	41,175	44,787	17,984	23,637
13	63--	SUPPLIES AND MATERIALS	4,000	3,105	1,250	2,272
13	64--	OTHER OPERATING EXPENSES	56,100	53,383	25,176	13,956
13	----	CURRIC & INSTR DEVELOPMENT	282,756	282,756	141,654	115,482
21		INSTRUCTIONAL ADMINISTRATION				
21	61--	PAYROLL COSTS-TEACHERS & OTHER	550,305	550,305	267,944	242,941
21	62--	PURCHASE & CONTRACTED SVS	2,750	2,750	1,568	1,206
21	63--	SUPPLIES AND MATERIALS	4,500	5,417	2,723	1,662
21	64--	OTHER OPERATING EXPENSES	8,375	7,458	2,670	2,838
21	----	INSTRUCTIONAL ADMINISTRATION	565,930	565,930	274,905	248,647
23		SCHOOL ADMINISTRATION				
23	61--	PAYROLL COSTS-TEACHERS & OTHER	1,325,479	1,325,479	543,646	539,941
23	62--	PURCHASE & CONTRACTED SVS	15,100	15,100	5,854	8,599
23	63--	SUPPLIES AND MATERIALS	13,000	13,006	9,111	12,557
23	64--	OTHER OPERATING EXPENSES	15,000	14,994	4,394	1,313
23	----	SCHOOL ADMINISTRATION	1,368,579	1,368,579	563,005	562,410

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
31		GUIDANCE AND COUNSELING SVS				
31	61--	PAYROLL COSTS-TEACHERS & OTHER	522,691	522,691	169,351	155,106
31	62--	PURCHASE & CONTRACTED SVS	57,700	57,750	30,374	15,509
31	63--	SUPPLIES AND MATERIALS	4,000	3,950	3,540	2,603
31	----	GUIDANCE AND COUNSELING SVS	584,391	584,391	203,265	173,218
32		SOCIAL WORK SERVICES				
32	61--	PAYROLL COSTS-TEACHERS & OTHER	17,841	17,841	7,276	7,129
32	----	SOCIAL WORK SERVICES	17,841	17,841	7,276	7,129
33		HEALTH SERVICES				
33	61--	PAYROLL COSTS-TEACHERS & OTHER	112,700	112,700	44,881	41,969
33	62--	PURCHASE & CONTRACTED SVS	40,500	40,500	5,909	12,206
33	63--	SUPPLIES AND MATERIALS	6,000	7,800	6,438	3,349
33	----	HEALTH SERVICES	159,200	161,000	57,228	57,524
34		PUPIL TRANSPORTATION				
34	61--	PAYROLL COSTS-TEACHERS & OTHER	870,984	868,584	359,719	356,848
34	62--	PURCHASE & CONTRACTED SVS	86,500	128,749	40,703	12,793
34	63--	SUPPLIES AND MATERIALS	242,000	237,537	54,021	71,007
34	64--	OTHER OPERATING EXPENSES	63,252	66,115	57,604	38,403
34	----	PUPIL TRANSPORTATION	1,262,736	1,300,985	512,047	479,051
36		CO-CURR/EXTRA CURR ACTIVITIES				
36	61--	PAYROLL COSTS-TEACHERS & OTHER	484,830	484,830	180,142	187,277
36	62--	PURCHASE & CONTRACTED SVS	70,200	70,350	27,864	31,741
36	63--	SUPPLIES AND MATERIALS	76,360	103,017	36,256	34,990
36	64--	OTHER OPERATING EXPENSES	114,868	110,297	57,740	57,016
36	----	CO-CURR/EXTRA CURR ACTIVITIES	746,258	768,494	302,002	311,024
41		GENERAL ADMINISTRATION				
41	61--	PAYROLL COSTS-TEACHERS & OTHER	885,510	885,510	456,001	448,009
41	62--	PURCHASE & CONTRACTED SVS	390,450	428,650	146,432	122,093
41	63--	SUPPLIES AND MATERIALS	95,000	96,405	58,580	34,866
41	64--	OTHER OPERATING EXPENSES	198,660	159,055	64,009	85,376
41	----	GENERAL ADMINISTRATION	1,569,620	1,569,620	725,022	690,344
51		PLANT MAINTENANCE & OPERATION				
51	61--	PAYROLL COSTS-TEACHERS & OTHER	1,679,087	1,679,087	747,084	714,876
51	62--	PURCHASE & CONTRACTED SVS	1,129,690	1,459,853	830,867	635,389
51	63--	SUPPLIES AND MATERIALS	330,000	325,929	134,614	272,902
51	64--	OTHER OPERATING EXPENSES	621,777	624,192	511,813	486,088
51	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	8,649,851	1,582,741	553,725

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
51		PLANT MAINTENANCE & OPERATION				
51	----	PLANT MAINTENANCE & OPERATION	3,760,554	5,738,912	3,807,119	2,662,980
52		SECURITY & MONITORING SERVICES				
52	61--	PAYROLL COSTS-TEACHERS & OTHER	83,010	136,669	60,865	5,367
52	62--	PURCHASE & CONTRACTED SVS	189,500	102,614	33,466	68,362
52	63--	SUPPLIES AND MATERIALS	120	22,120	19,730	0
52	64--	OTHER OPERATING EXPENSES	0	1,535	1,436	0
52	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	63,351	63,010	8,750
52	----	SECURITY & MONITORING SERVICES	272,630	326,289	178,507	82,479
53		DATA PROCESSING SERVICES				
53	61--	PAYROLL COSTS-TEACHERS & OTHER	212,446	212,446	119,053	107,252
53	62--	PURCHASE & CONTRACTED SVS	85,550	86,349	72,666	62,431
53	63--	SUPPLIES AND MATERIALS	74,000	74,000	27,549	51,098
53	64--	OTHER OPERATING EXPENSES	3,500	3,500	460	565
53	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	114,001	79,322	163,683
53	----	DATA PROCESSING SERVICES	375,496	490,296	299,050	385,029
61		COMMUNITY SERVICES				
61	64--	OTHER OPERATING EXPENSES	6,000	6,000	1,708	771
61	----	COMMUNITY SERVICES	6,000	6,000	1,708	771
91		CONTRACTED INSTR SERVICES				
91	62--	PURCHASE & CONTRACTED SVS	200,000	200,000	0	0
91	----	CONTRACTED INSTR SERVICES	200,000	200,000	0	0
99		OTHER INTERGOVERNMENTAL CHARGE				
99	62--	PURCHASE & CONTRACTED SVS	410,000	410,000	195,734	191,406
99	----	OTHER INTERGOVERNMENTAL CHARGE	410,000	410,000	195,734	191,406
Grand Revenue Totals			25,044,635	25,044,635	6,667,949	3,836,052
Grand Expense Totals			24,851,343	27,283,322	12,147,736	10,680,684
Grand Totals			193,292	2,238,687	5,479,787	6,844,632
			Profit	Loss	Loss	Loss

Number of Accounts: 1315

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

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	143,500	143,500	84,560	79,843
00	58--	STATE PROGRAM REVENUES	70,150	70,150	15,529	23,902
00	59--	FEDERAL PROGRAM REVENUES	1,572,000	1,572,000	552,959	198,127
00	----	NO FUNCTION	1,785,650	1,785,650	653,048	301,872
35		FOOD SERVICE				
35	61--	PAYROLL COSTS-TEACHERS & OTHER	528,402	528,402	267,074	253,836
35	62--	PURCHASE & CONTRACTED SVS	354,140	354,140	69,125	125,591
35	63--	SUPPLIES AND MATERIALS	849,143	852,713	143,455	218,745
35	64--	OTHER OPERATING EXPENSES	7,500	7,500	4,437	2,057
35	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	400,000	709,365	468,153	0
35	----	FOOD SERVICE	2,139,185	2,452,120	952,244	600,229
Grand Revenue Totals			1,785,650	1,785,650	653,048	301,872
Grand Expense Totals			2,139,185	2,452,120	952,244	600,229
Grand Totals			353,535	666,470	299,196	298,357
			Loss	Loss	Loss	Loss

Number of Accounts: 80

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

FC	OBJ	OBJ	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	2018-19 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	4,658,200	4,658,200	338,717	392,016
00	58--	STATE PROGRAM REVENUES	78,359	78,359	77,500	78,359
00	59--	FEDERAL PROGRAM REVENUES	265,000	265,000	133,626	133,056
00	----	NO FUNCTION	5,001,559	5,001,559	549,843	603,431
71		DEBT SERVICES				
71	65--	DEBT SERVICE	5,194,268	5,194,268	1,124,951	819,222
71	----	DEBT SERVICES	5,194,268	5,194,268	1,124,951	819,222
Grand Revenue Totals			5,001,559	5,001,559	549,843	603,431
Grand Expense Totals			5,194,268	5,194,268	1,124,951	819,222
Grand Totals			192,709	192,709	575,108	215,791
			Loss	Loss	Loss	Loss

Number of Accounts: 21

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

Summary Investment Report and Cash Balance Report  
West Orange-Cove CISD  
As of December 31, 2019

	Beginning Balance 10/31/2019	Deposits	Withdrawals	Interest	Ending Balance 12/31/2019	Interest Rate
<b>Investment Pool Account</b>						
<i>First Public - Lone Star</i>						
General Operating Fund	75,524.96	1,010,723.31	771,500.00	206.29	314,954.56	1.6200%
Interest & Sinking Fund	16,656.97	238,250.49	201,650.00	48.22	53,305.68	1.6200%
<b>Total Investment Pool</b>	<b>92,181.93</b>	<b>1,248,973.80</b>	<b>973,150.00</b>	<b>254.51</b>	<b>368,260.24</b>	
<b>Cash Bank Accounts</b>						
<i>First Financial</i>						
Money Market - M&O Funds	8,858,028.85		2,750,359.97	21,937.87	6,129,606.75	1.6800%
General Operating Fund	425,717.59	3,585,486.07	3,733,985.03	409.23	277,627.86	0.6500%
Payroll	232,319.82	3,616,367.13	3,844,001.62	232.58	4,917.91	0.6500%
Debt Service	3,135,586.43	279,150.00	6,467.51	9,543.82	3,417,812.74	1.6800%
Bond Funds	9,672,300.01	5,717.51	1,126,946.00	26,933.71	8,578,005.23	1.6800%
Food Service	733,799.82	365,294.79	265,399.30	750.66	834,445.97	0.6500%
<b>Total Cash Balances</b>	<b>\$ 23,057,752.52</b>	<b>\$ 7,852,015.50</b>	<b>\$ 11,727,159.43</b>	<b>\$ 59,807.87</b>	<b>\$ 19,242,416.46</b>	
<b>Total All Accounts</b>	<b>\$ 23,149,934.45</b>	<b>\$ 9,100,989.30</b>	<b>\$ 12,700,309.43</b>	<b>\$ 60,062.38</b>	<b>\$ 19,610,676.70</b>	

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

Robin Hataway  
Robin Hataway  
Executive Director of Finance

**Operating Fund Summary**

**West Orange-Cove CISD**

**As of December 31, 2019**

	Balance 12/31/2017	Balance 12/31/2018	Balance 12/31/2019
<b>Investment Pool Account</b>			
<i>First Public - Lone Star</i>			
General Operating Fund	2,154,786.35	580,563.87	314,954.56
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Money Market - M&O Funds	5,148,146.15	5,364,200.27	6,129,606.75
General Operating Fund	107,469.41	655,351.20	277,627.86
Payroll	249,890.55	590,294.46	4,917.91
<b>Total Operating Cash Balances</b>	<b>\$ 7,660,292.46</b>	<b>\$ 7,190,409.80</b>	<b>\$ 6,727,107.08</b>

**Debt Service Fund Summary**

**West Orange-Cove CISD**

**As of December 31, 2019**

	Balance 12/31/2017	Balance 12/31/2018	Balance 12/31/2019
<b>Investment Pool Account</b>			
<i>First Public - Lone Star</i>			
Interest & Sinking Fund	473,617.95	126,101.31	53,305.68
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Debt Service	1,835,641.38	3,036,128.52	3,417,812.74
<b>Total Debt Service Cash Balances</b>	<b>\$ 2,309,259.33</b>	<b>\$ 3,162,229.83</b>	<b>\$ 3,471,118.42</b>

**Food Service Fund Summary**

**West Orange-Cove CISD**

**As of December 31, 2019**

	Balance 12/31/2017	Balance 12/31/2018	Balance 12/31/2019
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Food Service	385,272.22	414,084.21	834,445.97
<b>Total Food Service Cash Balances</b>	<b>\$ 385,272.22</b>	<b>\$ 414,084.21</b>	<b>\$ 834,445.97</b>

Robin Hataway

Robin Hataway

Executive Director of Finance

Summary Investment Report and Cash Balance Report  
West Orange-Cove CISD  
As of December 31, 2019

	Beginning Balance 10/31/2019	Deposits	Withdrawals	Interest	Ending Balance 12/31/2019	Interest Rate
<b>Investment Pool Account</b>						
<i>First Public - Lone Star</i>						
General Operating Fund	75,524.96	1,010,723.31	771,500.00	206.29	314,954.56	1.6200%
Interest & Sinking Fund	16,656.97	238,250.49	201,650.00	48.22	53,305.68	1.6200%
<b>Total Investment Pool</b>	<b>92,181.93</b>	<b>1,248,973.80</b>	<b>973,150.00</b>	<b>254.51</b>	<b>368,260.24</b>	
<b>Cash Bank Accounts</b>						
<i>First Financial</i>						
Money Market - M&O Funds	8,858,028.85		2,750,359.97	21,937.87	6,129,606.75	1.6800%
General Operating Fund	425,717.59	3,585,486.07	3,733,985.03	409.23	277,627.86	0.6500%
Payroll	232,319.82	3,616,367.13	3,844,001.62	232.58	4,917.91	0.6500%
Debt Service	3,135,586.43	279,150.00	6,467.51	9,543.82	3,417,812.74	1.6800%
Bond Funds	9,672,300.01	5,717.51	1,126,946.00	26,933.71	8,578,005.23	1.6800%
Food Service	733,799.82	365,294.79	265,399.30	750.66	834,445.97	0.6500%
<b>Total Cash Balances</b>	<b>\$ 23,057,752.52</b>	<b>\$ 7,852,015.50</b>	<b>\$ 11,727,159.43</b>	<b>\$ 59,807.87</b>	<b>\$ 19,242,416.46</b>	
<b>Total All Accounts</b>	<b>\$ 23,149,934.45</b>	<b>\$ 9,100,989.30</b>	<b>\$ 12,700,309.43</b>	<b>\$ 60,062.38</b>	<b>\$ 19,610,676.70</b>	

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

Robin Hataway  
Robin Hataway  
Executive Director of Finance

**Operating Fund Summary****West Orange-Cove CISD****As of December 31, 2019**

	Balance 12/31/2017	Balance 12/31/2018	Balance 12/31/2019
<b>Investment Pool Account</b>			
<i>First Public - Lone Star</i>			
General Operating Fund	2,154,786.35	580,563.87	314,954.56
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Money Market - M&O Funds	5,148,146.15	5,364,200.27	6,129,606.75
General Operating Fund	107,469.41	655,351.20	277,627.86
Payroll	249,890.55	590,294.46	4,917.91
<b>Total Operating Cash Balances</b>	<b>\$ 7,660,292.46</b>	<b>\$ 7,190,409.80</b>	<b>\$ 6,727,107.08</b>

**Debt Service Fund Summary****West Orange-Cove CISD****As of December 31, 2019**

	Balance 12/31/2017	Balance 12/31/2018	Balance 12/31/2019
<b>Investment Pool Account</b>			
<i>First Public - Lone Star</i>			
Interest & Sinking Fund	473,617.95	126,101.31	53,305.68
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Debt Service	1,835,641.38	3,036,128.52	3,417,812.74
<b>Total Debt Service Cash Balances</b>	<b>\$ 2,309,259.33</b>	<b>\$ 3,162,229.83</b>	<b>\$ 3,471,118.42</b>

**Food Service Fund Summary****West Orange-Cove CISD****As of December 31, 2019**

	Balance 12/31/2017	Balance 12/31/2018	Balance 12/31/2019
<b>Cash Bank Accounts</b>			
<i>First Financial</i>			
Food Service	385,272.22	414,084.21	834,445.97
<b>Total Food Service Cash Balances</b>	<b>\$ 385,272.22</b>	<b>\$ 414,084.21</b>	<b>\$ 834,445.97</b>

Robin Hataway

Robin Hataway

Executive Director of Finance

YEAR TO DATE RECAPULATION FOR AGENCY: SWO

		ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY	BEGIN	25,177,247.04	.00	25,177,247.04		2,486,819.16		27,664,066.20
	LATE HS/65	24,381.52-	.00	24,381.52-		4,156.72-		28,538.24-
OTHER ADJUSTMENTS		5,891.61-	.00	5,891.61-		10,766.02-		16,657.63-
	SUPPLEMENTS	.00	15,135.89	15,135.89		797.63		15,933.52
	ADJUSTED	25,146,973.91	15,135.89	25,162,109.80		2,472,694.05		27,634,803.85
	COLLECTED	4,546,582.38-	6,721.30-	4,553,303.68-	18.09	87,409.45-	3.53	4,640,713.13-
PR YR REF/NSF CHK		.00	.00	.00		5,641.09-		5,641.09-
	UNCOLLECTED	20,600,391.53-	8,414.59-	20,608,806.12-		2,379,643.51-		22,988,449.63-
LATE RENDITION BEGIN		12,861.55	.00	12,861.55		7,447.35		20,308.90
LATE REND ADJUSTED		12,861.55	2.85	12,864.40		7,447.35		20,311.75
COLLECTED	LEVY	4,546,582.38	6,721.30	4,553,303.68	18.09	87,409.45	3.53	4,640,713.13
	DISCOUNTS	.00	.00	.00		.00		.00
	PENALTY	.00	.00	.00		11,032.40		11,032.40
	INTEREST	.00	.00	.00		28,226.06		28,226.06
	NET	4,546,582.38	6,721.30	4,553,303.68		126,667.91		4,679,971.59
	COURT COST	.00	.00	.00		.00		.00
	ABST FEES	.00	.00	.00		.00		.00
	ATTY FEES	.00	.00	.00		19,729.15		19,729.15
	OTHER FEES	.00	.00	.00		.00		.00
	REND PENLTY	130.12	2.85	132.97		184.55		317.52
	(AGENCY %)	123.62	2.71	126.33		176.18		302.51
	(CAD %)	6.50	.14	6.64		8.37		15.01
	TOTAL	4,546,712.50	6,724.15	4,553,436.65		146,581.61		4,700,018.26

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2017 -	430,342.32	9,758.31-	691.82	421,275.83	38,108.47-	2,856.80-	380,310.56-	9.04
2016 -	296,324.13	1,599.55-	105.81	294,830.39	11,423.60-	2,507.25-	280,899.54-	3.87
2015 -	261,044.88	549.34-	.00	260,495.54	12,023.15-	277.04-	248,195.35-	4.61
2014 -	218,741.87	953.21-	.00	217,788.66	6,518.37-	.00	211,270.29-	2.99
2013 -	204,493.65	402.82-	.00	204,090.83	7,048.98-	.00	197,041.85-	3.45
2012 -	174,703.74	354.84-	.00	174,348.90	3,622.22-	.00	170,726.68-	2.07
2011 -	310,235.82	244.22-	.00	309,991.60	3,825.23-	.00	306,166.37-	1.23
2010 -	117,234.64	329.53-	.00	116,905.11	1,930.36-	.00	114,974.75-	1.65
2009 -	76,785.32	348.86-	.00	76,436.46	2,034.41-	.00	74,402.05-	2.66
2008 -	60,625.91	304.17-	.00	60,321.74	391.12-	.00	59,930.62-	0.64
2007 -	44,603.62	.00	.00	44,603.62	136.54-	.00	44,467.08-	0.30
2006 -	50,742.63	.00	.00	50,742.63	203.29-	.00	50,539.34-	0.40
2005 -	48,912.73	.00	.00	48,912.73	17.21-	.00	48,895.52-	0.03
2004 -	33,641.13	.00	.00	33,641.13	.00	.00	33,641.13-	0.00
2003 -	31,077.47	77.89-	.00	30,999.58	113.56-	.00	30,886.02-	0.36
2002 -	26,635.97	.00	.00	26,635.97	.00	.00	26,635.97-	0.00
2001 -	23,361.65	.00	.00	23,361.65	.00	.00	23,361.65-	0.00
2000 -	23,125.05	.00	.00	23,125.05	.00	.00	23,125.05-	0.00
1999 -	18,027.81	.00	.00	18,027.81	.00	.00	18,027.81-	0.00
1998 -	13,887.37	.00	.00	13,887.37	.00	.00	13,887.37-	0.00
1997 -	6,267.31	.00	.00	6,267.31	6.54-	.00	6,260.77-	0.10
1996 -	6,464.63	.00	.00	6,464.63	6.40-	.00	6,458.23-	0.09
1995 -	4,410.55	.00	.00	4,410.55	.00	.00	4,410.55-	0.00
1994 -	1,973.82	.00	.00	1,973.82	.00	.00	1,973.82-	0.00
1993 -	1,167.33	.00	.00	1,167.33	.00	.00	1,167.33-	0.00
1992 -	696.55	.00	.00	696.55	.00	.00	696.55-	0.00
1991 -	183.88	.00	.00	183.88	.00	.00	183.88-	0.00
1990 -	203.90	.00	.00	203.90	.00	.00	203.90-	0.00
1989 -	212.98	.00	.00	212.98	.00	.00	212.98-	0.00
PRIOR YEARS -	690.50	.00	.00	690.50	.00	.00	690.50-	0.00

YEAR TO DATE RECAPULATION FOR AGENCY: SWO - WEST ORANGE CISD

		ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY	BEGIN	24,905,236.10	.00	24,905,236.10		2,610,161.98		27,515,398.08
	LATE HS/65	15,658.52-	.00	15,658.52-		1,854.07-		17,512.59-
OTHER ADJUSTMENTS		15,692.09-	.00	15,692.09-		380.06-		16,072.15-
	SUPPLEMENTS	.00	5,891.03	5,891.03		.00		5,891.03
	ADJUSTED	24,873,885.49	5,891.03	24,879,776.52		2,607,927.85		27,487,704.37
	COLLECTED	659,997.92-	834.05-	660,831.97-	2.65	35,540.02-	1.36	696,371.99-
PR YR REF/NSF CHK		.00	.00	.00		4,062.41-		4,062.41-
	UNCOLLECTED	24,213,887.57-	5,056.98-	24,218,944.55-		2,568,325.42-		26,787,269.97-
LATE RENDITION BEGIN		8,455.04	.00	8,455.04		6,544.55		14,999.59
LATE REND	ADJUSTED	8,455.04	.00	8,455.04		6,544.55		14,999.59
COLLECTED	LEVY	659,997.92	834.05	660,831.97	2.65	35,540.02	1.36	696,371.99
	DISCOUNTS	.00	.00	.00		.00		.00
	PENALTY	.00	.00	.00		4,717.07		4,717.07
	INTEREST	.00	.00	.00		10,662.52		10,662.52
	NET	659,997.92	834.05	660,831.97		50,919.61		711,751.58
	COURT COST	.00	.00	.00		.00		.00
	ABST FEES	.00	.00	.00		.00		.00
	ATTY FEES	.00	.00	.00		8,171.99		8,171.99
	OTHER FEES	.00	.00	.00		.00		.00
	REND PENLTY	.00	.00	.00		.00		.00
	(AGENCY %)	.00	.00	.00		.00		.00
	(CAD %)	.00	.00	.00		.00		.00
	TOTAL	659,997.92	834.05	660,831.97		59,091.60		719,923.57

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2018 -	668,958.15	1,554.09-	.00	667,404.06	20,768.94-	3,634.91-	643,000.21-	3.11
2017 -	299,549.99	680.04-	.00	298,869.95	1,731.89-	427.50-	296,710.56-	0.57
2016 -	239,412.80	.00	.00	239,412.80	2,508.87-	.00	236,903.93-	1.04
2015 -	216,462.81	.00	.00	216,462.81	2,919.84-	.00	213,542.97-	1.34
2014 -	183,752.85	.00	.00	183,752.85	3,273.18-	.00	180,479.67-	1.78
2013 -	176,697.30	.00	.00	176,697.30	1,309.45-	.00	175,387.85-	0.74
2012 -	154,494.45	.00	.00	154,494.45	807.72-	.00	153,686.73-	0.52
2011 -	130,698.43	.00	.00	130,698.43	590.63-	.00	130,107.80-	0.45
2010 -	100,745.08	.00	.00	100,745.08	234.62-	.00	100,510.46-	0.23
2009 -	67,117.06	.00	.00	67,117.06	465.88-	.00	66,651.18-	0.69
2008 -	55,535.17	.00	.00	55,535.17	680.28-	.00	54,854.89-	1.22
2007 -	41,222.84	.00	.00	41,222.84	18.41-	.00	41,204.43-	0.04
2006 -	48,419.30	.00	.00	48,419.30	29.35-	.00	48,389.95-	0.06
2005 -	46,997.39	.00	.00	46,997.39	29.40-	.00	46,967.99-	0.06
2004 -	32,461.10	.00	.00	32,461.10	.00	.00	32,461.10-	0.00
2003 -	30,143.57	.00	.00	30,143.57	6.64-	.00	30,136.93-	0.02
2002 -	25,490.09	.00	.00	25,490.09	.00	.00	25,490.09-	0.00
2001 -	22,469.75	.00	.00	22,469.75	8.05-	.00	22,461.70-	0.03
2000 -	22,363.56	.00	.00	22,363.56	.00	.00	22,363.56-	0.00
1999 -	17,430.17	.00	.00	17,430.17	.00	.00	17,430.17-	0.00
1998 -	8,393.03	.00	.00	8,393.03	.00	.00	8,393.03-	0.00
1997 -	6,241.51	.00	.00	6,241.51	32.32-	.00	6,209.19-	0.51
1996 -	6,269.02	.00	.00	6,269.02	42.71-	.00	6,226.31-	0.68
1995 -	4,221.34	.00	.00	4,221.34	.00	.00	4,221.34-	0.00
1994 -	1,959.29	.00	.00	1,959.29	.00	.00	1,959.29-	0.00
1993 -	1,167.33	.00	.00	1,167.33	.00	.00	1,167.33-	0.00
1992 -	696.55	.00	.00	696.55	.00	.00	696.55-	0.00
1991 -	183.88	.00	.00	183.88	.00	.00	183.88-	0.00
1990 -	203.90	.00	.00	203.90	.00	.00	203.90-	0.00
PRIOR YEARS	404.27	.00	.00	404.27	81.84-	.00	322.43-	20.24

FC	OBJ	OBJ	Original Budget	Revised Budget	FYTD Activity	Revised Budget
11	61--	PAYROLL COSTS-T	888,010.00	903,010.00	221,224.46	903,010.00
11	62--	PURCHASE & CONT	0.00	13,000.00	4,731.95	13,000.00
11	63--	SUPPLIES AND MA	0.00	17,101.00	7,913.83	17,101.00
11	64--	OTHER OPERATING	0.00	7,200.00	2,082.50	7,200.00
11	----	INSTRUCTION	888,010.00	940,311.00	235,952.74	940,311.00
12	61--	PAYROLL COSTS-T	0.00	0.00	0.00	0.00
12	63--	SUPPLIES AND MA	0.00	1,500.00	0.00	1,500.00
12	----	LIBRARY	0.00	1,500.00	0.00	1,500.00
13	61--	PAYROLL COSTS-T	61,344.00	63,844.00	19,542.75	63,844.00
13	62--	PURCHASE & CONT	0.00	10,360.00	750.00	10,360.00
13	63--	SUPPLIES AND MA	0.00	0.00	0.00	0.00
13	64--	OTHER OPERATING	0.00	3,486.00	0.00	3,486.00
13	----	CURRIC & INSTR	61,344.00	77,690.00	20,292.75	77,690.00
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	107,623.00	110,836.00	48,028.71	110,836.00
23	62--	PURCHASE & CONT	0.00	16,500.00	9,149.00	16,500.00
23	63--	SUPPLIES AND MA	0.00	1,200.00	206.68	1,200.00
23	64--	OTHER OPERATING	0.00	6,561.00	40.00	6,561.00
23	----	SCHOOL ADMINIST	107,623.00	135,097.00	57,424.39	135,097.00
31	61--	PAYROLL COSTS-T	61,049.00	61,049.00	19,363.45	61,049.00
31	63--	SUPPLIES AND MA	0.00	250.00	0.00	250.00
31	64--	OTHER OPERATING	0.00	1,495.00	0.00	1,495.00
31	----	GUIDANCE AND CO	61,049.00	62,794.00	19,363.45	62,794.00
32	61--	PAYROLL COSTS-T	164,576.00	167,076.00	50,792.90	167,076.00
32	63--	SUPPLIES AND MA	0.00	0.00	0.00	0.00
32	64--	OTHER OPERATING	0.00	3,390.00	2,272.48	3,390.00
32	----	SOCIAL WORK SER	164,576.00	170,466.00	53,065.38	170,466.00
33	61--	PAYROLL COSTS-T	54,539.00	54,789.00	17,527.65	54,789.00
33	62--	PURCHASE & CONT	0.00	8,900.00	645.00	8,900.00
33	63--	SUPPLIES AND MA	0.00	2,995.00	1,730.30	2,995.00
33	64--	OTHER OPERATING	0.00	0.00	0.00	0.00
33	----	HEALTH SERVICES	54,539.00	66,684.00	19,902.95	66,684.00
34	61--	PAYROLL COSTS-T	19,647.00	21,537.00	4,076.84	21,537.00
34	62--	PURCHASE & CONT	0.00	0.00	0.00	0.00
34	63--	SUPPLIES AND MA	0.00	200.00	0.00	200.00
34	64--	OTHER OPERATING	0.00	1,500.00	0.00	1,500.00
34	66--	"CAPITAL OUTLAY	0.00	40,000.00	0.00	40,000.00
34	----	PUPIL TRANSPORT	19,647.00	63,237.00	4,076.84	63,237.00
41	62--	PURCHASE & CONT	0.00	1,500.00	0.00	1,500.00
41	64--	OTHER OPERATING	0.00	85,727.00	0.00	85,727.00
41	----	GENERAL ADMINIS	0.00	87,227.00	0.00	87,227.00
51	61--	PAYROLL COSTS-T	24,084.00	49,705.00	6,989.66	49,705.00
51	62--	PURCHASE & CONT	0.00	8,000.00	2,905.52	8,000.00
51	63--	SUPPLIES AND MA	0.00	0.00	0.00	0.00
51	66--	"CAPITAL OUTLAY	0.00	209,019.00	0.00	209,019.00
51	----	PLANT MAINTENAN	24,084.00	266,724.00	9,895.18	266,724.00

<u>FC OBJ</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Revised Budget</u>
53 63--	SUPPLIES AND MA	0.00	4,957.00	0.00	4,957.00
53 ----	DATA PROCESSING	0.00	4,957.00	0.00	4,957.00
61 62--	PURCHASE & CONT	0.00	1,000.00	0.00	1,000.00
61 63--	SUPPLIES AND MA	0.00	2,050.00	591.67	2,050.00
61 64--	OTHER OPERATING	0.00	5,300.00	974.22	5,300.00
61 ----	COMMUNITY SERVI	0.00	8,350.00	1,565.89	8,350.00
81 66--	"CAPITAL OUTLAY	0.00	0.00	0.00	0.00
81 ----	FACILITIES ACQU	0.00	0.00	0.00	0.00

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Grand Expense T      1,380,872.00      1,885,037.00      421,539.57      1,885,037.00

**Number of Accounts:**    360

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

FC OBJ	OBJ	Original Budget	Revised Budget	FYTD Activity	Revised Budget
11	61-- PAYROLL COSTS-T	888,010.00	903,010.00	291,862.35	903,010.00
11	62-- PURCHASE & CONT	0.00	13,000.00	5,306.12	13,000.00
11	63-- SUPPLIES AND MA	0.00	17,101.00	9,007.37	17,101.00
11	64-- OTHER OPERATING	0.00	7,200.00	2,464.62	7,200.00
11	---- INSTRUCTION	888,010.00	940,311.00	308,640.46	940,311.00
12	61-- PAYROLL COSTS-T	0.00	0.00	0.00	0.00
12	63-- SUPPLIES AND MA	0.00	1,500.00	0.00	1,500.00
12	---- LIBRARY	0.00	1,500.00	0.00	1,500.00
13	61-- PAYROLL COSTS-T	61,344.00	63,844.00	24,635.88	63,844.00
13	62-- PURCHASE & CONT	0.00	10,360.00	750.00	10,360.00
13	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
13	64-- OTHER OPERATING	0.00	3,486.00	559.01	3,486.00
13	---- CURRIC & INSTR	61,344.00	77,690.00	25,944.89	77,690.00
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	107,623.00	110,836.00	57,644.53	110,836.00
23	62-- PURCHASE & CONT	0.00	16,500.00	9,149.00	16,500.00
23	63-- SUPPLIES AND MA	0.00	1,200.00	206.68	1,200.00
23	64-- OTHER OPERATING	0.00	6,561.00	40.00	6,561.00
23	---- SCHOOL ADMINIST	107,623.00	135,097.00	67,040.21	135,097.00
31	61-- PAYROLL COSTS-T	61,049.00	61,049.00	24,418.14	61,049.00
31	63-- SUPPLIES AND MA	0.00	250.00	0.00	250.00
31	64-- OTHER OPERATING	0.00	1,495.00	0.00	1,495.00
31	---- GUIDANCE AND CO	61,049.00	62,794.00	24,418.14	62,794.00
32	61-- PAYROLL COSTS-T	164,576.00	167,076.00	65,317.91	167,076.00
32	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
32	64-- OTHER OPERATING	0.00	3,390.00	2,776.18	3,390.00
32	---- SOCIAL WORK SER	164,576.00	170,466.00	68,094.09	170,466.00
33	61-- PAYROLL COSTS-T	54,539.00	54,789.00	22,100.41	54,789.00
33	62-- PURCHASE & CONT	0.00	8,900.00	945.00	8,900.00
33	63-- SUPPLIES AND MA	0.00	2,995.00	1,730.30	2,995.00
33	64-- OTHER OPERATING	0.00	0.00	0.00	0.00
33	---- HEALTH SERVICES	54,539.00	66,684.00	24,775.71	66,684.00
34	61-- PAYROLL COSTS-T	19,647.00	21,537.00	5,753.22	21,537.00
34	62-- PURCHASE & CONT	0.00	0.00	0.00	0.00
34	63-- SUPPLIES AND MA	0.00	200.00	0.00	200.00
34	64-- OTHER OPERATING	0.00	1,500.00	0.00	1,500.00
34	66-- "CAPITAL OUTLAY	0.00	40,000.00	0.00	40,000.00
34	---- PUPIL TRANSPORT	19,647.00	63,237.00	5,753.22	63,237.00
41	62-- PURCHASE & CONT	0.00	1,500.00	0.00	1,500.00
41	64-- OTHER OPERATING	0.00	85,727.00	0.00	85,727.00
41	---- GENERAL ADMINIS	0.00	87,227.00	0.00	87,227.00
51	61-- PAYROLL COSTS-T	24,084.00	49,705.00	8,858.98	49,705.00
51	62-- PURCHASE & CONT	0.00	8,000.00	3,631.90	8,000.00
51	63-- SUPPLIES AND MA	0.00	0.00	0.00	0.00
51	66-- "CAPITAL OUTLAY	0.00	209,019.00	0.00	209,019.00
51	---- PLANT MAINTENAN	24,084.00	266,724.00	12,490.88	266,724.00

<u>FC OBJ</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Revised Budget</u>
53 63--	SUPPLIES AND MA	0.00	4,957.00	0.00	4,957.00
53 ----	DATA PROCESSING	0.00	4,957.00	0.00	4,957.00
61 62--	PURCHASE & CONT	0.00	1,000.00	100.00	1,000.00
61 63--	SUPPLIES AND MA	0.00	2,050.00	591.67	2,050.00
61 64--	OTHER OPERATING	0.00	5,300.00	1,611.19	5,300.00
61 ----	COMMUNITY SERVI	0.00	8,350.00	2,302.86	8,350.00
81 66--	"CAPITAL OUTLAY	0.00	0.00	0.00	0.00
81 ----	FACILITIES ACQU	0.00	0.00	0.00	0.00

---

Grand Expense T      1,380,872.00      1,885,037.00      539,460.46      1,885,037.00

**Number of Accounts:**    360

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

2019-2020

Report Date: 11/5/2019

Real Time Expenditures: 324,790.69

September Drawdown	90,061.98
October Drawdown	99,194.10
November Drawdown	135,534.61



2019-2020

Report Date: 9/6/2019

Real Time Expenditures: 90,061.98

Previous Draw Date:

September Drawdown	90,061.98

Smart Link

User Name: DPMGATE2E41G

Account #: 2E41P

<https://pms.psc.gov>

84Woccisd#

90,061.98

90,061.98

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90,061.98

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90,061.98

2019-2020

Report Date: 10/1/2019

Real Time Expenditures: 189,256.08

Previous Draw Date:

September Drawdown	90,061.98
October Drawdown	99,194.10

Smart Link

User Name: DPMGATE2E41G

Account #: 2E41P

<https://pms.psc.gov>

84Woccisd#

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189,256.08

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189,256.08

2019-2020

Report Date: 11/5/2019

Real Time Expenditures: 324,790.69

Previous Draw Date:

September Drawdown	90,061.98
October Drawdown	99,194.10
November Drawdown	135,534.61

Smart Link

User Name: DPMGATE2E41G

Account #: 2E41P

<https://pms.psc.gov>

84Woccisd#

189,256.08

324,790.69

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324,790.69

324,790.69

324,790.69

2019-2020

Report Date: 12/2/2019

Real Time Expenditures: 421,539.57

Previous Draw Date:

September Drawdown	90,061.98
October Drawdown	99,194.10
November Drawdown	135,534.61
December Drawdown	96,748.88





# WEST ORANGE – COVE CISD

## NORTH EARLY LEARNING CENTER

801 Cordrey St.  
Orange, Texas 77631

Phone: 409.882.5434 Fax: 409.882.5449

*Vickie Price*  
*Head Start Director / Principal*

### Head Start Principal/Director's Report: November 2019

❖ Student Enrollment for 2019-2020 School Year

124- 4 year olds

115- 3 year olds

239 - Total

❖ Waiting list: 41

❖ Student Attendance: **Goal is 95%**

August- 97.56%

September- 94.22%

October- 92.28%

November-88.73%

Cumulative- 93.20%

❖ Meal Counts:

Breakfast- 3808

Lunch- 3848

❖ Donations:

\$300 worth of pumpkins by HEB

# WEST ORANGE-STARK HIGH SCHOOL



**CHOICES CATALOG  
2020-2021 SCHOOL YEAR**

*Inspire, Achieve, Celebrate  
112% Everyday*

# PRE-REGISTRATION INFORMATION

## 2020-2021

**Course Selection** Students will request courses for both semesters during spring pre-registration and will receive their schedules for the entire school year in August during orientation. Students make course selections so that administrators can determine how many sections of each course are needed for the coming year. Teachers are hired and course sections are established using pre-registration enrollment numbers; therefore, students must select their courses carefully. Students are responsible for selecting the proper courses that best meet their interests, abilities, and career or educational plans. Please be familiar with the entrance requirements for the college that you plan to attend.

**Alternate Courses** - Because of scheduling conflicts, it may be necessary to place a student in an alternate course selection. Please select alternate courses as wisely as you select your most desired courses.

**Local Credits** - Local credits are courses in which any student may participate, but may not receive state credit toward graduation. These courses are developed by the district and are not governed by TEA.

**Graduation Deficiencies** - Students with graduation deficiencies are expected to make up deficiencies before receiving a diploma. They may do so by placement in Credit Recovery, attending summer school or through correspondence or credit by exam.

**Equal Education Opportunities** - It is the policy of the West Orange-Cove Consolidated Independent School District not to discriminate on the basis of sex, handicap, race, color and national origin in its educational and vocational programs, activities, or employment.

**STAAR/End of Year Course Exams as a Graduation Requirement** - Incoming freshman must successfully complete end of year course examinations for graduation beginning in the 2011-2012 school year. Students are required to take and pass the following end of course exams to meet graduation requirements:

English I

English II

Algebra I

Biology

U.S. History

**Office Aide** Recommended seniors may be an office aide. A limited number of students are needed for office aide. Students must complete the application process to be considered for the position. Office aide positions are for **NO CREDIT** and must be pre-approved by the high school principal.

**Sequence of Courses** Students must follow the required sequence of courses in the areas of English, mathematics, science and social studies. For example, students may not take English I and English II in the same year (exception: a student who is repeating a course). Algebra I must be completed before taking Geometry. Some students may be allowed to take Geometry and Algebra II concurrently with the approval of their math teacher. Students who have met the minimum graduation requirement in each subject area may take two or more courses in that area each year.

**Early Graduation** - Students wishing to graduate early (Three Year Graduate) must file an early graduation plan by the spring of their freshman year (preferably at the time of pre-registration) The principal must approve an early graduation plan. Special course provisions related but not limited to US History will be considered for students who graduate in three years. Students planning to graduate in three years must graduate on a Foundation High School Program with an endorsement and meet eligibility requirements. Students can earn additional credits by doing the following:

- ❖ Earn credit by attending summer school - The summer school program at WO-SHS is offered strictly for remediation for the state assessments and for credit recovery. However, WO-SHS will honor the credit taken at other institutions.
- ❖ Credit by examination without prior instruction.

Students graduating at the end of their third year will be ranked with the graduating class. The early graduate's ranking will not displace any student graduating in regular order (4 years).

**Grade Level Classification Requirements** - Listed below is a summary of the minimum number of credits needed to be classified as a Freshman, Sophomore, Junior, or Senior.

❖ Freshman	Successful completion of 8 <sup>th</sup> grade
❖ Sophomore	6 credits
❖ Junior	12 credits
❖ Senior	18 credits

\*Reclassification will only occur for Juniors after Semester 1 of their 4th year if they are on track to graduate with the current year Seniors.

**Course Load** - All freshmen, sophomores, and juniors will be required to enroll in eight periods of study per semester. All seniors must be enrolled in a minimum of seven periods per semester. Seniors enrolling in less than eight periods must be in good academic standing and obtain counselor and principal approval. Exceptions to the course load requirements are Juniors and Seniors participating in the Work Program.

**Credit By Examination (Without Prior Instruction)** - Students may receive credit for approved courses by earning a score of 90 or above on an approved examination. The examinations are given in accordance with TEA guidelines. Please see your counselor for additional information. Grades earned in Credit by Examination courses shall not be used in computing class ranking. Exams will be administered in the district at the beginning and end of each school year.

**Credit By Examination (With Prior Instruction)** - Students may receive credit for approved courses by earning a score of 70 or above on an approved examination. Please see your counselor for additional information

**Schedule Changes** - All schedule changes for a semester will be made through the week prior to the beginning of that semester or the start of school. Only necessary schedule changes will be made after the semester begins. Absolutely no schedule changes will be made after the fifth day of classes, except for extenuating circumstances, and with the approval of the principal.

**Dropping Courses** - Schedule changes may be made within the first ten school days of each class for the grade not to appear on the transcript. The staff may change achievement levels in courses as needed. Students shall be responsible for making up work missed on essential knowledge and skills and objectives for the new course.

In extenuating circumstances, the principal may allow a student to drop a course after ten class days. Students dropping a course after the second week, however, shall receive a failing grade in the course dropped, and shall receive a failing grade for the new course for that semester.

# ADVANCED COURSES FOR WO-S STUDENTS

West Orange-Stark High School offers several programs that provide students with the opportunity to earn college credit while enrolled in high school.

**Advanced Placement** - The following Advanced Placement courses are available on the West Orange-Stark High School campus:

- ❖ Advanced Placement Language and Composition (English III AP)
- ❖ Advanced Placement Literature and Composition (English IV AP)
- ❖ Advanced Placement U.S. History
- ❖ Advanced Placement Microeconomics
- ❖ Advanced Placement U.S. Government
- ❖ Advanced Placement Biology

Students enrolled in these classes receive instruction which prepares them to take the College Board Advanced Placement test. Students are advised to study the Advanced Placement policy of the college they plan to attend. Students who score a passing grade on the Advanced Placement Tests may receive college credit for that course.

Students enrolled in Advanced Placement classes are expected to take the Advanced Placement Exam for each of the Advanced Placement Courses in which they are enrolled. To register, please see your counselor.

**Dual Enrollment** - Students may earn college credit on the West Orange-Stark High School Campus. Students receiving college credit must complete a West Orange-Stark dual credit application, the Lamar State College-Orange Application for admission, and a Parental Consent form. They must also meet the requirements to be admitted to LSC-Orange.

## **Texas Success Initiative Requirements**

Students who plan to enroll in a Texas College or University must meet the requirements of the Texas Success Initiative prior to enrollment. Complete information relative to the Texas Success Initiative is included in Appendix C. Students may be exempt from testing requirements if they meet the following qualifying standards:

- ❖ STAAR score of 4000 on the STAAR English II end-of-course (EOC) is exempt from the reading and writing requirements and a student with a score of 4000 on the STAAR Algebra I end-of-course (EOC) is exempt from the math requirement
- ❖ SAT combined scores of 1070 with a 500 on the math and verbal section
- ❖ ACT composite score of 23 with a 19 on the Math and English section
- ❖ All students attending a Texas College or University must have a meningitis vaccination before the first day of class.
- ❖ Students must meet state, WO-S and LSC-Orange prerequisites and requirements in order to receive dual credit.
- ❖ TSI score---350 or above in Mathematics, 351 or above in Reading and an essay score of 5; Essay score of 4 and multiple choice of 363.

## **Dual Enrollment West Orange-Stark High School Campus or Lamar State College – Orange Campus**

Courses offered on this campus are taught by West Orange-Stark High School teachers. Courses at Lamar State College-Orange are taught by members of the Lamar faculty. The chart below includes an approved listing of dual credit courses, additional LSC-O courses may be approved on an individual basis.

## Courses Approved for Dual Credit

<b>WO-S- Courses</b> Students who pass the AP exam <i>may</i> receive college credit for that course.	<b>Credit</b>	<b>LSC-Orange</b>	<b>Hrs.</b>	<b>Credit Points</b>
AP English III	1.0	College Algebra (MATH 1314)	3	6.0
AP Biology	1.0	Calculus I (MATH 2413)	4	6.0
AP Economics	0.5	English Composition I (ENGL 1301)	3	6.0
AP English IV	1.0	English Composition II (Eng.1302)	3	6.0
AP Government	0.5	British Literature I (ENGL 2322)	3	6.0
AP US History	1.0	British Literature II (ENGL 2323)	3	6.0
		Intro to Speech Comm (SPCH 1311)	3	6.0
		General Psychology (PSYC 2301)	3	6.0
		Introductory Sociology (SOC1 1301)	3	6.0
		Federal Government (GOVT 2305)	3	6.0
		Principles of Macroeconomics (ECON 2301)	6	6.0
		English Composition I (ENGL 1301)	3	6.0
		United States History I (HIST 1301)	3	6.0
		United States History II (HIST 1302)	3	6.0
		Medical Terminology I (HITT 1305)	3	6.0
		Intro to Pharmacy (PHRA 1301)	3	6.0
		Intro to Process Technology (PTAC 1302)	3	6.0
		Basic Nursing Skills (VNSG 1323)	3	6.0

**College Level Examination Program (CLEP)** – Some colleges offer college credit for scores obtained on CLEP level Examination Programs and departmental examinations. Please consult your college for additional information concerning these programs. Grades earned through credit by examination shall not be used in computing class rankings.

## GRADUATION PLANS

This section of the CHOICES Catalog is designed to give parents and students a thorough understanding of the graduation plans and the courses that are included under each plan.

**Students entering grade 9 in the 2014-2015 school year and thereafter:** The State of Texas recognizes a Foundation Plan which requires 22 credits for graduation. Students may complete an endorsement which requires an additional four credits in the areas of Arts & Humanities, Business & Industry, Public Service, STEM (Science, Technology, Engineering, and Mathematics), or Multidisciplinary Studies. Every student at West Orange-Stark High School is expected to graduate with at least one endorsement. Under state and local graduation requirements, students **must** choose at least one endorsement upon entering the ninth grade. (Exceptions to the endorsement requirements are made on an individualized basis only after completion of the tenth grade.) Students may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The chart below depicts the curriculum requirements for each option.

	Foundation Plan	Foundation Plan with Endorsement
English	4 credits	4 credits
Mathematics	3 credits	4 credits
Science	3 credits	4 credits
Social Studies	2.5 credits	2.5 or 3.5 credits*
Economics	.5 credit	.5 credit
Foreign Language	2 credits	2 credits
Physical Education	1 credit	1 credit
Speech	.5 credit	.5 credit
Fine Arts	1 credit	1 credit
Electives (Including BIM -1 credit)	4.5 credits	5.5 or 6.5 credit*
	22 credits	26 credits

\* Depending upon the selected endorsement

**Students entering grade 9 in the 2019-2020 school year and thereafter:** The State of Texas recognizes a Foundation Plan which requires 22 credits for graduation. Students may complete an endorsement which requires an additional four credits in the areas of Arts & Humanities, Business & Industry, Public Service, STEM (Science, Technology, Engineering, and Mathematics), or Multidisciplinary Studies. Every student at West Orange-Stark High School is expected to graduate with at least one endorsement. Under state and local graduation requirements, students **must** choose at least one endorsement upon entering the ninth grade. (Exceptions to the endorsement requirements are made on an individualized basis only after completion of the tenth grade.) Students may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The chart below depicts the curriculum requirements for each option.

	Foundation Plan	Foundation Plan with Endorsement
English	4 credits	4 credits

Mathematics	3 credits	4 credits
Science	3 credits	4 credits
Social Studies	2.5 credits	2.5 or 3.5 credits*
Economics	.5 credit	.5 credit
Foreign Language	2 credits	2 credits
Physical Education	1 credit	1 credit
Speech	.5 credit	.5 credit
Fine Arts	1 credit	1 credit
Electives	4.5 credits	5.5 or 6.5 credit*
	22 credits	26 credits

# Endorsements

Following are the available endorsements with the respective course sequences.

<b>A r t s &amp; H u m a n i t i e s</b>	Journalism	Journalism	Journalism Elective	Journalism Elective	Journalism Elective	
		1 Credit	1 Credit	1 Credit	1 Credit	
	Fine Arts - Art	Art I	Art II	Art III	Art IV	
		1 Credit	1 Credit	1 Credit	1 Credit	
	Fine Arts - Band	Band 1	Band II	Band III	Band IV	
		1 Credit	1 Credit	1 Credit	1 Credit	
	Fine Arts - Choir	Choir 1	Choir II	Choir III	Choir IV	
		1 Credit	1 Credit	1 Credit	1 Credit	
	Fine Arts - Theater	Theater 1	Theater Elective	Theater Elective	Theater Elective	
		1 Credit	1 Credit	1 Credit	1 Credit	
	<b>B u s i n e s s &amp; I n d u s t r y</b>	Architecture	BIM	Principles of Architecture	Interior Design I	Interior Design II
			1 Credit	1 Credit	1 Credit	2 Credits
		Construction	BIM	Principles of Construction	Construction Tech I	Construction Tech II
			1 Credit	1 Credit	2 Credits	2 Credits
		Human Services Cosmetology	BIM		Cosmetology I	Cosmetology II
1 Credit			1 Credit	4 Credits	4 Credits	
Maritime		BIM	Auto Basics	Maritime Science I	Maritime Science II	
		1 Credit	1 Credit	2 Credits	2 Credits	

P u b l i c S e r v i c e	Manufacturing: Precision Metal	BIM	Principles of Manufacturing	Precision Metal Manufacturing I	Precision Metal Manufacturing II
		1 Credit		1 Credit	2 Credits
	Manufacturing: Welding	BIM	Principles of Manufacturing	Welding I	Welding II
		1 Credit		2 Credits	2 Credits
	Process Operating (LSCO-Dual Credit)	Business Info. Management		Intro Process Tech. Safety, Hlth & Env.	Tech Calc. / Proc. Tech.I - Equip
		1 Credit		1 Credit	1 Credit
	Education	BIM	Principles of Education	Human Growth and Development	Instructional Practices
		1 Credit	1 Credit	1 Credit	2 Credits
	Facility & Mobile Equipment Maintenance	BIM	Auto Basics	Auto Tech I	Auto Tech II
		1 Credit	1 Credit	2 Credits	2 Credits
	Visual Arts - Video Game Design	Principles of Arts, A/V, Tech. & Comm.	Commercial Photography	AV Tech Elective	Game Design & Interactive Storyboard
		1 Credit	1 Credit	1 Credit	1 Credit
	Visual Arts - Audio/Video	Principles of Arts, A/V, Tech. & Comm.	Commercial Photography	Audio/Video Production	Audio/Video Practicum
		1 Credit	1 Credit	1 Credit	1 Credit
	Visual Art - Graphic Design	Principles of Arts, A/V Tech. & Comm.	Commercial Photography	Graphic Design 1	Graphic Design 2
		1 credit	1 credit	1 credit	1 credit
	Health Science	Medical Terminology	Principles of Health Science	Health Science Technology I	Health Science Technology II
		1 Credit	1 Credit	1 Credit	2 Credits

<b>S. T. E. M.</b>	STEM-Engineering & Technology	Principles of Applied Engineering	Engineering Design & Presentation I	Engineering Design & Problem Solving	Robotics
		1 Credit	1 Credit	1 Credit	1 Credit
	STEM - Mathematics (Algebra I - 8th Grade)	Geometry	Algebra II	Pre-Calculus	College Algebra
		1 Credit	1 Credit	1 Credit	1 Credit

# Course Prerequisites

<b>ENGLISH LANGUAGE ARTS</b>						
Students must complete <b>four credits</b> in English for graduation. Some courses have prerequisites. Students may receive Dual Credit (DC) from Lamar State College - Orange (LSC-O) in selected courses.						
COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
<b>English Courses:</b>						
English I	X	-	-	-		1.0
English I Pre-AP	X	-	-	-		1.0
English II	-	X	-	-	English I or English I Pre-AP	1.0
English II Pre-AP	-	X	-	-	English I or English I Pre-AP	1.0
English III	-	-	X	-	English II or English II Pre-AP	1.0
English III AP	-	-	X	-	English II or English II Pre-AP	1.0
English IV	-	-	-	X	English III or English III AP or DC	1.0
English IV AP	-	-	-	X	English III or English III AP or DC	1.0
English I-IV (Modified)	X	X	X	X	ARD Recommendation	1.0-4.0
DC Composition (ENGL 1301/1302 LSC-O)	-	-	X	X	English II or English II Pre-AP	1.0
DC British Lit (ENGL 2322/2323 LSC-O)	-	-	-	X	ENGL 1301/1302 LSC-O	1.0

<b>English for Speakers of Other Languages Courses:</b>						
English for Speakers of Other Languages 1-4	X	X	X	X	Committee Recommendation	1.0-2.0
<b>Journalism Courses:</b>						
Journalism	X	X	X	X		1.0
Advanced Journalism-Yearbook I-III	-	X	X	X	Journalism	1.0
Advanced Journalism-Newspaper I-III	-	X	X	X	Journalism	1.0
Photojournalism 1-3	-	X	X	X	Journalism	1.0
<b>Speech Courses:</b>						
Professional Communications	X	X	X	X		0.5
DC Public Speaking (SPCH 1318 LSC-O)	-	-	X	X		0.5

## FOREIGN LANGUAGES

Students must complete **two credits** in the same foreign language for graduation.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Spanish I	X	X	X	-		1.0
Spanish II	X	X	X	X	Spanish I	1.0
Spanish III Pre-AP	X	X	X	X	Spanish II	1.0

## MATHEMATICS

Students must complete at least **three credits** in Mathematics for graduation. Some courses have prerequisites. Students may receive Dual Credit (DC) from Lamar State College-Orange (LSC-O) in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Algebra I	X	-	-	-		1.0
Algebraic Reasoning	-	X	-	-	Algebra I	1.0
Geometry	X	X	X	-	Algebra I	1.0
Geometry Pre-AP	X	X	X	-	Algebra I	1.0
Algebra II	-	X	X	X	Geometry or Geometry Pre-AP	1.0
Algebra II Pre-AP	-	X	X	X	Geometry or Geometry Pre-AP	1.0
Pre-Calculus	-	-	X	X	Algebra II or Algebra II Pre-AP	1.0
Pre-Calculus Pre-AP	-	-	X	X	Algebra II or Algebra II Pre-AP	1.0
DC College Algebra (Math 1314 LSC-O)	-	-	-	X	Pre-Calculus or Pre-Calculus Pre-AP	1.0

Independent Studies in Math	-	-	-	X	Algebra I, Geometry, Algebra II	1.0
Statistics	-	-	-	X	Algebra II or Algebra II Pre-AP	1.0
Applied Mathematics for Technical Professionals	-	-	X	X	Algebra I, Geometry, Algebra II	1.0
<b>Other Courses:</b>						
Applied Math I-IV (Modified)	X	X	X	X	ARD Recommendation	1.0-4.0

## SCIENCE

Students must complete at least **three credits** in Science for graduation. Some courses have prerequisites.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Biology	X	X	-	-		1.0
Biology Pre-AP	X	X	-	-		1.0
Integrated Physics & Chemistry	X	X	-	-		1.0
Chemistry	-	X	X	-	Biology or Biology Pre-AP and Algebra I	1.0
Chemistry Pre-AP	-	X	X	-	Biology or Biology Pre-AP and Algebra I	1.0
Physics	-	-	X	X	Chemistry or Chemistry Pre-AP and Algebra II or Algebra II Pre-AP	1.0
Physics Pre-AP	-	-	X	X	Chemistry or Chemistry Pre-AP and Algebra II or Algebra II Pre-AP	1.0
AP Biology	-	-	-	X	Physics or Physics Pre-AP and Algebra II or Algebra II Pre-AP	1.0
Forensic Science	-	-	-	X	Three units of high school science	1.0
Earth and Space Science	-	-	-	X	Three units of high school science	1.0
Aquatic Science	-	-	-	X	Three units of high school science	1.0

## SOCIAL STUDIES

Students must complete at least **three and a half credits** in Social Studies for graduation. Some courses have prerequisites. Students may receive Dual Credit (DC) from Lamar State College-Orange (LSC-O) in selected courses.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
World Geography Studies	X	-	-	-		1.0
World Geography Pre-AP	X	-	-	-		1.0
World History Studies	-	X	-	-	World Geography or World Geography Pre-AP	1.0
World History Pre-AP	-	X	-	-	World Geography or World Geography Pre-AP	1.0
US History Studies	-	-	X	-	At least one unit of high school SS	1.0
AP US History Studies	-	-	X	-	At least one unit of high school SS	1.0
DC US History (HIST 1301/1302 LSC-O)	-	-	X	-	At least one unit of high school SS	1.0
Economics	-	-	-	X	US History, US History AP or DC	0.5
AP Economics (Micro)	-	-	-	X	US History, US History AP or DC	0.5
DC Economics (ECON 2302 LSC-O)	-	-	-	X	US History, US History AP or DC	0.5
Government	-	-	-	X	US History, US History AP or DC	0.5
AP Government.	-	-	-	X	US History, US History AP or DC	.05
DC Government (GOVT 2305 LSC-O)	-	-	-	X	US History, US History AP or DC	0.5
DC Psychology (PSYC 2301 LSC-O)	-	-	X	X		0.5
DC Sociology (SOCL 1301 LSC-O)	-	-	X	X		0.5
Personal Financial Literacy	X	X	X	X		0.5

## FINE ARTS

Students must complete **one** credit in fine arts for graduation.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Art I	X	X	X	X		1.0
Art II	-	X	X	X	Art I	1.0
Art III	-	-	X	X	Art II	1.0
Art IV	-	-	-	X	Art III	1.0
Music-Choral I	X	X	X	X		1.0
Music-Choral II	-	X	X	X	Choral I	1.0
Music-Choral III	-	-	X	X	Choral II	1.0
Music-Choral IV	-	-	-	X	Choral III, Director Audition	1.0
Band I	X	X	X	X	Approval from Band Director	1.0
Band II	-	X	X	X	Band I	1.0
Band III	-	-	X	X	Band II	1.0
Band IV	-	-	-	X	Band III	1.0
Music Appreciation	X	X	X	X		1.0
Dance I	X	X	X	x	Fillies Audition	1.0
Dance II	-	X	X	X	Dance I, Fillies Audition	1.0

Dance III	-	-	X	X	Dance II, Fillies Audition	1.0
Dance IV	-	-	-	X	Dance III, Fillies Audition	1.0
Theatre Arts I	X	X	X	X		1.0
Theater Arts II	-	X	X	X	Theater Arts 1	1.0
Theater Arts III	-	-	X	X	Theater Arts 2	1.0
Theater Arts IV	-	-	-	X	Theater Arts 3	1.0
Theatre Production I	-	X	X	X	Theatre Arts I	1.0
Theatre Production II	-	-	X	X	Theatre Productions I	1.0
Theatre Production III	-	-	-	X	Theatre Productions II	1.0
Technical Theatre I	-	X	X	X	Theatre Arts I	1.0
Technical Theatre II	-	-	X	X	Tech. Theatre I	1.0
Technical Theatre III	-	-	-	X	Tech. Theatre II	1.0

## CAREER & TECHNOLOGY

COURSE	GRADE				PREREQUISITES	C R E D I T
	9	10	11	12		
<b><i>Technology Applications Courses</i></b>						
Business Information Management	X	X	X	X		1.0
Principles of Business, Marketing and Finance	X	X	X	X		1.0
Virtual Business		X	X	X		0.5
Human Resources		X	X	X		0.5
<b><i>Hospitality and Tourism</i></b>						
<b><i>Arts, Audio/Video Technology, and Communications</i></b>						
Princ of Arts, A/V Tech & Communication	X	X	X	X		1.0
Commercial Photography	-	X	X	X	Principles A/V Tech	1.0
Advanced Commercial Photography	-	-	X	X	Principles A/V Tech, Commercial Photo	1.0
Audio Video Production	-	-	X	X	Principles A/V Tech, Commercial Photo	1.0
Advanced Audio Video Production	-	-	-	X	Principles A/V Technology, Commercial Photography, and Audio Video Production	1.0
Graphic Design 1	-	-	X	X	Principles A/V Technology, Commercial Photography	1.0
Graphic Design 2	-	-	-	X	Principles of A/V Technology, Commercial Photography, Graphic Design 1	
Video Game Design	-	-	-	X	Principles A/V Technology, Commercial Photography	1.0
<b><i>Architecture and Construction</i></b>						
Principles of Architecture	X	X	X	X		1.0
Interior Design		X	X	X	Principles of Architecture	1.0
Principles of Construction	X	X	X	X		1.0

Construction Tech I	-	X	X	X	Principles of Construction	2.0
Construction Tech I	-	-	X	X	Principles of Construction, Construction Tech I	2.0
Practicum for Construction	-	-	-	X	Principles of Construction, Construction Tech I and II	2.0
<b>Transportation, Distribution and Logistics</b>						
Principles of Transportation	X	X	X	X		1.0
Collision Repair	-	X	X	X	Principles of Transportation	2.0
Paint & Refinishing	-	-	X	X	Principles of Transportation, Collision Repair	2.0
Paint & Refinishing Practicum	-	-	-	X	Principles of Transportation, Collision Repair, Paint and Refinishing	2.0
<b>Manufacturing</b>						
Principles of Manufacturing	X	X	X	X		1.0
Precision Metal Manufacturing I	-	X	X	X	Principles of Manufacturing	1.0
Precision Metal Manufacturing II	-	-	X	X	Principles of Manufacturing, Precision Metal Manufacturing I	2.0
Precision Metal Manufacturing Practicum	-	-	-	X	Principles of Manufacturing, Precision Metal Manufacturing I and II	2.0
Welding I	-	X	X	-		2.0
Welding II	-	-	X	X	Welding I	2.0
Process Tech (LSC-O)	-	-	X	X		1.0-4.0
<b>Education Courses</b>						
Principles of Education	X	X	X	X		1.0
Human Growth and Development	-	X	X	X	Principles of Education	1.0
<b>Health Science Courses</b>						
Principles of Health Science	-	X	X	X		1.0
Health Science Theory	-	-	X	X	Principles of Health Science	1.0
Health Science (EMT or CNA Certification) (LSC-O)	-	-	-	X	Principles of Health Science Technology, Health Science Tech I	2.0
Pharmacy Tech (LSC-O)	-	-	X	X	Principles of HLSC	0.5-4.0
<b>Science, Technology, Engineering and Mathematics</b>						
Introduction to Engineering	X	X	X	X		1.0
Engineering Design and Presentation I	-	X	X	X	Introduction to Engineering	1.0
Engineering Design & Problem Solving	-	-	X	X	Engineering Design and Presentation II	1.0
Robotics	-	X	X	X	Introduction to Engineering	1.0
Engineering Math	-	-	-	X	Introduction to Engineering	1.0
<b>Courses offered at other schools</b>						
Animal Science (Orangefield)	-	-	X	X	None	0.5
Equine Science (Orangefield)	-	-	X	X	None	0.5
Wildlife Management (Orangefield)	-	-	X	X	None	0.5
Cosmetology I-II	-	-	X	X	None	4.0

## HEALTH & PHYSICAL EDUCATION

Students must complete **one credit** of physical education for graduation. Some courses may be substituted for physical education courses.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
<b>Physical Education Courses</b>						
Foundations of Personal Fitness	X	X	X	X		0.5
<b>Physical Education Substitutes</b>						
Athletics	X	X	X	X	Coach recommendation required	0.5-1.0
Cheerleading	X	X	X	X	Try-outs required	0.5-1.0
Band I-IV	X	X	X	X		0.5-1.0
Dance Team I-IV	X	X	X	X	Auditions required	0.5-1.0

## OTHER COURSES

Some courses do not provide any credit towards graduation and are not calculated in a student's GPA. "No credit" courses do not appear on a student's transcript.

COURSE	GRADE				PREREQUISITES	CREDIT
	9	10	11	12		
Office Aide	-	-	-	X	Counselor recommendation required	0.0

## COURSE DESCRIPTIONS

### ENGLISH/LANGUAGE ARTS

**ENGLISH I** - This English course is for ninth grade students covering the Texas Essential Knowledge and Skills, in the areas of reading, literature, composition and language development. This course emphasizes grammar usage concepts, paragraph composition, reading skill development and research skill development, literary genre study and application of skills. Enrichment is provided through extra literary analysis and writing. Academic excellence and intellectual curiosity are emphasized and expected.

**ENGLISH I (PRE-AP)** - This English course is for students in grade 9 who meet criteria indicating that their aptitude and performance place them in the upper five to ten percent in their class in English. In addition to covering the course content of English I, the course features intensive independent reading of novels, sophistication of grammar usage study, multi-paragraph essay writing, and independent level thinking.

**ENGLISH II** - This is a one-credit English course for tenth-grade students that covers the Texas Essential Knowledge and Skills in the areas of reading, literature, composition, and language development. This course emphasizes multi-paragraph essay writing, the sophistication of grammar usage, and application of reading skills in literary genre study and research process.

**ENGLISH II (PRE-AP)** - In addition to covering the course content of English II, the course features an emphasis upon major selections in the various genres from literature, documented and undocumented literary analysis, intensive independent reading, special projects, and further sophistication in the grammar-usage study. Also emphasized are higher order thinking skills.

**ENGLISH III** - This is a one-credit English course for eleventh-grade students that covers the Texas Essential Knowledge and Skills in the areas of reading, literature, composition, and language development. This course emphasizes the study of American literature, development of a variety of essay formats, refinement in usage and syntactical structure, and development of research skills.

**ENGLISH III: LANGUAGE AND COMPOSITION (ADVANCED PLACEMENT or DUAL CREDIT: ENGL 1301 and ENGL 1302)** - This is an English course for students in grade 11. The course covers the English III content and places an emphasis on in-depth study and development of high-level literary analysis of major works of primarily American literature. English III (AP) also requires independent research synthesizing information from a variety of disciplines, mastery of rhetorical forms, and development of personal writing style. Students are expected to take the Advanced Placement test in Language and Composition. (A score of three or above earns students an advanced measure to be applied to the Distinguished Achievement Program.)

**ENGLISH IV** - This is a one-credit English course for twelfth-grade students that covers the Texas Essential Knowledge and Skills in the areas of reading, literature, composition and language development. This course emphasizes a survey of British literature, refinement of language in both oral and written form with emphasis upon word choice, and development of research skills.

**ENGLISH IV: LITERATURE AND COMPOSITION (ADVANCED PLACEMENT or DUAL CREDIT: ENGL 1301 and 1302 or ENGL 2322 and ENGL 2323)**- This is a one-credit English course for students in grade 12. The English IV (AP) course focuses on close reading and critical analysis of fiction, poetry, dramatic works, and essays, primarily from the British tradition. Students will prepare AP-style analytic essays, complete independent research, and compose original fiction, poetry, and personal essays. Students will be expected to take the Advanced Placement Literature and Composition examination. (A score of three or above on the test earns students an advanced measure to be applied to the Distinguished Achievement Program).

**RESOURCE ENGLISH I-IV** - In these classes, the essential elements of the regular curriculum are modified to satisfy the individual needs of students whose reading and writing skills are significantly below grade level.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES** - This English course for foreign students of limited English proficiency includes the English requirements for the study of the principles of grammar and composition, correct usage and writing ability. Each student receives intensive training and tutoring in vocabulary, listening, speaking, reading and writing skills.

## **OTHER COURSES IN ENGLISH**

**JOURNALISM** - This course introduces students to the role of the mass media in a democratic society, gives a comprehensive picture of student and professional media, and provides a supplement to the language arts program by presenting journalistic writing as a form of composition. It develops a sense of responsibility for use of the printed word, encourages the improvement of student publications and acquaints students with the possibilities of continuing their education in the field of communication. Students are encouraged to compete in U.I.L. and ILPC contests. Students assist yearbook and newspaper staffs and school special projects. This course is a prerequisite for Advanced Journalism Yearbook, Newspaper, and Photojournalism classes.

**ADVANCED JOURNALISM: YEARBOOK I-III** - This is an advanced course in which students apply their study of theory and knowledge of hands-on production skills by editing, researching, writing, and producing Mustang Memories, the student yearbook. School-to-Work experience is provided in computer layout and design, digital scanning, writing, business management, advertising sales, typography, photography and other skills of graphic design. Students are exposed to many technical production aspects of printing, publishing, and broadcasting. Training includes

field trips and workshops with professionals throughout Texas that provide first-hand knowledge for students who want to pursue a career or education in communication. Students are encouraged to compete in U.I.L. and Interscholastic League Press Conference contests. Student editors are required to compete.

**ADVANCED JOURNALISM NEWSPAPER PRODUCTION I-III** - This is an advanced course in which students extend their study of theory and knowledge of hands-on production skills by researching, writing, editing and producing the Mustang Message, the student newspaper. School-to-Work experience is provided in writing, computer layout and design, business management, advertising sales, marketing, typography, photography and other skills in journalism. The newspaper is completed "camera ready," and students are exposed to many technical production aspects of printing and publishing that include field trips and workshops with professionals throughout Texas. Student's research noteworthy issues, face the campus and report to the student body, providing an opportunity for students wanting to pursue an education or career in communication. Students are encouraged to compete in U.I.L. and ILPC contests. Student editors are required to compete.

**PHOTOJOURNALISM** - Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

## **LANGUAGES OTHER THAN ENGLISH**

**SPANISH I** - This course is offered to students who wish to acquire a basic working knowledge of the Spanish language. Spanish I offer a blend of both spoken and written Spanish. An appreciation of the Hispanic culture is developed throughout the course of study.

**SPANISH II** - This course is a continuation of Spanish I with more emphasis on speaking and writing skills. More advanced speaking and writing skills are developed. Various aspects of the Hispanic culture will be studied in depth.

**SPANISH III (PRE-AP)** - This course uses an integrated approach to the study of the Spanish language, literature, history and culture. The course will expand the use of grammatical structures, vocabulary, and conversation in realistic contexts. Students will be widely exposed to the Hispanic culture through the media, independent study, and will be given the opportunity to visit theatres, museums, etc. that will provide an increased appreciation of the Hispanic culture.

## **MATHEMATICS**

**ALGEBRA I** - This course not only brings together all earlier mathematics courses and concepts but also opens new doorways by using symbolic reasoning as a powerful tool to mathematics generalizations. Students use functions to represent and model problem situations as well as to analyze and interpret relationships. Students learn to use technology to solve problems involving polynomials, linear and quadratic functions, and exponent properties.

**ALGEBRAIC REASONING** - In Algebraic Reasoning, students will continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to the workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

**GEOMETRY** - This course emphasizes geometric thinking and spatial reasoning in working with shapes and figures in zero, one, two and three dimensions. Students study properties and relationships having to do with the size, shape, location, directions, and orientation of these figures. Students use technology to connect algebra, real-world situations and geometry (i.e., angle relationships, similar triangles, and patterns in geometry).

**GEOMETRY (PRE-AP)** - This course is designed for the accelerated mathematics student. Students are challenged with materials and a topic requiring a greater degree of abstract thinking is required in regular geometry. This course emphasizes geometric thinking and spatial

reasoning in working with shapes and figures in zero, one, two and three dimensions. Students use technology to unite algebra, real-world situations and geometry.

**MATH MODELS** - Mathematical Models with Applications is a course that provides practical and technical experience with mathematics in real-world settings. Students use mathematical methods to model and solve problems involving money, data, chance, patterns, music, design, and science. This course gives students the opportunity to review and expand their algebra, geometry, probability and statistics backgrounds. Students use technology to apply mathematical concepts to solve problems.

**ALGEBRA II** - This course is a more in-depth study of the functions and concepts covered in Algebra I and are designed to broaden the student's knowledge of matrices, square roots, exponential and logarithmic functions. Students experience the relationship between geometric and algebraic descriptions of conic sections. This course also provides the opportunity to work with the quadratic formula and the complex number system. Students learn how to solve problems traditionally and with a graphing calculator.

**ALGEBRA II (PRE-AP)** - This course is designed for the accelerated mathematics student who wants to get the most out of his/her high school experience. This honors course requires a higher level of thinking skills than regular Algebra II. Students are expected to discover generalizations of concepts and to apply these to other situations. They are also expected to do some independent study and research on various mathematics concepts. This course is a continuation of Algebra I with a broader and more in-depth study of functions (i.e., constant, linear, quadratic, radical, exponential, and logarithmic functions).

**PRECALCULUS** - Pre-Calculus is a college-preparatory course, highly recommended for the college-bound student. Students continue to explore and to use functions as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Technology uses include graphing in an appropriate window and using a CBL (calculator based laboratory) to perform math experiments.

**PRECALCULUS (PRE-AP)** - This course is designed to meet the needs of and challenge the mathematically gifted student. Students will continue to build on their Pre-AP Algebra II experience. The major emphasis of this course is the understanding and expansion of the concept of functions. Functions studied are constant, linear, quadratic, radical, power, absolute, rational, greatest integer, trigonometric, exponential, logarithmic, piecewise, and parametric and composition functions. Students continue their study of conic sections and patterns including sequences and series as well as applying mathematics to vectors.

**STATISTICS** - Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of the methods used to collect data to ensure conclusions are valid.

**COLLEGE ALGEBRA (DUAL CREDIT: MATH 1314)** - Study of quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; and matrices and determinants.

**APPLIED MATHEMATICS FOR TECHNICAL PROFESSIONALS** - The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each Grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every Grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace.

**INDEPENDENT STUDIES IN MATH** - This is a college preparatory math in conjunction with LSCO.

**ALGEBRA I & II RESOURCE** - These courses are designed for students whose mathematics skills are below a designated level and are in need of instruction in the basic whole number, decimal, and fraction operations. In these courses, students learn to use technology to solve problems involving polynomials, linear and quadratic functions, and exponent properties.

**GEOMETRY RESOURCE** - This course is designed for students who have demonstrated mastery of basic whole number, decimal, and fraction operations but continue to require significant modifications of TEKS, pacing, and materials of the regular math curriculum. Standard texts and supplementary materials are used to reinforce applications involving percent, interest, banking, geometric operations, and equations. Calculators are used in computing two- and three-step word problems. The content is geared to the individual needs of students.

**MATH MODELS RESOURCE** - This course is designed for students who continue to require significant modifications of TEKS, pacing, and materials of the regular math curriculum. Standard texts and supplementary materials are used to reinforce practical mathematics skills. Calculators are used in computing two- and three-step word problems. The content is geared to the individual needs of students.

## **SCIENCE**

**BIOLOGY** - Biology develops an understanding of the structure, development, and reproduction of living organisms. Classroom and laboratory activities also develop an understanding of the relationship of organisms to their environment and the application of biological principles and concepts in everyday life experience.

**BIOLOGY (PRE-AP)** - This course covers in greater depth the topics covered in Biology as well as providing information and challenges in additional areas. This course is appropriate for students with a higher level of ability, motivation, and interest in science.

**INTEGRATED PHYSICS AND CHEMISTRY** - The purpose of this course is to teach students the methods of science, laboratory safety, and the manipulation of laboratory instruments and apparatus. The fundamental concepts of physics and chemistry are taught in order to prepare students for upper-level science courses.

**CHEMISTRY** - This is a laboratory-oriented course covering chemical theories and concepts. The chemical concepts introduced in physical science are expanded and refined through chemical calculations and more challenging laboratory experiments. This course is recommended for all college-bound students.

**CHEMISTRY (PRE-AP)** - This course offers a more in-depth study of the concepts covered in Chemistry as well as covering additional topics not included in the regular class. Students in this class are required to apply higher-level mathematical skills to problem-solving and to perform more sophisticated laboratory experiments.

**PHYSICS (PRE-AP)** - This course expands and refines the concepts of physics covered in Integrated Physics and Chemistry. It covers topics in mechanics, heat, sound, light, electricity, and magnetism. This course requires the use of higher order thinking skills. Students enrolled in the class should have completed Algebra II and Chemistry.

**FORENSIC SCIENCE** - This course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

**EARTH AND SPACE SCIENCE (ESS)** - ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop an understanding of Earth's system in space and time

**ADVANCED PLACEMENT BIOLOGY** - This course teaches the advanced concepts of biology. Biological systems of plants and animals are investigated in greater depth in the laboratory. This course helps students prepare for the Advanced Placement Biology exam. Chemistry is required for enrollment in Advanced Placement Biology.

**AQUATIC SCIENCE** - An upper level, yearlong science course. Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and the origin and use of water in a watershed.

## **SOCIAL STUDIES AND ECONOMICS**

**WORLD GEOGRAPHY STUDIES** - This course examines people, places, and environments at local, regional, national, and international scales. It emphasizes the impact of geography on events of the past and present, the physical processes that shape patterns in the physical environment, and the political, economic, and social processes that shape cultural patterns of regions.

**WORLD GEOGRAPHY STUDIES (PRE-AP)** - In addition to covering the concepts presented in World Geography, this course extends the study by means of acceleration (adding depth and additional topics to units of instruction) and enrichment (provision for independent study projects and individualization).

**WORLD HISTORY STUDIES** - This course offers an overview of the significant people, events, and issues from the earliest times to the present. The major emphasis is on traditional historical points of reference, the impact of geographic factors, the origins of economic systems, the evolution of Democratic-Republican governments, the historical development of legal and political concepts, the impact of major religious and philosophical traditions, and the impacts of science and technology.

**WORLD HISTORY STUDIES (PRE-AP)** - This course covers the same basic content presented in the regular World History class but in a more academically challenging format. Students are encouraged to use critical-thinking skills and the process of historical inquiry to research, interpret, and analyze data in order to attain a greater depth of understanding of complex content material.

**UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION** - This second year of U.S. History completes the study begun in the eighth grade. It examines the historical context of the period from Reconstruction to the present. Emphasis is placed on the impact of geographic factors, constitutional issues, technological innovations, and on the relationship between the arts and the times.

**UNITED STATES HISTORY STUDIES (ADVANCED PLACEMENT or DUAL CREDIT: HIST 1301 and HIST 1302)** - This course provides a survey of United States history from the Revolutionary period to the present. It incorporates all of the social studies strands: history, economics, geography, government, citizenship, culture, science, technology, society, and social studies skills in an academically challenging format. Students are encouraged to use a variety of rich primary and secondary source materials and to use critical thinking skills.

**ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM** - This course emphasizes the free enterprise system and its benefits with a focus on the basic principles concerning production, consumption, and distribution of goods and services in the U.S. and a comparison with those in other countries around the world. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historical documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy is an integral part of the course.

**ECONOMICS: MICROECONOMICS (ADVANCED PLACEMENT or DUAL CREDIT: ECON 2302)** - The Advanced Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

**GOVERNMENT** - This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Emphasis is on major political ideas and forms of government in history with a significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created.

**GOVERNMENT (ADVANCED PLACEMENT or DUAL CREDIT: GOVT 2305)** - This course is a study of the legislative, executive, and judicial branches and the bureaucracy; policy formulation and implementation in the areas of civil rights and civil liberties and in domestic and foreign policy. This course will address the SECOND PART of the TEKS for the U.S. Government toward a high school diploma. It also fulfills a requirement for all students seeking a bachelor's degree and many academic associate degree programs.

**PSYCHOLOGY (DUAL CREDIT: PSYC 2301)** - This is a college level course that emphasizes the fields and theoretical perspectives of psychology, tools and techniques psychologists use to gather psychological data, the biological basis of human behavior, developmental psychology, personality and intelligence testing and assessment, theories of personality, psychological disturbances and their treatments, motivation, and emotion, learning, thinking, language, and the creative process, social psychology, and stress and health.

**SOCIOLOGY (DUAL CREDIT: SOCI 1301)** - This is a college level course that introduces the concepts and principles used in the study of group life, social institutions, and social processes.

## HEALTH AND PHYSICAL EDUCATION

**FOUNDATIONS OF PERSONAL FITNESS** - Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness or striving to reach optimal levels of health is the cornerstone of this course. Students design and implement their own fitness program.

**PHYSICAL EDUCATION SUBSTITUTES** – These classes are available as substitutes for physical education. Students are enrolled after receiving approval from the coach of the athletic activity:

Girls' Athletics-Volleyball	Boys' Athletics-Football	Cheerleading
Girls' Athletics-Basketball	Boys' Athletics-Basketball	Band I - IV
Girls' Athletics-Tennis	Boys' Athletics-Tennis	Dance Team
Girls' Athletics-Softball	Boys' Baseball	

Although a student may earn multiple physical education credits, a maximum of two (2) credits earned for physical education or athletics are State Board approved and may be used as state credits toward graduation. Additional credits may be used as local credits only.

## FINE ARTS

**ART I** - Art I is an introductory course in drawing and painting. Two and three-dimensional art is offered. Art appreciation and career awareness are incorporated into this basic course.

**ART II-IV** – These courses offer advanced instruction in the fundamentals of art with an in-depth study of drawing, painting and sculpture. Independent study in two and three-dimensional work is provided in Art III and IV classes. Experimental paints, representational and interpretational styles, as well as techniques are emphasized. Art appreciation and career awareness are incorporated.

**CHORAL MUSIC I – IV** (Jr. Varsity, Varsity) - This course is for beginning high school singers. Much attention is given to reading music and correct vocal production. The choir presents three formal concerts a year and participates in U.I.L.-related competitions.

**BAND I-IV** – This is a Band course for students who have demonstrated an advanced level of proficiency on their instrument. The curriculum for this course is designed to provide a challenging and fulfilling musical experience to the students enrolled.

**MUSIC APPRECIATION** - By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world; including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

**THEATRE ARTS I** - This is a basic introductory course and a prerequisite for Theatre Arts II and Theatre Production I-IV. Students are introduced to basic acting styles, theatre history, stage make-up, costume design and construction, set design and construction, literature interpretation and fundamentals of tournament work.

**THEATRE PRODUCTIONS I-IV** - An audition is required and approval is left to the discretion of the high school Theatre Production teacher. The class offers intensive training in competitive events such as group acting, oral interpretation and creative dramatics culminating in tournament competition. The class is a co-curricular laboratory for the exploration, development, and synthesis of all the elements of theatre. Practical experiences in acting and stagecraft are provided through the preparation and public performance of at least one full-length production and a single one-act play.

**TECHNICAL THEATRE I – IV** - This course emphasizes the aspects of live theatre that deal with lighting, sound, sets, props, and promotion strategies. Design and application of these elements will be taught and practiced by working on the technical part of the production of a play or plays.

## **CAREER AND TECHNOLOGY**

**BUSINESS INFORMATION MANAGEMENT (BIM)** - Develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate level skills. Required for graduation depending on the year of entry.

**PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE** - Principles of Business, Marketing, and Finance course scope and sequence within the Business Management and Administration Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction.

**VIRTUAL BUSINESS** - Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business and demonstrating project-management skills. Students will also demonstrate book-keeping skills for a virtual business, maintain business records, and understand the legal issues associated with a virtual business.

**HUMAN RESOURCES** - Human Resources Management course scope and sequence within the Business Management and Administration Career Cluster® summarizes the content to be taught, and one possible order for teaching the units of instruction. A brief description of each unit and the corresponding TEKS are included. This scope and sequence may be adapted or adopted by the local education agency.

**PROFESSIONAL COMMUNICATIONS** - Professional Communications blends the written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

**PRINCIPLES OF ARCHITECTURE** - Principles of Architecture provides an overview of the various fields of architecture, interior design, and construction management. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development.

**PRINCIPLES OF CONSTRUCTION** - Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

**CONSTRUCTION TECHNOLOGY I** - In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

**CONSTRUCTION TECHNOLOGY II** - In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

**PRACTICUM IN CONSTRUCTION TECHNOLOGY** - In Practicum in Construction Technology, students will be challenged with the application of gained knowledge and skills from Construction Technology I and II. In many cases, students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

**PRINCIPLES ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS** - Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

**AUDIO/VIDEO PRODUCTION** - Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

**ADVANCED AUDIO/VIDEO PRODUCTION** - Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.

**COMMERCIAL PHOTOGRAPHY** - Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

**ADVANCED COMMERCIAL PHOTOGRAPHY** - Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

**VIDEO GAME DESIGN** - The student will be provided the opportunity to design, program, and create functional video games. The course will introduce basic programming language and skills that are essential to game development. Topics covered include mathematics, physics, graphic design, and computer programming.

**PRINCIPLES OF EDUCATION AND TRAINING** - Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster®. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster®. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

**PRINCIPLES OF HEALTH SCIENCE** - The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

**HEALTH SCIENCE THEORY** - The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

**PRACTICUM IN HEALTH SCIENCE** - The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students have the opportunity to earn an EMT or CNA certification from LSC-O. Clinical rotation experience, at a variety of community clinical sites, prepares the student for the state Nurse Assistant Registry exam at course end, and Tech Prep Articulation enables students to bank four (4) college hours and excuses them from the basic nursing course required in LVN programs.

**MEDICAL TERMINOLOGY/PHARMACY TECHNOLOGY (LSC-O Dual Credit Courses)** - Prerequisites: Biology, Chemistry and Algebra. The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers. Students have the opportunity to earn a Certified Pharmacy Technician certificate.

**COSMETOLOGY I** - In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR)

requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. This course is taught through LSC-PA.

**PRINCIPLES OF APPLIED ENGINEERING** - Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system.

**ENGINEERING DESIGN AND PRESENTATION I** - Engineering Design and Presentation I is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

**ENGINEER DESIGN & PROBLEM-SOLVING** - The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution.

**ROBOTICS I & II** - In Robotics, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

**PRINCIPLES OF TRANSPORTATION SYSTEMS** - In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws, and regulations, and common practices used in the logistics of warehousing and transportation systems. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

**AUTO TECH I** – Auto Tech I provides the knowledge, skills and technologies required for employment in auto technology systems.

**AUTO TECH II** – Auto Tech II builds on the knowledge and skills developed in Auto Tech I.

**WELDING I** - Welding I provides the knowledge, skills, and technologies required for employment in metal technology systems. This course supports integration of academic and technical knowledge and skills. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

**WELDING II** - Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development.

**PRECISION METAL MANUFACTURING I** - Precision Metal Manufacturing I will provide the knowledge, skills, and technologies required for employment in precision machining. While the course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course may address a variety of materials such as plastics, ceramics, and wood in addition to metal. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success.

**PRECISION METAL MANUFACTURING II** - Precision Metal Manufacturing II will provide students the knowledge, skills, and technologies required for employment in precision machining. While this course is designed to provide necessary skills in machining, it also provides a real-world foundation for any engineering discipline. This course addresses a variety of materials such as plastics, ceramics, and wood in addition to metal. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. This course is designed to provide entry-level employment for the student or articulated credit integration into a community college and dual credit with a community college with completion of the advanced course.

**AGRICULTURAL SCIENCE** - These courses are taught at Orangefield High School.

**ANIMAL SCIENCE** - A technical course designed to develop knowledge and skills pertaining to the nutrition, reproduction, health, and management of domestic animals.

**EQUINE SCIENCE** - A technical course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses.

## **OTHER COURSES**

**PERSONAL FINANCIAL LITERACY** - This course is designed to be an interactive and research-based course. The course will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.

## **NO CREDIT COURSES**

**OFFICE AIDS (NO CREDIT)** - Prerequisite: Counselor Recommendation and Office Aide Application. This course is for seniors interested in developing and using clerical skills. A student will be assigned to the attendance office, main office, counselor's office, or assistant principal's office. Students must complete an application. Approval of the high school principal is required.

## **SPECIAL EDUCATION/ LIFE SKILLS AND SUCCESS SKILLS COURSES**

**VAC (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. A student must have been enrolled in high school for two(2) years unless the ARD/IEP Committee determines otherwise; be at least 16 years old, and have a Social Security card prior to being eligible to participate in the VAC Work-Study Program. This course is designed to provide part-time (15 hours per week minimum) or full-time (30 hours per week minimum) work experience through on-the-job training. Students are also required to complete academic classes to fulfill all the requirements for graduation as determined by the ARD/IEP committee.

**ADAPTIVE SOCIAL SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation Course is designed to provide a highly structured, consistent small-group setting for students who lack the self-control needed to conform to the classroom and school rules that are important if they are to be successful in school and society. Emphasis is placed on interpersonal and social competence skills as well as problem-solving and stress management skills.

**LIFE SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to provide a highly structured, consistent small-group setting with an emphasis on self-help, communication, and motor skills development. This course assists in learning routine housekeeping, laundry, shopping, personal hygiene, functional academics and other skills necessary for independent living. A modified curriculum incorporating the Domestic, Community, Recreation/Leisure and Vocational Domains of the LIFE program is used to meet the unique needs of individual students.

**OCCUPATIONAL PREPARATION (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. This course is designed to provide a highly structured, consistent small-group setting with an emphasis on vocational training skills. Instruction is directed toward establishing student's: (1) appropriate work attitudes and behaviors; (2) training of specific work skills as they relate to specific work settings and (3) student involvement in vocational experiences at community work sites as well as additional training environments on campus.

**RECREATION AND LEISURE (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is to provide students with instruction directed toward developing skills necessary to select, organize, initiate, participate and terminate selected recreation/leisure activities.

**COMMUNITY SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. is designed to expose students to the wide array of community facilities and services available to them and their families. Instruction will be directed toward learning how to access these community environments and to determine which facility will provide them with the goods or services they need.

**ACTIVITIES OF DAILY LIVING (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to emphasize increasing the level of independence in performing daily tasks including (1) expanding the length of daily independent routines performed by the student and (2) identifying the need and initiating the performance of tasks as part of the student's daily/weekly routine.

**COMMUNICATION (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is to expose students to vocabulary necessary to participate in various activities. Instruction should occur in classroom settings and/or in actual community environments. General communication strategies: recognize when he/she is not being understood, repeat request/answer, use nonverbal strategies, and identify strategies of what to do when approached by a stranger.

**PERSONAL/SOCIAL SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to instruct students on the appropriate social skills required in a variety of environments. Environments addressed may include store, cafeteria/restaurant, classroom, public restroom behavior, etc. Appropriate interaction with peers and adults will be stressed in all environments.

**PERSONAL/HEALTH SKILLS (9-12)** - Prerequisites: Qualified Special Education Student: ARD/IEP Committee Recommendation. The course is designed to instruct students on appropriate personal health and hygiene. This course focuses on toileting, dressing, grooming, first aid/safety, nutrition, and wellness.

# **APPENDIX A**

## **Student and Parent Agreement for Enrollment in Advanced Placement and Pre-Advanced Placement Courses**

# WEST ORANGE COVE INDEPENDENT SCHOOL DISTRICT

## Student and Parent Agreement for Enrollment in Advanced Placement and Pre-Advanced Placement Courses

WOCCISD encourages all students to enroll in available advanced placement (AP) and PreAP classes to enhance their academic experience. Any WOCCISD student may enroll in Pre-AP or AP classes as his or her schedule permits.

AP and Pre-AP classes offer a high degree of rigor designed to prepare the student for success in higher academic pursuits. The purpose of a PreAP course is to prepare students for college-level work that they will experience in AP classes. AP courses provide college-level instruction and culminate in AP exams that are designed by the College Board. Students who successfully complete AP exams may receive college credit. Typically, successful PreAP/AP students are:

- task oriented;
- proficient readers;
- able to prioritize their time and maintain an organizational system;
- willing to seek help from teachers as soon as problems arise; and
- those who experience little to no difficulty meeting the requirements of regular level courses

Advanced Placement courses differ from regular high school courses in that instructors use advanced curricula outlined by the College Board and authorized through the College Board's audit process. Pre-AP courses focus on in-depth preparation in a subject area that is necessary to master the skills required to achieve success in AP courses. Other characteristics of advanced courses include content immersion, a fast pace, and assessment of performance at the analysis and synthesis levels.

WOCCISD strongly believes that PreAP and AP courses provide enhanced academic opportunities for students assisting them in achieving post-secondary success. The District recognizes that students may experience initial difficulty in managing the increased course requirements. To ensure students allow sufficient time to become acclimated to the classes and what the PreAP and AP curriculum can offer, the District expects that any student who enrolls in a Pre-AP or AP class will remain in the course for the entire first six-week grading cycle. **Some Pre-AP or AP courses require summer readings and/or summer projects. It is expected that if a student enrolls in a Pre-AP or AP course that the student is expected to compete the summer readings and/or project which is assigned. Failure to complete the summer readings and/or projects will result in a failing grade for that assignment. Students will NOT be allowed to drop a Pre-AP or AP course because of failure to do the required summer readings and/or projects. At the end of the first six-weeks, students may request a schedule change to a regular class with parental approval. The student must change his/her schedule within three days of report card being issued. The raw six-week grade the student earned in the first six weeks will be transferred to the newly scheduled academic level class (no quality points are added). After the first six-week grading period, the next opportunity to drop a Pre-AP or AP course will be at the end of the semester. The student and his or her parent/legal guardian must confer with the teacher and counselor prior to withdrawing from a PreAP or AP class. Students enrolled in AP courses are required to take the AP Exam for the course in which they are enrolled. Students do not have to pass the exam in order to receive credit for WO-SHS; however, if they pass the AP Exam they can receive college-level credit in the course.**

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### Student Agreement

My signature below confirms that I am familiar with the expectations of this AP/Pre-AP course and accept its academic challenges. I agree to devote my best efforts to successfully complete the course. I understand this class offers increased rigor and challenge and I agree to request help when I need it and to attend tutorials if I fall behind in class assignments or experience difficulty with course content. I understand that my success in this AP/PreAP course is primarily my responsibility. I understand and agree that I must remain enrolled in this class at least through the first six-week grading period.

\_\_\_\_\_  
Signature -- Student

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date Signed

### Parent/Legal Guardian Agreement

My signature below confirms that I have read and am familiar with the course description and syllabus for this AP/Pre-AP course. I understand that the course requires increased rigor and challenge and I agree to support and encourage my student to successfully complete this course. I will notify the teacher immediately of any concerns I have relating to the AP/Pre-AP class or my student's progress. I understand and agree that my student must remain enrolled in this course at least through the 1st six-week grading period.

\_\_\_\_\_  
Signature -- Parent/Legal Guardian

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date Signed

# **APPENDIX B**

**West Orange-Stark  
Lamar State College, Orange  
Dual Credit**

# DUAL CREDIT PROCEDURES

1. Parents and students who wish to enroll in dual credit courses will be expected to attend a Dual Credit Parent Information Meeting in order to enroll in dual credit courses. This informational meeting will take place in May. An additional meeting will be scheduled in early November for the Spring Semester. All final decisions within the application process will be made based on the principal's approval.
2. All students who wish to participate in the Dual Credit Program must complete the campus application process and receive approval prior to completing the Lamar State College Application.
  - a. Complete the WO-SHS Dual Credit Application. All applications must be received by the guidance office no later than the last day of school for students who are enrolling in fall courses and no later than the Friday before Thanksgiving break for students who are enrolling for spring courses only.
  - b. Students are not eligible to enroll in dual credit courses if they previously enrolled and received a grade below a "C" or dropped the course prior to completion.
3. Requirements for completing Lamar State College Application (all requirements must be completed by the assigned deadline):
  - a. LSC-O admission application is completed
  - b. Copy of student's transcript has been requested
  - c. Meningitis form has been signed
  - d. Student has received the meningitis vaccination
4. During the first semester of Dual Credit course enrollment students may be required to enroll in the LSC-O college orientation course.

# **APPENDIX C**

## **Public Notice**

## **TITLE IX PUBLIC NOTICE**

West Orange-Cove Consolidated Independent School District offers career and technology education programs in Health Science Occupations, Culinary Arts, Career Preparation, Technology Education, Auto Collision Repair, Process Operating and Machine Shop. Admission to these programs is based on needs, interests, prerequisite course work, career plans of students and age appropriateness.

### **WEST ORANGE – COVE CISD PUBLIC NOTICE**

West Orange-Cove Consolidated Independent School District offers career and technology education programs in Health Occupations, Family Consumer Science, Food Service, Marketing, Technology Education, Auto Collision Repair, Building Trades, Machine Shop, Welding and Media Technology. Admission to these programs is based on needs, interests, career plans of students and age appropriateness.

It is the policy of West Orange-Cove CISD not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technology programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

West Orange-Cove CISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, at P.O. Box 1107, Orange, Texas 77630, 409/882-5610, and/or the Section 504 Coordinator, at P.O. Box 1107, Orange, Texas 77630, 409/882-5407.

### **WEST ORANGE – COVE CISD NOTIFICACION PUBLICA**

El Distrito Escolar Independiente de West Orange-Cove (WOCCISD) ofrece Programas educativos de carreras y tecnología en carreras de salud, Ciencias domésticas familiares del consumidor, servicios de producción comestible, Mercadeo, educación tecnológica, la Reparación de automóviles, carreras de construcción, El taller de maquinaria, la soldadura, y tecnología de comunicaciones. La admisión a estos programas se base en necesidades, intereses, y carreras futurísticas de los estudiantes y edades apropiadas.

Es norma del West Orange-Cove CISD no discriminar por motivos de raza, color, origen, nacionalidad, sexo o impedimento, en sus programas, servicios o actividades del departamento de Carreras y Tecnología, tal como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, según la enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según la enmienda.

West Orange-Cove CISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, P O Box 1107, Orange, Texas 77630, 409/882-5610, y/o el Coordinador de la Sección 504, P O Box 1107, Orange, Texas 77630, 409/882-5407.



## **West Orange-Cove Consolidated Independent School District**

### *Board Members*

Ruth Hancock, President  
Roderick Robertson, Vice President  
Linda Platt-Bryant, Secretary  
Demetrius Hunter  
Gina Simar  
Tricia Stroud  
Tommy Wilson, Sr.

### *West Orange-Cove ISD School Administration*

Dr. Rickie Harris, Superintendent  
Dr. Nina LeBlanc, Assistant Superintendent of Schools  
Mrs. Ashton Knox, Executive Director of Curriculum

### *West Orange-Stark High School Administration*

Mrs. Rolanda Holifield, Principal  
Ms. Nicole Dunn, Assistant Principal  
Mr. Karl Whitley, Assistant Principal  
Mrs. Jenny Morgan, CTE and ECHS Coordinator  
Mrs. Angela Greer, Dean of Instruction

# Vantage Points

## A Board Member's Guide to Update 114

**Please note:** *Vantage Points* is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

**The description of policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.**

For questions, contact Policy Service at [policy.service@tasb.org](mailto:policy.service@tasb.org), call us at 800-580-7529, or visit our website at [policy.tasb.org](http://policy.tasb.org).

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

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Numerous bills were enacted in the 86th Legislative Session. In this *Vantage Points*, we will focus primarily on the local policies impacted by these new laws. There are a few policies that are recommended for updating in response to revised guidance from the Texas Education Agency. Different from previous versions of the *Vantage Points*, we have organized this document to align with the sections of the policy manual.

**We strongly encourage you to review the Explanatory Notes contained in your district’s update packet for information specific to your policies and additional background on all the changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

## **Section B—Local Governance**

### **Tax Officials**

#### ***BDAF(LOCAL) POLICY CONSIDERATION***

A few districts had provisions regarding tax officials at this code. Since the statutory language on tax officials is being moved to CCG(LEGAL), districts with this policy will find that the content regarding the employment of an assessor or collector of district taxes has been moved to CCG(LOCAL). The BDAF policy code has been deleted from the table of contents and is no longer an active code.

### **Board Meetings**

SB 494 reduced the time required to post notice of an emergency meeting from two hours to one hour. This new one-hour requirement would also apply to an amendment to the meeting agenda after the 72-hour deadline, which is known as a supplemental notice. The same bill revised what constitutes an emergency or urgent public necessity that would permit the board to hold an emergency meeting or to amend its agenda after the 72-hour deadline.

SB 1640 revised the definition of “deliberation” and added new provisions that prohibit a series of communications between board members. Board members should review the sections in BE(LEGAL) titled Deliberation and Prohibited Series of Communications for more information.

#### ***BE(LOCAL) POLICY CONSIDERATION***

SB 494 reduces the time required to post notice of an emergency meeting or to provide a supplemental notice from two hours to one hour. A recommended revision to BE(LOCAL) reflects this change. All other legislative changes regarding board meetings are reflected in BE(LEGAL).

## Public Comment

HB 2840 impacts the manner in which public comment is conducted in your district. Prior to this legislation, the board had ample discretion to manage the portion of the meeting when citizens could address the board. The law now requires that public comment be permitted on agenda items at all meetings, including regular meetings, special meetings, and board workshops. The opportunity for the public to address the board on an agenda item must be before or during the board's deliberation on the item. The bill also states that the board cannot prohibit public criticism of the board unless the criticism is otherwise prohibited by law. HB 2840 does permit the board to establish reasonable rules that govern the amount of time an individual is permitted to speak, with additional time permitted for speakers that require certain translation services.

### ***BED(LOCAL) POLICY CONSIDERATION***

The vast majority of school districts were permitting public comment prior to this new law. In response to HB 2840, the following revisions to BED(LOCAL) are recommended:

- Deletion of the overall time for public comment.
- Deletion of the requirement that delegations of a certain number appoint one spokesperson.
- At regular meetings, public comment continues to be permitted on any topic, whether it is an item on the posted agenda or not.
- At special meetings, including board workshops or work sessions, public comment is limited to items on the posted agenda.
- A new provision is included requiring all public comment to occur at the beginning of the meeting.

To assist with efficient management of board meetings when large numbers of individuals wish to address the board, the revised policy permits the presiding officer to make adjustments to procedures, such as adjusting the time allotted to each speaker, reordering agenda items, deferring public comments on nonagenda items, and continuing agenda items to a later meeting.

For those few districts that did not permit public comment at board meetings prior to this legislation, the revisions made to BED(LOCAL) will now permit public comment at all board meetings but only for agenda items. The policy for these districts also states when public comment will be received and includes a provision that permits the presiding officer to make adjustments to procedures for meeting efficiency as well as time limits for individuals to address the board.

If the board wishes to limit public comment to agenda items at regular meetings, adjust the individual time limit, or make other adjustments to this policy, please contact the district's TASB policy consultant.

To assist the board in developing public comment procedures, Policy Services provides samples in the *TASB Regulations Resource Manual*. Please contact your superintendent or your TASB policy consultant if you wish to review these sample board procedures.

**Section C—  
Business and  
Support Services**

**Texas Economic  
Development Act**

***CCGB(LOCAL) POLICY CONSIDERATION***

For those districts that currently have a local policy at CCGB(LOCAL), we recommend a more streamlined version of that policy. The revised policy removes legal provisions that can be found in CCGB(LEGAL) and addresses provisions that require board action, such as establishing the threshold for the large project application, setting the standard application fee, providing procedures for filing and processing the application, outlining the board and superintendent responsibilities regarding the application and implementation of the agreement, and providing a statement regarding conflicts of interest.

**Investments**

HB 2706 permits the district to invest bond proceeds or pledged revenue to the extent allowed by the Public Funds Investment Act, other laws, and the district's local policy.

***CDA(LOCAL) POLICY CONSIDERATION***

The recommended changes to CDA(LOCAL) permit the district to invest bond proceeds or pledged revenue in accordance with law. Additional recommended revisions clarify that, should the district exercise the option to invest in bond proceeds, those investments could not be made in no-load mutual funds.

Governmental Accounting Standards Board (GASB) Statement 84 revised terminology to change "agency" funds to "custodial" funds. In response, a corresponding change is recommended in the local policy.

Finally, a few districts' local policies included a statement requiring an annual portfolio report to the board in addition to the monthly or quarterly reports the board receives. Because there is no requirement to reflect this practice in policy, the provision is recommended for removal. A district may continue to provide this annual report without the policy provision.

**Purchasing  
Procedures**

***CH(LOCAL) POLICY CONSIDERATION***

The Texas Education Agency, through its *Financial Accountability System Resource Guide*, requires the district to have purchasing procedures to comply with a variety of state and federal laws. Recommended policy text has been added that requires the superintendent to develop those procedures.

**Emergency  
Operations  
Plans**

***CKC(LOCAL) POLICY CONSIDERATION***

Recommended revisions to this policy require the district's emergency operations plan to include active shooter response procedures (HB 2195) and to ensure that a substitute teacher has access to campus buildings and materials to carry out duties of a regular district employee during an emergency or emergency drill (SB 11).

**Security  
Personnel**

***CKE(LOCAL) POLICY CONSIDERATION***

This policy has been revised to comply with SB 1707. The bill prohibits district peace officers or school resource officers (SRO) from being assigned routine discipline or school administrative tasks. A statement to this effect has been added to the policy.

SB 1707 also requires that the board determine the duties of the district's peace officers and SROs and include those duties in specific documents, such as the district improvement plan, the student code of conduct, and other appropriate publications. For districts with a police force, if your policy describes the powers and duties of your police officers, your policy will meet this requirement. If your district has entered into an agreement with local law enforcement to hire SROs and has this currently reflected in your policy manual, new policy language is recommended to satisfy the SB 1707 requirement to determine SRO duties.

**Cybersecurity**

***CQB(LOCAL) POLICY CONSIDERATION***

This new recommended policy code has been created to house the new cybersecurity policy required by SB 820 and to address the cybersecurity training of employees and board members required by HB 3834. This new code is also where provisions on security breaches are now found; these provisions were formerly coded at policy CQ. The security breach text has

been revised to address reporting requirements to the Texas Education Agency in accordance with SB 820.

**Section D—  
Personnel**

**Furloughs**

***DFFA(LOCAL) POLICY CONSIDERATION***

A minor revision is recommended to this policy as a result of HB 3 moving statutory provisions on furloughs from Education Code Chapter 42 to Chapter 48. The detail has been removed in favor of the cross-reference to policy DEA.

**Firearms**

***DH(LOCAL) POLICY CONSIDERATION***

HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a district parking area, provided the item is not in plain view. Recommended changes to this policy and GKA(LOCAL) reflect this new law by deleting language requiring firearms in locked vehicles to be unloaded.

**Section E—  
Instruction**

**Gifted and  
Talented  
Program**

***EHBB(LOCAL) POLICY CONSIDERATION***

Based on HB 3 and the newly adopted Texas State Plan for the Education of Gifted/Talented Students, EHBB(LEGAL) and (LOCAL), the policies on gifted and talented (GT) services, have been updated. EHBB(LOCAL) has undergone a complete review to ensure that all required provisions are included in the policy as reflected in law and the state plan. In addition to the revisions to existing text, new recommended provisions address use of GT funds and the annual compliance certification the district must make to the commissioner. This recommended policy also addresses parent consultations for exiting students, appeals, and broader language regarding the selection committee. The remaining revisions are recommended to provide more flexibility to the district regarding reassessments and placement of transfer students in the GT program.

**Partnership  
Charters**

***ELA(LOCAL) POLICY CONSIDERATION***

This policy only appears in a few districts' policy manuals. A minor revision has been made to the legal citation in this policy as a result of HB 3, which

moved funding provisions regarding partnership charters from Education Code Chapter 42 to Chapter 48.

**Section F—  
Students**

**School Safety  
Transfers**

***FDE(LOCAL) POLICY CONSIDERATION***

TEA's recent revisions to the Unsafe School Choice Option Guidance Handbook prompted recommended changes at FDE(LOCAL) to update the list of violent criminal offenses for which a victim is eligible for a transfer to another school within the district.

**UIL Physicals**

***FFAA(LOCAL) POLICY CONSIDERATION***

A new UIL rule requires students who are participating in marching band to have a pre-participation physical in accordance with the schedule established by the UIL. Recommended revisions to this policy broaden the language to accommodate future changes to UIL rules and allow the superintendent to designate other extracurricular programs for which the district will require physicals.

**Threat  
Assessments**

FFB(LEGAL) includes new provisions regarding the establishment and composition of threat assessment and safe and supportive school teams as required by SB 11 and the process these teams will use in evaluating individuals and students who make threats of violence or exhibit harmful, threatening, or violent behavior.

***FFB(LOCAL) POLICY CONSIDERATION***

This new recommended local policy has been created in response to SB 11 and addresses the requirement for boards to adopt policies and procedures regarding the threat assessment and safe and supportive teams. The district's policies and procedures must be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC). TASB collaborated with the TxSSC to develop this policy.

The TxSSC advises that district procedures need to be individualized to fit each district's unique circumstances. The TxSSC website has numerous resources to assist in developing such procedures.

**Trauma-Informed Care**

***FFBA(LOCAL) POLICY CONSIDERATION***

This new recommended local policy on trauma-informed care has also been developed to comply with SB 11. The details of the district's trauma-informed care program must be included in the district improvement plan. The policy specifies the elements required to be addressed in the district's trauma-informed care program, including increasing staff and parent awareness of trauma-informed care, required training, and available counseling options for students affected by trauma or grief. The policy also affirms that the district must report training compliance to TEA.

**Student Records**

***FL(LOCAL) POLICY CONSIDERATION***

This policy has been revised to assist with the implementation of the district's safe and supportive school program (see policy FFB) as required by SB 11. The new recommended provision at Access by School Officials clarifies that a person appointed to a team that supports the safe and supportive school program may access student records if the person has a legitimate educational interest in the records.

**Section G—  
Community and  
Governmental  
Relations**

**Public  
Information  
Requests**

***GBAA(LOCAL) POLICY CONSIDERATION***

SB 494 permits the board of a district impacted by a catastrophe to temporarily suspend the Public Information Act. This policy includes new recommended provisions to delegate to the superintendent the authority to approve the initial suspension period of up to seven consecutive days and provide the required notices. For an extension beyond the initial seven-day period, the law requires the board to determine whether it is still impacted by the catastrophe. Thus, the recommended local policy text requires the board to approve an extension.

**Firearms**

***GKA(LOCAL) POLICY CONSIDERATION***

HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a district parking area, provided the item is not in plain view. Recommended changes to this policy and DH(LOCAL) reflect this new law by deleting language requiring firearms in locked vehicles to be unloaded.

# Instruction Sheet

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

<b>Code</b>	<b>Type</b>	<b>Action To Be Taken</b>	<b>Note</b>
ATTN	(NOTE)	No policy enclosed	See explanatory note
AF	(LEGAL)	Replace policy	Revised policy
AG	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BAA	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BBFA	(LEGAL)	Replace policy	Revised policy
BBI	(LEGAL)	Replace policy	Revised policy
BDAE	(LEGAL)	Replace policy	Revised policy
BDAF	(LEGAL)	DELETE policy	See explanatory note
BE	(LEGAL)	Replace policy	Revised policy
BE	(LOCAL)	Replace policy	Revised policy
BED	(LEGAL)	Replace policy	Revised policy
BED	(LOCAL)	Replace policy	Revised policy
BJCB	(LEGAL)	Replace policy	Revised policy
BJCD	(LEGAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
BR	(LEGAL)	DELETE policy	See explanatory note
C	(LEGAL)	Replace table of contents	Revised table of contents
CBA	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LOCAL)	Replace policy	Revised policy
CCH	(LEGAL)	Replace policy	Revised policy
CDA	(LEGAL)	Replace policy	Revised policy
CDA	(LOCAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFC	(LEGAL)	Replace policy	Revised policy

# Instruction Sheet

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

Code	Type	Action To Be Taken	Note
CFEA	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CH	(LOCAL)	Replace policy	Revised policy
CK	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CKC	(LOCAL)	Replace policy	Revised policy
CKD	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKE	(LOCAL)	Replace policy	Revised policy
CKEA	(LEGAL)	ADD policy	See explanatory note
CKEB	(LEGAL)	ADD policy	See explanatory note
CKEC	(LEGAL)	ADD policy	See explanatory note
CL	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNA	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CQ	(LEGAL)	Replace policy	Revised policy
CQ	(LOCAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	ADD policy	See explanatory note
CQB	(LOCAL)	ADD policy	See explanatory note
CQC	(LEGAL)	ADD policy	See explanatory note
CRG	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
D	(LEGAL)	Replace table of contents	Revised table of contents
DAA	(LEGAL)	Replace policy	Revised policy
DBAA	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEA	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DEB	(LEGAL)	Replace policy	Revised policy
DEC	(LEGAL)	Replace policy	Revised policy
DF	(LEGAL)	Replace policy	Revised policy

# Instruction Sheet

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

Code	Type	Action To Be Taken	Note
DFFA	(LOCAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
DHB	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	ADD policy	See explanatory note
DMA	(LEGAL)	Replace policy	Revised policy
DNA	(LEGAL)	Replace policy	Revised policy
DNB	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	Replace policy	Revised policy
EA	(LEGAL)	ADD policy	See explanatory note
EB	(LEGAL)	Replace policy	Revised policy
EC	(LEGAL)	Replace policy	Revised policy
EEB	(LEGAL)	Replace policy	Revised policy
EEM	(LEGAL)	Replace policy	Revised policy
EF	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHAB	(LEGAL)	Replace policy	Revised policy
EHAC	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBAE	(LEGAL)	Replace policy	Revised policy
EHBB	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHBF	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBK	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EIC	(LEGAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EK	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EL	(LEGAL)	Replace policy	Revised policy

# Instruction Sheet

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

Code	Type	Action To Be Taken	Note
F	(LEGAL)	Replace table of contents	Revised table of contents
FB	(LEGAL)	Replace policy	Revised policy
FD	(LEGAL)	Replace policy	Revised policy
FDC	(LEGAL)	Replace policy	Revised policy
FDE	(LOCAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FFAA	(LOCAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAD	(LEGAL)	Replace policy	Revised policy
FFAF	(LEGAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FFB	(LOCAL)	ADD policy	See explanatory note
FFBA	(LEGAL)	ADD policy	See explanatory note
FFBA	(LOCAL)	ADD policy	See explanatory note
FFE	(LEGAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FL	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNCC	(LEGAL)	Replace policy	Revised policy
FNCE	(LEGAL)	Replace policy	Revised policy
FNCG	(LEGAL)	Replace policy	Revised policy
FNG	(LEGAL)	Replace policy	Revised policy
FO	(LEGAL)	Replace policy	Revised policy
FOA	(LEGAL)	Replace policy	Revised policy
FOB	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOCA	(LEGAL)	Replace policy	Revised policy
FOD	(LEGAL)	Replace policy	Revised policy
FODA	(LEGAL)	Replace policy	Revised policy
GA	(LEGAL)	Replace policy	Revised policy
GB	(LEGAL)	Replace policy	Revised policy
GBA	(LEGAL)	Replace policy	Revised policy
GBAA	(LEGAL)	Replace policy	Revised policy

Instruction Sheet  
TASB Localized Policy Manual Update 114

**West Orange-Cove CISD**

<b>Code</b>	<b>Type</b>	<b>Action To Be Taken</b>	<b>Note</b>
GBAA	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKA	(LOCAL)	Replace policy	Revised policy
GNB	(LEGAL)	Replace policy	Revised policy
GRAA	(LEGAL)	Replace policy	Revised policy
GRAA	(EXHIBIT)	DELETE exhibit	See explanatory note
GRB	(LEGAL)	Replace policy	Revised policy
GRC	(LEGAL)	Replace policy	Revised policy

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

#### ATTN(NOTE)

#### GENERAL INFORMATION ABOUT THIS UPDATE

##### Please note:

Changes at Update 114 are based almost exclusively on legislation from the 86th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

For more information about the bills mentioned below and other changes from the 86th Legislative Session, download the free *2019 Legislative Summary for TASB Members* PDF at <https://store.tasb.org/legislative-summary-for-tasb-members-pdf/>.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB Policy Service Resource Library at <https://www.tasb.org/services/policy-service/mytasb/policy-manual-update-resources.aspx>. **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

#### AF(LEGAL)

#### INNOVATION DISTRICTS

Revisions from HB 3 explain that the commissioner may revoke district of innovation status for the district's failure to comply with TEA's employment registry or criminal history background requirements.

#### AG(LEGAL)

#### HOME-RULE DISTRICTS

Minor revisions to the list of Education Code requirements that apply to home-rule districts are from HB 3. The bill also provides that it is a material violation of a home-rule district's charter if the district fails to comply with TEA's employment registry or criminal history background requirements.

#### AIB(LEGAL)

#### ACCOUNTABILITY: PERFORMANCE REPORTING

HB 3 requires the annual performance report to include progress on early childhood literacy and mathematics proficiency plans and college, career, and military readiness plans.

Provisions on the high school allotment performance review have been repealed.

#### AIC(LEGAL)

#### ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

The commissioner may authorize a district to enter into a memorandum of understanding with an institution of higher education to improve district performance (HB 4170).

Campus interventions and sanctions were affected by:

- HB 4170, which revised the duties of the campus intervention team; and
- HB 4205, which revised provisions on repurposing of a campus and clarified that commissioner decisions on campus turnaround are final and not subject to appeal.

Monitoring reviews and random on-site investigations may be conducted to ensure qualification of funding in accordance with HB 3.

SB 11 permits the commissioner to appoint a conservator for the district if TEA receives notice from the Texas School Safety Center of a district's failure to submit a multihazard emergency operations plan.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

#### **B(LEGAL) LOCAL GOVERNANCE**

The B Section table of contents has been revised to delete BDAF, the content of which has been moved to CCG.

#### **BAA(LEGAL) BOARD LEGAL STATUS: POWERS AND DUTIES**

New board duties include adoption of a cybersecurity policy (SB 820); development of early childhood literacy and mathematics proficiency plans (HB 3); development of college, career, and military readiness plans (HB 3); and completion of an efficiency audit before holding an election seeking voter approval to adopt a maintenance and operations tax rate. Adjustments to the board's discretionary powers and duties include reference to the use of the board evaluation tool developed by the commissioner and deletion of a provision that is not located in Chapter 11 of the Education Code.

#### **BBA(LEGAL) BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS**

SB 2283 clarifies that a person convicted of a felony is ineligible to serve on a school board.

HB 831 clarifies the factors for a court to consider when determining whether a candidate has satisfied continuous residency requirements after a temporary absence.

#### **BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS**

Legislation affected several provisions on conducting elections:

- HB 1241 requires additional detail in notices of polling place locations;
- HB 933 clarifies posting obligations and notice to the county clerk and voter registrar;
- HB 1067 provides guidance on ballot adjustments in the event of a candidate's death;
- HB 1888 repeals the exception to the use of county election precincts in May elections if certain circumstances are met;
- HBs 1048 and 1888 affect early voting, including designation of early voting polling places in November elections and the use of temporary branch polling places; and
- HB 1850 addresses posting of information from branch daily registers and early voting rosters.

#### **BBBB(LEGAL) ELECTIONS: POST-ELECTION PROCEDURES**

The order of candidate names on the ballot of a runoff election or election to resolve a tie is specified by HB 88.

#### **BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION**

HB 403 requires trustees to complete, every two years, one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.

#### **BBFA(LEGAL) ETHICS: CONFLICT OF INTEREST DISCLOSURES**

This policy has been updated to better reflect statute.

#### **BBI(LEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS**

SB 944 requires a current or former trustee who maintains public information on a privately owned device to forward or transfer the information to the district or preserve the public information in its original form in a backup or archive and on the device for the relevant retention period.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

#### **BDAE(LLEGAL)                      OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF DEPOSITORY**

Depository contracts and bonds no longer have to be filed with TEA per SB 1376.

#### **BDAF(LLEGAL)                      OFFICERS AND OFFICIALS: SELECTION AND DUTIES OF CHIEF TAX OFFICIALS**

Provisions on tax officials as revised by SB 2, effective January 1, 2020, have been moved to CCG. BDAF is no longer an active code.

#### **BE(LLEGAL)                      BOARD MEETINGS**

SB 494 reduces the posting requirement for emergency meetings from two hours to one hour, with conforming changes for notice to the media, and provides examples of what constitutes an emergency or urgent public necessity required for an emergency meeting.

SB 1640 adds provisions on prohibited series of communications among trustees to address what are commonly called "walking quorums." The bill also revises the definition of "deliberation."

#### **BE(LOCAL)                      BOARD MEETINGS**

A recommended revision at Notice to Members reduces the notice to the board to one hour before an emergency meeting to align with the changes from SB 494 (see above).

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **BED(LLEGAL)                      BOARD MEETINGS: PUBLIC PARTICIPATION**

HB 2840 significantly revises public comment requirements at board meetings:

- Public comment on agenda items is required at all meetings, including special meetings and workshops;
- A board must allow each individual who wishes to address the board on an agenda item to do so before or during the board's consideration of the item;
- A board may adopt reasonable rules, including rules that limit the total time an individual is allowed to speak, with additional time for certain types of translation services; and
- A board may not prohibit public criticism of the board, including criticism of any act, omission, policy, procedure, program, or service.

#### **BED(LOCAL)                      BOARD MEETINGS: PUBLIC PARTICIPATION**

Revisions to this local policy are to incorporate the new requirements for public comment from HB 2840 (see above). The policy distinguishes between public comment at regular and special meetings to permit public comment at regular meetings on both agenda and nonagenda items to be consistent with the district's current practice, but limits comments at special meetings to agenda items only. The policy provides that public comment will occur at the beginning of the meeting. The provisions on procedures and meeting management are intended to provide the board's presiding officer flexibility in implementing the new requirements and include:

- A requirement for individuals to sign up for public comment before the meeting begins and to indicate which agenda item they wish to address, if any;
- Retention of the district's current time limit for an individual to speak at a meeting;

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

- Deletion of an overall time limit for public comment at a meeting;
- Deletion of the provision requiring delegations of more than five persons to appoint one spokesperson; and
- Broad authority for the presiding officer to make adjustments to the board's public comment procedures, such as adjusting when public comment will occur (it must occur before or during the relevant agenda item), reordering or continuing agenda items to a later meeting, deferring public comment on nonagenda items, expanding opportunities for public comment, or establishing an overall time limit and shortening the time allotted to each speaker to no less than one minute.

Please contact the district's policy consultant if the board wishes to:

- Limit public comment to agenda items only at all meetings;
- Revise the time individuals are permitted to speak at each meeting; or
- Make other adjustments to this policy.

For further guidance on HB 2840, please see TASB Legal Services' *House Bill 2840–Public Comment and Testimony at Board Meetings*, available on TASB School Law eSource at <https://www.tasb.org/services/legal-services/tasb-school-law-esource/governance/documents/hb2840-public-comment-and-testimony-at-board-meetings.pdf>, and see the *TASB Regulations Resource Manual* for sample board procedures and an audience participation signup sheet.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

### **BJCB(LEGAL)**

### **SUPERINTENDENT: PROFESSIONAL DEVELOPMENT**

Superintendents must receive at least two and a half hours of continuing education every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children (HB 403).

### **BJCD(LEGAL)**

### **SUPERINTENDENT: EVALUATION**

Details on the disclosure requirements for evaluations, as revised by SB 1230, have been moved to GBA. Other changes are to better match statutory wording.

### **BQ(LEGAL)**

### **PLANNING AND DECISION-MAKING PROCESS**

The required content of the district improvement plan has been amended by several bills:

- SB 11 requires inclusion of the district's trauma-informed care policy.
- SB 1707 requires inclusion of the law enforcement duties of various types of security personnel.
- HB 111 requires inclusion of the district's policy on sexual abuse, sex trafficking, and other maltreatment of children. (Sex trafficking was added to this existing requirement.)

### **BR(LEGAL)**

### **REPORTS**

This legally referenced policy on reports is being deleted, as the content is already included in other relevant policy codes.

### **C(LEGAL)**

### **BUSINESS AND SUPPORT SERVICES**

The C Section table of contents has been revised to separate the legal content on security personnel into four codes:

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

- CKE includes general provisions applicable to the various types of district security personnel.
- CKEA includes provisions on commissioned peace officers.
- CKEB includes provisions on school marshals.
- CKEC includes provisions on school resource officers.

Local policies on these topics will remain at CKE with appropriate cross-references to relevant legal provisions.

The CQ series has been revised to add:

- CQB on cybersecurity; and
- CQC on equipment.

### **CBA(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE**

As a result of HB 3, this policy has been updated with a high-level overview of state funding, including the requirement to submit certain information through PEIMS for funding determinations.

HB 3 moves foundation school program funding provisions from Education Code Chapter 42 to Chapter 48.

### **CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES**

Several bills affect this legally referenced policy on bonds.

- SB 11 permits debt issuance for purchasing and retrofitting buses and school vehicles for safety and security purposes.
- HB 440 addresses limitations on bond issuance and provides guidance on use of unspent bond proceeds.
- HB 477 adjusts the information required to be included in bond election orders.
- HBs 3 and 477 and SB 30 address language for bond propositions and ballot contents.
- HB 477 requires a district to prepare voter information about proposed bond issuance.

### **CCG(LLEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES**

The revisions to this legally referenced policy on ad valorem taxes are based on HB 3 and SB 2, which significantly revise the ad valorem taxation process for school districts.

TEA has published videos explaining the HB 3 tax rate changes and other financial provisions, available at [https://tea.texas.gov/About\\_TEA/Government\\_Relations\\_and\\_Legal/Government\\_Relations/House\\_Bill\\_3](https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3).

Information from the Texas comptroller on changes from SB 2, effective January 1, 2020, is available at <https://comptroller.texas.gov/taxes/property-tax/legal-resource.php>. Provisions on tax officials as revised by SB 2 have been moved to this code from BDAF.

### **CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS**

Provisions on ad valorem exemptions and payments are revised as follows:

- HB 1313 extends under certain conditions the residence homestead exemption to the surviving spouse of an individual who was disabled;

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- SB 2, effective January 1, 2020, addresses exemptions for historical structures or archeological sites; and
- Additional detail has been added on split payments, which permit a taxpayer to pay taxes (without discount) in two installments.

**Please confirm that the district's CCGA(LOCAL) accurately reflects whether the district permits split payments.**

### CCGB(LOCAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

An updated and streamlined local policy on the Texas Economic Development Act is included for your consideration. The policy:

- Eliminates duplication of legal provisions that are in CCGB(LEGAL);
- Retains the district's application fee schedule, application amendment fee, agreement assignment fee, and text regarding limitation amount; and
- Addresses key elements, including the procedures for filing and processing applications, necessary board action on applications, superintendent responsibilities during the term of the agreement, and conflicts of interest.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** If the district would like to review language that provides some flexibility regarding large project application fees, please contact your policy consultant.

### CCH(LEGAL) LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

SB 2, effective January 1, 2020, revises appraisal district procedures. The bill:

- Adds a prohibition on employing an individual who is an officer or employee of a taxing unit that participates in the appraisal district; and
- Adjusts eligibility to serve on an appraisal district board for prior property appraisers or owner representatives.

### CDA(LEGAL) OTHER REVENUES: INVESTMENTS

HB 293 creates an exception to the ongoing investment training requirements for school district financial officers in limited circumstances.

HB 2706 modifies investment provisions on bond proceeds, fully collateralized repurchase agreements, and commercial paper. The bill modifies the requirements for a public funds investment pool that uses amortized cost.

### CDA(LOCAL) OTHER REVENUES: INVESTMENTS

There are several recommended revisions to this local policy on investments.

HB 2706 allows investment of bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act and in accordance with relevant statutory provisions and the district's local investment policy. Based on these new provisions, the policy revisions authorize investment of bond proceeds and pledged revenue to the extent allowed by law but clarify that bond proceeds may not be invested in no-load mutual funds.

Governmental Accounting Standards Board (GASB) Statement No. 84 revised terminology from "agency" funds to "custodial" funds to avoid confusion, prompting a conforming change to this policy. TEA's To The

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Administrator Addressed Letter, GASB Statement No. 84, Fiduciary Activities, issued on May 23, 2019, provides additional information about GASB 84 and is available at [https://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/GASB\\_Statement\\_No\\_84\\_Fiduciary\\_Activities/](https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/GASB_Statement_No_84_Fiduciary_Activities/).

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **CE(LEGAL) ANNUAL OPERATING BUDGET**

HB 1495 requires budget itemization regarding expenditures for directly or indirectly influencing or attempting to influence the outcome of legislation or administrative action.

SB 2, effective January 1, 2020, requires a district to post various tax rate and budget information on the district's website in a format prescribed by the comptroller.

#### **CFC(LEGAL) ACCOUNTING: AUDITS**

A district must post on its website certain information, including the district's most recent financial audit, as required by SB 2, effective January 1, 2020.

#### **CFEA(LEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS**

The definition of "eligible qualified investment product" is revised by HB 2820. The change permits 403(b) products to be offered by a company that is eligible to offer the product under law. TRS no longer has oversight.

#### **CH(LEGAL) PURCHASING AND ACQUISITION**

The prohibition on contracting with a company that boycotts Israel is revised by HB 793, which clarifies that the prohibition does not apply to a sole proprietorship and revises the contracts subject to the prohibition.

Certain district contracts must include provisions requiring the contracting entity to preserve contracting information and provide that information on request of the district. These provisions are from SB 943.

HB 1495 and SB 65 revise the requirements regarding contracts subject to the disclosure of interested parties to include contracts for services that require a person to register as a lobbyist.

Interior design services must be procured under the Professional Services Procurement Act per HB 2868.

HB 2826 adds provisions on contingent fee contracts for legal services.

Districts with fewer than 10,000 students are exempted by SB 1376 from Texas Commission on Environmental Quality provisions requiring a purchasing preference for recycled products.

Other new provisions on contracts address entertainment event contracts (HB 81) and taxpayer resource transactions (SB 22).

#### **CH(LOCAL) PURCHASING AND ACQUISITION**

To address the need for the district to have purchasing procedures on a variety of state and federal laws as recommended by TEA, new policy text requires the superintendent to develop appropriate procedures.

We have retained your locally developed text delegating all purchasing authority to the superintendent. If the district would like to review recommended text establishing a dollar threshold for contracts requiring board approval, please contact your policy consultant.

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Please note that BJA(LOCAL) permits the superintendent to delegate responsibilities to other employees as permitted by law; therefore, references to the superintendent's designee have been removed throughout.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **CK(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT**

Revisions from SB 11 include:

- Adjustments to the responsibilities, membership, and meeting requirements for the school safety and security committee; and
- Additional provisions on the safety and security audit, including consequences for failing to meet the reporting requirements.

#### **CKC(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS**

Several revisions are based on SB 11, which:

- Adds required notice to parents of bomb or terroristic threats at any district facility where students are present;
- Adds to the content of emergency operations plans (EOP); and
- Addresses a district's failure to submit its EOP for review by the Texas School Safety Center (TxSSC) or to correct plan deficiencies identified by the TxSSC.

HB 2195 requires EOPs to include provisions on responding to active shooter emergencies.

#### **CKC(LOCAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS**

Recommended revisions are to comply with new requirements for the district's emergency operations plan (EOP) to include "policies" on responding to an active shooter (HB 2195) and access to campus buildings and materials necessary for a substitute teacher to carry out his or her duties during an emergency or emergency drill (SB 11). The policy text affirms that the district's procedures on these topics will be included in the EOP.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **CKD(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES**

Districts must develop a traumatic injury response protocol no later than January 1, 2020, in accordance with HB 496. The protocol must provide bleeding control stations, require training for security personnel and all other district personnel who may be reasonably expected to use a bleeding control station, and offer similar training to students enrolled at the campus in grade 7 or higher.

Sample administrative procedures on this issue are included in the *TASB Regulations Resource Manual*.

#### **CKE(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL**

As mentioned above, CKE includes general provisions applicable to the various types of district security personnel. Legislative revisions include:

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- Clarification that the board determines the law enforcement duties of security personnel, which must be included in the listed district publications and documents and cannot include routine student discipline, school administrative tasks, or contact with students unrelated to the law enforcement duties (SB 1707); and
- Clarification of training requirements (HB 2195 and SB 11).

### **CKE(LOCAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL**

Recommended revisions are to address SB 1707, which prohibits district peace officers from being assigned routine student discipline or school administrative tasks. An affirmative statement to this effect has been added at Police Authority, along with a few other revisions to that section of the policy.

Your current policy outlines the duties of the district's police officers (see Police Authority) and meets the requirement in SB 1707 for the board to determine the law enforcement duties of security personnel. These duties should also be included in the district improvement plan, the student code of conduct, any memorandums of understanding, and other relevant publications.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

**Please note:** If, based on a district of innovation plan, your district is exempt from the statutory requirement to have a district improvement plan, the district should include the law enforcement duties of security personnel in an equivalent district-level planning document.

### **CKEA(LEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS**

Legal provisions specifically addressing commissioned peace officers have been moved from CKE to this new code. Legislative changes include the optional provision for a law enforcement agency to have an unassigned epinephrine auto-injector program (SB 1827). Other changes are to include the relevant statutory cite in place of the list of duties for peace officers and to revise wording to better reflect statute.

### **CKEB(LEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS**

Legal provisions specifically addressing school marshals have been moved from CKE to this new code and revised to reflect HB 1387, including:

- Clarification of the board's authority to appoint one or more school marshals for each campus; and
- Deletion of the previous cap on the number of school marshals a board may appoint.

Other changes are to better reflect statute.

### **CKEC(LEGAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS**

Legal provisions specifically addressing school resource officers have been moved from CKE to this new code.

### **CL(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT**

SB 668 excludes school districts from provisions that require energy usage reports and repeals the requirement that districts purchase certain energy efficient light bulbs.

Districts with fewer than 10,000 students are exempted by SB 1376 from recycling programs required by the Texas Commission on Environmental Quality (TCEQ). In addition, the TCEQ may exempt a district for which compliance would constitute a hardship.

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#### **CMD(LLEGAL)                      EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING**

Legislative changes on instructional materials include:

- Revised references to "instructional materials and technology" throughout (HB 4170);
- Clarification of permitted expenditures using the instructional materials allotment (HB 396); and
- Removal of the annual June 1 deadline for a district to make an online requisition for instructional materials (SB 668).

#### **CNA(LLEGAL)                      TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION**

HB 3 affected several student transportation provisions, including:

- Modifying the transportation allotment to be based on a rate per mile per regular eligible student and revising the definition of "regular eligible student" to include a student who is homeless;
- Revising provisions on the cost of transporting CTE students from a campus to the work-based learning site; and
- Providing reimbursement on a per-mile basis for transporting a dual credit student to specific locations for a course not available at the student's campus.

#### **CNC(LLEGAL)                      TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY**

HB 771 clarifies the use of wireless communication devices on buses.

#### **CPC(LLEGAL)                      OFFICE MANAGEMENT: RECORDS MANAGEMENT**

Revisions to records management provisions are from HB 1962 and include:

- Clarification of the duties of the district and the records management officer;
- Deletion of TSLAC's obligations to approve, disapprove, accept, or reject various district filings; and
- Revision of the standards for destruction of records.

#### **CQ(LLEGAL)                      TECHNOLOGY RESOURCES**

Technology provisions have been split into discrete codes:

- CQ continues to address general technology issues;
- CQA continues to address websites;
- CQB is a new code addressing cybersecurity and federal provisions on access to electronic communications; and
- CQC is a new code addressing equipment.

#### **CQ(LOCAL)                      TECHNOLOGY RESOURCES**

Provisions on security breaches have been moved to CQB(LOCAL), where the corresponding legal authority is now coded.

Please note that because BJA(LOCAL) permits the superintendent to delegate responsibilities to other employees, we have removed language referring to the superintendent's designee throughout.

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The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **CQA(LLEGAL)**

#### **TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES**

HB 305 requires most districts to post online the district's contact information; trustee information; election date, location, and filing information; and meeting notices and minutes.

HB 963 requires online posting of the name, email address, and beginning and end dates of terms of office for each trustee.

Other new online posting requirements are for:

- Certain early voting (HB 1850) and bond election items (HBs 440 and 477);
- Efficiency audits before an election to approve a tax rate (HB 3);
- Tax rate and budget information (SB 2, effective January 1, 2020);
- Early childhood literacy and mathematics plans, including progress on goals (HB 3);
- Progress on goals set for college, career, and military readiness plans (HB 3);
- A summary of and access to the state *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* (SB 869);
- Contact information for campus behavior coordinators (SB 1306); and
- Certain information pertaining to public information requests (SB 944).

Districts no longer need to post reports on energy usage per SB 668.

#### **CQB(LLEGAL)**

#### **TECHNOLOGY RESOURCES: CYBERSECURITY**

SB 820 includes new requirements on cybersecurity. A district must have a cybersecurity policy and the superintendent must designate a cybersecurity coordinator who will report breaches of system security involving student information to TEA and parents.

HB 3834 requires cybersecurity training for district employees who have access to a district computer system or database and for all board members.

Security breach notifications were affected by HB 4390, which changes the timelines for disclosures to individuals and the attorney general.

Federal provisions on access to electronic communications were moved to this code from CQ.

#### **CQB(LOCAL)**

#### **TECHNOLOGY RESOURCES: CYBERSECURITY**

This new policy is recommended to address SB 820, which requires a cybersecurity policy, and HB 3834, which requires cybersecurity training of employees and board members, as described above. The policy includes the following elements:

- An affirmative statement that the district will develop a cybersecurity plan;
- A requirement for the superintendent to designate a cybersecurity coordinator to serve as the liaison between the district and TEA and report any breaches to TEA as required by law; and
- Provisions on required employee and board member cybersecurity training and reporting.

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Security breach provisions have been moved from CQ(LOCAL) and revised to address reporting requirements to TEA in accordance with SB 820.

Sample administrative procedures on cybersecurity are included in the *TASB Regulations Resource Manual*.

### **CQC(LEGAL) TECHNOLOGY RESOURCES: EQUIPMENT**

Provisions on technology equipment have been moved to this new code from CQ(LEGAL), and existing provisions on the Technology Lending Program Grant have been added.

### **CRG(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: DEFERRED COMPENSATION AND ANNUITIES**

The definition of "eligible qualified investment product" is revised by HB 2820. The change permits 403(b) products to be offered by a company that is eligible to offer the product under law. TRS no longer has oversight.

### **CV(LEGAL) FACILITIES CONSTRUCTION**

HB 985 prohibits a school district from considering whether a bidder on a public work contract has an agreement with a collective bargaining organization relating to the project.

New provisions have been added regarding use of proceeds from construction defect litigation (HB 1734) and construction liability claims (HB 1999).

Provisions on contract requirements that are included in CH have been deleted and replaced with a cross-reference to that code.

### **D(LEGAL) PERSONNEL**

The D Section table of contents has been revised to add DHC, addressing reports to TEA of misconduct by noncertified employees.

### **DAA(LEGAL) EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY**

SB 37 prohibits a district that issues a license from taking disciplinary action against a person who has defaulted on a student loan.

Additional detail has been added regarding the existing state law prohibition on age discrimination.

### **DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CRIMINAL HISTORY AND CREDIT REPORTS**

HB 3 amended several provisions on criminal history. The bill:

- Clarifies that districts of innovation (DOI) are subject to Education Code provisions relating to criminal history records and may have their DOI status terminated for failing to provide requested information to TEA.
- Expands the criminal history for which a district must refuse to hire an applicant to include deferred adjudication community supervision for an offense requiring registration as a sex offender or conviction of a Title 5 felony if the victim was a minor.

### **DC(LEGAL) EMPLOYMENT PRACTICES**

Several bills affect this legally referenced policy on employment practices:

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- HB 3 requires a district to refuse to hire a person listed on TEA's registry of persons who are not eligible to be employed in public schools and those under investigation.
- SB 2073 allows a district anticipating fewer than 180 days of instruction to reduce proportionally the minimum days of service for an educator to below 187 days. A reduction in days of service does not reduce salary.
- SB 1230 adds obtaining employment at a private school to the prohibition on assisting a person in obtaining employment if the person previously engaged in misconduct with a minor.

TEA has published a video explaining the HB 3 do-not-hire registry, available at [https://tea.texas.gov/About\\_TEA/Government\\_Relations\\_and\\_Legal/Government\\_Relations/House\\_Bill\\_3](https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3).

### **DEA(LLEGAL)                      COMPENSATION AND BENEFITS: COMPENSATION PLAN**

A new provision has been added from HB 3 triggering compensation increases when the basic allotment increases from the prior year.

### **DEAA(LLEGAL)                      COMPENSATION PLAN: INCENTIVES AND STIPENDS**

HB 3 adds a local optional teacher designation system under which the district may receive an allotment for teachers designated as master, exemplary, or recognized. Master teacher grant programs have been deleted in accordance with SB 1376.

New requirements for optional mentor teacher programs are from HB 3.

**Please note:** Districts that choose to provide incentives to teachers who complete autism training must adopt a policy in accordance with HB 3. Contact the district's policy consultant for appropriate language if your district decides to pursue this option.

### **DEB(LLEGAL)                      COMPENSATION AND BENEFITS: FRINGE BENEFITS**

HB 872 revises the information a district must provide to the Employees Retirement System when a peace officer is killed in the line of duty.

Note that SB 2, effective January 1, 2020, prohibits the board from decreasing the total compensation of a first responder, including a peace officer, employed by the district in the fiscal year beginning in 2020. This provision is not reflected in policy due to its temporary effect.

### **DEC(LLEGAL)                      COMPENSATION AND BENEFITS: LEAVES AND ABSENCES**

Some provisions on jury duty have been moved to DG(LLEGAL).

### **DF(LLEGAL)                      TERMINATION OF EMPLOYMENT**

HB 3 expands the criminal history for which a district must discharge an employee to include deferred adjudication community supervision for an offense requiring registration as a sex offender or conviction of a Title 5 felony if the victim was a minor.

HB 3 requires a district to discharge a person listed on TEA's registry of persons who are not eligible to be employed in public schools and those under investigation.

### **DFFA(LOCAL)                      REDUCTION IN FORCE: FINANCIAL EXIGENCY**

The recommended revision to this local policy on financial exigency was prompted by HB 3. The bill moved provisions from Education Code Chapter 42 to Chapter 48 and affected existing text on furloughs,

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which has been deleted, as the cross-reference provides sufficient guidance to the relevant legal authority.

Please note that because BJA(LOCAL) permits the superintendent to delegate responsibilities to other employees, we have removed language referring to the superintendent's designee throughout.

#### **DG(LEGAL)                      EMPLOYEE RIGHTS AND PRIVILEGES**

Several bills affect this legally referenced policy on employee rights and privileges:

- HB 621 amends the prohibition on employer retaliation against a professional for a good faith report of child abuse or neglect to include defined adverse employment actions.
- HB 4310 prohibits a district from penalizing a teacher who does not follow the scope and sequence for a required curriculum subject if the teacher determines that students need more or less time to demonstrate proficiency in the TEKS.
- SB 370 and HB 504 prohibit certain negative actions against an employee who serves as a juror or grand juror.

#### **DH(LEGAL)                      EMPLOYEE STANDARDS OF CONDUCT**

In accordance with SB 944, a current or former district employee who maintains public information on a privately owned device must forward or transfer the information to the district or preserve the public information in its original form in a backup or archive and on the device for the relevant retention period.

HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a school parking area, provided the item is not in plain view.

#### **DH(LOCAL)                      EMPLOYEE STANDARDS OF CONDUCT**

Because HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a school parking area, provided the item is not in plain view, language requiring firearms to be unloaded has been deleted. No other revisions have been made to this local policy.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

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

HB 3 clarifies that reports to SBEC of educator misconduct may be filed through the new SBEC internet portal.

SB 1476 creates an exception to a superintendent's obligation to report educator misconduct to SBEC if, before the educator's termination or resignation, the superintendent completes an investigation and determines the educator did not engage in the alleged misconduct specified in law.

#### **DHC(LEGAL)                      EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY**

As reflected in this new policy, HB 3 establishes a procedure for reporting noncertified employee misconduct to TEA that mirrors required reporting of certified employee misconduct to SBEC.

#### **DMA(LEGAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

New staff development is required in the areas of:

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- Prevention techniques for and recognition of sex trafficking of children (HB 111);
- Implementation of trauma-informed care (SB 11);
- Test administration procedures (Administrative Code rules, effective April 23, 2019);
- Cybersecurity (HB 3834);
- Early literacy through attending teacher literacy academies (HB 3);
- Concussion training for school nurses on the concussion oversight team (HB 961); and
- Seizure recognition and related first aid for school nurses and certain other district employees (HB 684).

SB 1376 makes the UIL responsible for conducting extracurricular activity safety training.

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

Several bills affect this legally referenced policy on teacher evaluation:

- HB 3 clarifies that an appraisal must be done at least once *for* each school year rather than *during* each school year.
- SB 1451 provides that a district may not assign a teacher a deficiency solely on the basis of disciplinary referrals done for discretionary removal from the classroom.
- Details on the disclosure requirements for evaluations as revised by SB 1230 have been moved to GBA.

Other changes are to better match statute.

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

Details on the disclosure requirements for evaluations as revised by SB 1230 have been moved to GBA. Other changes are to better match statute.

### **DP(LEGAL) PERSONNEL POSITIONS**

A principal is required by HB 3 to notify the superintendent within seven business days after the date of a noncertified employee's termination or resignation following allegations of certain conduct.

### **EA(LEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES**

Board-adopted early childhood literacy and mathematics proficiency plans and college, career, and military readiness plans are required by HB 3.

### **EB(LEGAL) SCHOOL YEAR**

If a district requires each educator to attend an approved school safety training course, SB 11 requires the commissioner to provide for a waiver, allowing for fewer required minutes of instruction.

### **EC(LEGAL) SCHOOL DAY**

A funding provision for prekindergarten grant programs repealed by HB 3 has been deleted.

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#### **EEB(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE**

Based on HB 3, references to the High-Quality Prekindergarten Grant Program have been removed, as it is no longer a grant program.

#### **EEM(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: JUVENILE RESIDENTIAL FACILITIES**

Funding provisions for students the district serves in a juvenile residential facility have been revised by HB 3.

#### **EF(LLEGAL) INSTRUCTIONAL RESOURCES**

A district must provide printed versions of relevant electronic instructional materials for a student who does not have reliable access to technology at home (HB 391). The district is not required to purchase print editions of these materials for this purpose.

#### **EHAA(LLEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)**

Several bills affect this legally referenced policy on required instruction:

- SB 11 revises the health curriculum to include various mental health topics and requires the SBOE to adopt rules for districts to incorporate digital citizenship into their curriculum.
- When adopting a scope and sequence for a required curriculum subject, a district must ensure sufficient time is provided for teaching the TEKS (HB 4310).
- The duties of the School Health Advisory Committee (SHAC) were expanded by SB 435 and SB 11 to include the topics of suicide, opioid and other substance abuse, and other mental health items.
- SB 1376 repeals the requirement for districts to distribute TEA information on steroids, but districts are still required to notify students of the prohibition on nonmedical use of steroids by posting information, as explained at FNCF.
- HB 1026 requires a district to adopt a character education program.

#### **EHAB(LLEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ELEMENTARY)**

Kindergarten through third grade reading program requirements have been added from HB 3. The bill requires the use of a phonics curriculum and integration of reading instruments to diagnose reading development and comprehension.

#### **EHAC(LLEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)**

A district may allow concurrent enrollment in Algebra I and geometry (SB 1374).

#### **EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION**

SB 1376 repeals the Education Code provision that required a district that entered into a shared services arrangement to receive commissioner approval for the arrangement.

#### **EBAC(LLEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT**

SB 1376 repeals the Education Code provision that required a district that entered into a shared services arrangement to receive commissioner approval for the arrangement.

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#### **EHBAE(LEGAL) SPECIAL EDUCATION: PROCEDURAL REQUIREMENTS**

Provisions on surrogate parents were revised by HB 1709.

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

Changes from HB 3 require a district to adopt a policy regarding the use of funds to support the district's gifted and talented (GT) program. The bill also requires a district to certify each year to the commissioner that the district's GT program is consistent with the state GT plan and report to the commissioner on the use of funds for the district's GT program.

#### **EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

This local policy on gifted and talented (GT) services has been updated based on HB 3 and the newly adopted *Texas State Plan for the Education of Gifted/Talented Students*, available at [https://tea.texas.gov/academics/special\\_student\\_populations/gifted\\_and\\_talented\\_education/gifted\\_talented\\_education/](https://tea.texas.gov/academics/special_student_populations/gifted_and_talented_education/gifted_talented_education/).

HB 3 requires a district to adopt a policy regarding the use of funds to support the district's GT program. The bill also requires a district to annually certify to the commissioner that the district's GT program is consistent with the GT state plan and report to the commissioner on the use of funds for the district's GT program. Corresponding revisions to the local policy appear at Program Evaluation.

Other revisions to align with the state plan include:

- Deletion throughout of the references to nominating students for the GT program;
- Broader language regarding the selection committee, as there is no requirement to specify in policy whether the committee is established at the district or campus level;
- More flexible language regarding reassessments and transfer students;
- New text to incorporate the requirement to consult with parents about a student exiting the program; and
- New text to incorporate the ability of an educator to appeal final decisions of the selection committee.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES**

There were numerous legislative changes to the provisions on compensatory education.

Districts are required by HB 3 to provide TEA each student's residential census block, which will be factored into the compensatory education allotment. Calculation details for the allotment have been removed.

Dropout prevention plans are due by December 1 of each year per HB 3.

The definition of a student who is at-risk of dropping out of school has been revised to address students who:

- Have been incarcerated or who have a parent or guardian who has been incarcerated within the student's lifetime (SB 1746); and
- Participate in an adult high school diploma and industry certification charter school program (HB 1051).

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

TEA has published a video explaining the HB 3 compensatory education changes, available at [https://tea.texas.gov/About\\_TEA/Government\\_Relations\\_and\\_Legal/Government\\_Relations/House\\_Bill\\_3](https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3).

#### **EHBF(LLEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION**

Provisions on reimbursements to districts for certification examinations taken by students in career and technology have been added based on HB 3.

TEA has published a video explaining the HB 3 changes on exam reimbursements, available at [https://tea.texas.gov/About\\_TEA/Government\\_Relations\\_and\\_Legal/Government\\_Relations/House\\_Bill\\_3](https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3).

#### **EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN**

SB 1679 provides that an eligible three-year-old prekindergarten student remains eligible for enrollment in the following year.

Other changes to prekindergarten programs are from HB 3. Among other changes, if a district operates a prekindergarten program for eligible children who are at least four years of age, the district must provide full-day prekindergarten that meets high-quality prekindergarten program standards (absent an exemption). For children under four years of age, a district still has the option to operate prekindergarten on a half-day basis or offer full-day prekindergarten with local funding or on a tuition basis. In addition, a program for children who are at least four years of age must comply with the High Quality Prekindergarten Program standards.

TEA has published a video explaining the HB 3 prekindergarten changes, available at [https://tea.texas.gov/About\\_TEA/Government\\_Relations\\_and\\_Legal/Government\\_Relations/House\\_Bill\\_3](https://tea.texas.gov/About_TEA/Government_Relations_and_Legal/Government_Relations/House_Bill_3).

#### **EHBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES**

Two mandatory recognition events have been added: Texas Girls in STEM Day is on March 1 (HB 3435), and Holocaust Remembrance Week will be on a date designated by the governor (SB 1828).

Provisions on character education are now mandatory, not optional, and have been moved to EHAA (HB 1026).

#### **EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT**

The requirements for dual credit program agreements with institutions of higher education were modified by HB 3650 and SB 1276.

#### **EIC(LLEGAL) ACADEMIC ACHIEVEMENT: CLASS RANKING**

HB 539 addresses the issue that districts with very small graduating classes do not create a top ten percent for purposes of the automatic college admissions law. This bill requires Texas public universities to admit valedictorians who meet the requirements in law.

#### **EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION**

SB 213 extends expiration dates from September 1, 2019, to September 1, 2023, for provisions on individual graduation committees and provisions authorizing districts to award a high school diploma to eligible students who entered grade 9 before the 2011–12 school year and have not performed satisfactorily on the relevant exit-level test.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### **West Orange-Cove CISD**

On request of the parent, districts must issue a high school diploma posthumously to each student who dies while enrolled in the district in accordance with HB 638. The diploma may not be issued before the school year in which the student was expected to graduate.

SB 232 requires districts to inform parents of a high school student that the student is not required to complete Algebra II to graduate, but that not completing the course may have negative consequences for automatic college admission and for certain financial aid. The notice must be by regular mail or email.

HB 678 allows a student to satisfy one of the two required credits in languages other than English by successfully completing an elementary school course in American Sign Language.

Provisions on endorsements for students in special education were revised by HB 165.

### **EK(LEGAL) TESTING PROGRAMS**

HB 3 amends the tests that high school students may take in grade 11 or 12 at state cost to include the Texas Success Initiative.

Revised Administrative Code rules effective July 22, 2019, clarify current law limiting administration of locally required assessments designed to prepare students for state assessments. The revised rule explains what constitutes an assessment instrument designed to prepare students for state-administered assessment instruments.

### **EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT**

HB 3906 prompted changes regarding the use of technology in state assessments for mathematics and administration of assessments in kindergarten and prekindergarten.

Administrative Code rules amended effective April 23, 2019, significantly revised the provisions on test security and confidentiality.

Other revisions are to better reflect statute.

### **EL(LEGAL) CAMPUS OR PROGRAM CHARTERS**

HB 3 provides that a charter campus or program must comply with the listed Education Code provisions regarding the duty to discharge or refuse to hire certain employees or applicants.

### **F(LEGAL) STUDENTS**

A new policy, FFBA on trauma-informed care, has been added to the F section table of contents.

### **FB(LEGAL) EQUAL EDUCATIONAL OPPORTUNITY**

This legally referenced policy on equal educational opportunity has been updated to include a provision from SB 1978 that prohibits a district from taking any adverse action against a person based on the person's membership in, affiliation with, or contribution, donation, or other support provided to a religious organization. Other changes are to better match statutory wording.

### **FD(LEGAL) ADMISSIONS**

Several bills affected student admissions:

- SB 668 clarifies the definition of students who are homeless.
- A new provision from HB 2526 provides that a person is eligible for admission if the person and either parent reside in a residence homestead on property any part of which is located in the district.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

- HB 1597 adds proof of eligibility provisions for a person whose parent is in the armed services and the parent provides a military order for a transfer to a military installation in or adjacent to the district's attendance zone. Proof of residency in the district's attendance zone must then be provided within ten days of the arrival date in the military order.
- Provisions on the foundation school program were affected by HBs 3 and 1051.

### **FDC(LEGAL)                      ADMISSIONS: HOMELESS STUDENTS**

Throughout, terminology has been changed from "homeless students" to "students who are homeless" in accordance with SB 668.

### **FDE(LOCAL)                      ADMISSIONS: SCHOOL SAFETY TRANSFERS**

Recommended changes to this local policy on school safety transfers are based on revisions to the TEA *Unsafe School Choice Option (USCO) Guidance Handbook* (available at [https://tea.texas.gov/Finance\\_and\\_Grants/Grants/Applying\\_for\\_a\\_Grant/Unsafe\\_School\\_Choice\\_Option](https://tea.texas.gov/Finance_and_Grants/Grants/Applying_for_a_Grant/Unsafe_School_Choice_Option)), which amended the list of violent criminal offenses for which a student is eligible for a transfer to another school within the district. See also the August 22, 2019, To the Administrator Addressed letter on ESSA Unsafe School Choice Option LEA Requirements, available at <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/essa-unsafe-school-choice-option-lea>.

### **FEB(LEGAL)                      ATTENDANCE: ATTENDANCE ACCOUNTING**

HB 3 allows, rather than requires as under existing law, the commissioner to adjust ADA of a district located in an area declared a disaster by the governor if the district experiences a decline in ADA that is reasonably attributable to the disaster.

### **FED(LEGAL)                      ATTENDANCE: ATTENDANCE ENFORCEMENT**

Provisions on funding of the position of juvenile case manager have been updated based on SB 346. Other changes add existing statutory text.

### **FFAA(LOCAL)                      WELLNESS AND HEALTH SERVICES: PHYSICAL EXAMINATIONS**

Recommended revisions to this local policy on physical examinations are to address a new UIL rule requiring students who are participating in marching band to receive a pre-participation physical in accordance with the schedule established by the UIL. The policy revisions broaden current language to accommodate future changes to UIL rules and also allow the superintendent to designate other extracurricular programs for which the district will require physicals.

Further information on the new UIL rule is available at [https://www.uil texas.org/files/music/Marching\\_Band\\_Physical\\_Exam\\_FAQ.pdf](https://www.uil texas.org/files/music/Marching_Band_Physical_Exam_FAQ.pdf).

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

### **FFAC(LEGAL)                      WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT**

Several legislative changes have been incorporated, including:

- A prohibition on a district regulating the sale, distribution or possession of dextromethorphan (certain cold medicine) (HB 1518);
- Deletion of the requirement for a district to notify the commissioner following administration of an unassigned epinephrine auto-injector (SB 668); and

# Explanatory Notes

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### West Orange-Cove CISD

- New provisions permitting a district to adopt and implement a policy authorizing a school nurse to maintain and administer unassigned asthma medication (HB 2243). **Please note:** Contact the district's policy consultant for appropriate policy text if the district wishes to pursue this option. Sample administrative provisions are available in the *TASB Regulations Resource Manual*.

Also added is an existing statutory provision prohibiting a district from enacting, adopting, or enforcing a rule or regulation that prohibits the possession of low-THC cannabis as authorized by the Texas Compassionate Use Act in the Health and Safety Code.

### FFAD(LEGAL) WELLNESS AND HEALTH SERVICES: COMMUNICABLE DISEASES

The Department of State Health Services rather than TEA must now prescribe the procedures for districts to use when distributing information on bacterial meningitis (HB 3884).

### FFAF(LEGAL) WELLNESS AND HEALTH SERVICES: CARE PLANS

SB 869 requires a district's policy on food allergies to be consistent with the Texas Department of State Health Services' *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis*. The bill requires the board to post a summary of the *Guidelines* on the district's website and include information on how to obtain the full document. Likewise, forms addressing food allergies must include information about the *Guidelines*. Relevant materials in the *TASB Regulations Resource Manual* have been updated.

Provisions on seizure management and treatment plans are from HB 684 and allow a parent to submit a seizure management plan to the district to address health-care services the student may receive at school or school activities.

### FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

SB 11 includes provisions on the threat assessment and safe and supportive school team that districts must establish to serve each campus and the process the teams will use in evaluating individuals and students who make threats of violence or exhibit harmful, threatening, or violent behavior. The teams must receive training and report specific information to TEA. The board must adopt a policy addressing specific elements.

SB 11 also permits districts to provide parents relevant information on various mental health topics.

### FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

This new local policy is recommended to address SB 11, which requires boards to adopt policy and procedures regarding threat assessment and safe and supportive teams. The district's policies and procedures must be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC). TASB collaborated with the TxSSC to develop this policy, which addresses the following elements:

- Delegation to the superintendent to ensure that a team is established to serve each campus;
- Appointment of team members by the superintendent, as required by law;
- Training requirements for the team;
- Authorization for any member of the team or a district employee to act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly;
- Development of procedures as recommended by the TxSSC;
- A high-level outline of the threat assessment process, including specific actions required by the team in various circumstances;

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

- Mental health referrals by the team;
- The requirement for the team to provide guidance to students and district employees on recognizing and reporting behavior of concern; and
- Required reports to TEA.

The TxSSC advises that district procedures need to be individualized to fit each district's unique circumstances. To assist in developing procedures, the TxSSC website has numerous resources, including a *Behavioral Threat Assessment and Management for Educators and Administrators Toolkit* at <https://txssc.txstate.edu/tools/tam-toolkit/>.

### FFBA(LLEGAL)                      CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 11 requires boards to adopt and implement a policy on the implementation of trauma-informed care practices in each school environment. The policy must also address:

- Increasing staff and parent awareness of trauma-informed care, including required training for educators;
- Implementation of trauma-informed practices and care by district and campus staff; and
- Available counseling options for students affected by trauma or grief.

Districts must report to TEA on compliance with the training provisions.

### FFBA(LOCAL)                      CRISIS INTERVENTION: TRAUMA-INFORMED CARE

This new policy is recommended to address SB 11, which requires a policy on trauma-informed care. The details of the district's trauma-informed care program must be included in the district improvement plan.

The policy makes reference to the elements required to be addressed in the district's program:

- Increasing staff and parent awareness of trauma-informed care, including required training for educators; and
- Available counseling options for students affected by trauma or grief.

The policy also affirms that the district shall report to TEA on compliance with the training provisions.

**Please note:** If, based on a district of innovation plan, your district is exempt from the statutory requirement to have a district improvement plan, the district should include its trauma-informed care program in an equivalent district-level planning document.

### FFE(LLEGAL)                      STUDENT WELFARE: STUDENT ASSISTANCE PROGRAMS/COUNSELING

This legally referenced policy on student assistance programs has been updated to include existing legal provisions on consent for services provided by a licensed specialist in school psychology.

### FFG(LLEGAL)                      STUDENT WELFARE: CHILD ABUSE AND NEGLECT

The district improvement plan and any informational handbook provided to students and parents must include the district's policy on addressing sexual abuse, sex trafficking, and other maltreatment of children (HB 111). Please note that the post-legislative supplement to the *TASB Model Student Handbook* includes provisions and resources to address these topics. The district should include any other details in the district improvement plan and communicate the district's practices and procedures to employees, parents, and students.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

HB 621 prohibits a district from taking any adverse employment action against a professional who makes a good faith report of abuse or neglect.

#### **FL(LOCAL)                      STUDENT RECORDS**

To assist with implementing the district's safe and supportive school program as required by SB 11, a recommended revision at Access by School Officials clarifies that a person appointed to a team that supports the safe and supportive school program is considered a "school official" who may access student records if the person has a legitimate educational interest in the records.

Please note that because BJA(LOCAL) permits the superintendent to delegate responsibilities to other employees, we have removed language referring to the superintendent's designee.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **FM(LEGAL)                      STUDENT ACTIVITIES**

Legislation affected several provisions on student activities:

- Certain safety training will be provided by the UIL rather than districts (SB 1376).
- A school nurse may be a member of the district's concussion oversight team and is authorized to remove an affected student from practices or competition (HB 961).
- A district must provide information about sudden cardiac arrest and electrocardiogram testing to a student who is required by UIL to submit a physical examination certification (HB 76).

Administrative Code rules amended effective May 1, 2019, permit a district to allow a student who is ineligible to participate in an extracurricular activity and who is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation to perform with the ensemble during the UIL evaluation performance only.

#### **FNCC(LEGAL)                      STUDENT CONDUCT: PROHIBITED ORGANIZATIONS AND HAZING**

SB 38 amends the Education Code definition of hazing.

#### **FNCE(LEGAL)                      STUDENT CONDUCT: PERSONAL TELECOMMUNICATIONS/ELECTRONIC DEVICES**

A district must allow a student to use a graphing calculator application on an electronic device when the student is enrolled in a course that requires the use of a graphing calculator, unless the district provides students the use of one at no cost (HB 3906).

#### **FNCG(LEGAL)                      STUDENT CONDUCT: WEAPONS**

Provisions on clubs and knuckles were revised based on HB 446, which removes clubs from the Penal Code offense regarding unlawfully carrying a weapon outside of one's premises or vehicle. The bill also removes knuckles from the list of prohibited weapons in Penal Code 46.05.

#### **FNG(LEGAL)                      STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES**

Unless limited by a court order, a parent appointed as a conservator of a child always has the right to attend school activities, including school lunches, performances, and field trips (HB 3145).

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## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

#### **FO(LLEGAL)                      STUDENT DISCIPLINE**

Several general discipline provisions were affected by legislation:

- A student's status as homeless or in the conservatorship of DFPS was added to the list of mitigating factors the district must consider in making certain disciplinary decisions (HB 811).
- The law enforcement duties of various security personnel must be included in the Student Code of Conduct (SB 1707).
- District websites must include contact information for the campus behavior coordinator or other relevant administrator (SB 1306).
- Districts must provide foundation curriculum coursework to students assigned to in-school or out-of-school suspension using one option that does not require the use of the internet (HB 3012).
- Aversive techniques listed in the policy that are intended to reduce the likelihood of a behavior recurring by intentionally inflicting significant physical or emotional discomfort or pain may not be used with students (HB 3630 and SB 712).
- A district may not discipline a teacher on the basis of documentation the teacher submitted regarding a student's violation of the student code of conduct (SB 1451).
- Information regarding out-of-school suspensions must be reported to TEA (HB 65).

#### **FOA(LLEGAL)                      STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER**

SB 1451 clarifies that students sent to the campus behavior coordinator's or other administrator's office under a routine referral or a discretionary removal are not considered to have been removed from the classroom for purposes of reporting data through PEIMS or other similar reports required by state or federal law.

#### **FOB(LLEGAL)                      STUDENT DISCIPLINE: OUT-OF-SCHOOL SUSPENSION**

A district may not place in out-of-school suspension a student who is homeless unless the student engages in certain conduct (HB 692).

#### **FOC(LLEGAL)                      STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING**

DAEP placement is required if a student engages in certain forms of harassment against an employee (SB 2432).

In determining whether there is a reasonable belief that a student engaged in felony conduct, a superintendent may not consider additional information requested by the district from law enforcement for the purpose of creating a threat assessment or safety plan (HB 2135).

For clarity, additional details from statute have been added regarding terms of removal.

#### **FOCA(LLEGAL)                      PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS**

HB 2184 creates mandatory procedures and notice requirements for a student's transition to the regular classroom from an alternative education program, as defined by the bill.

Documents in the *TASB Regulations Resource Manual* have been updated to address HB 2184.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### **West Orange-Cove CISD**

#### **FOD(LLEGAL)                      STUDENT DISCIPLINE: EXPULSION**

An existing statutory provision addressing appeals of expulsion decisions has been added.

#### **FODA(LLEGAL)                      EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM**

HB 3012 permits court-ordered placement in a JJAEP for terroristic threats.

#### **GA(LLEGAL)                      ACCESS TO PROGRAMS, SERVICES, AND ACTIVITIES**

A provision has been added from SB 1978 that prohibits a district from taking any adverse action (as defined in the policy) against a person based on the person's membership in, affiliation with, or contribution, donation, or other support provided to a religious organization.

#### **GB(LLEGAL)                      PUBLIC INFORMATION PROGRAM**

In accordance with SB 944, a current or former district officer or employee who maintains public information on a privately owned device must forward or transfer the information to the district or preserve the public information in its original form in a backup or archive and on the device for the relevant retention period. An employee may be disciplined for failure to comply.

#### **GBA(LLEGAL)                      PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION**

Provisions on public information have been revised, including those addressing release of:

- Certain contracting information (SB 943);
- Evaluations (SB 1230);
- Information regarding the location or physical layout of certain shelter centers (HB 3091);
- Protected health information and out-of-state health-care provider information (SB 944);
- Information on applicants for disaster recovery funds (HB 3175);
- Information that would provide an advantage to competitors or bidders (SB 943);
- Expenditures for parades, concerts, or other entertainment events (HB 81); and
- Certain commercial, financial, and proprietary information (SB 943).

#### **GBAA(LLEGAL)                      INFORMATION ACCESS: REQUESTS FOR INFORMATION**

Legislation affected multiple provisions on requests for information, including:

- Duties of the officer for public information (SB 944);
- Methods for requesting information (SB 944);
- Requests for contracting information not maintained by the district (SB 943);
- Requests for an attorney general decision (SBs 943 and 944); and
- Temporary suspension of the Public Information Act by the board of a district currently impacted by a catastrophe (SB 494).

Other revisions are to better reflect statutory wording.

# Explanatory Notes

## TASB Localized Policy Manual Update 114

### West Orange-Cove CISD

#### **GBAA(LOCAL) INFORMATION ACCESS: REQUESTS FOR INFORMATION**

As mentioned above, SB 494 permits the board of a district impacted by a catastrophe to temporarily suspend the Public Information Act. Recommended local policy text delegates to the superintendent the authority to approve the initial suspension period of up to seven consecutive days and provide the required notices to the attorney general and public. If an extension of the initial suspension period is needed, the law requires the board to determine that it is still impacted by the catastrophe, so the local policy text requires the board to approve an extension.

The form to provide notice of any suspensions to the attorney general is available at <https://www.texasattorneygeneral.gov/open-government/governmental-bodies/catastrophe-notice>.

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

HB 1552 clarifies who is a retired law enforcement officer for Penal Code 46.03, which prohibits weapons in certain places.

Districts may no longer regulate the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a district parking area, provided the item is not in plain view (HB 1143).

HB 1791 broadens existing provisions that limit a district from providing unauthorized notice that handguns are prohibited.

#### **GKA(LOCAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

Because HB 1143 prohibits a district from regulating the manner in which a handgun, firearm, or ammunition is stored in a locked vehicle in a district parking area, provided the item is not in plain view, we have deleted language requiring firearms to be unloaded. No other revisions have been made to this local policy.

The *Legal Issues in Update 114* memo describes common legal concerns and best practices specific to [this policy topic](#).

#### **GNB(LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS**

HB 3 revises the core services that education service centers are required to provide to include training and assistance regarding instruction in personal financial literacy, gifted and talented programs, and programs that qualify for a funding allotment.

#### **GRAA(LEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES**

Information about arrests of students provided to districts from law enforcement agencies must include sufficient information for the district to determine whether it is necessary to conduct a threat assessment or prepare a safety plan for the student (SB 2135). In addition, a superintendent may request information for the purpose of conducting a threat assessment or preparing a safety plan.

#### **GRAA(EXHIBIT) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES**

This exhibit has been deleted, as the list of offenses principals must report to local law enforcement authorities is included in GRAA(LEGAL).

Explanatory Notes  
TASB Localized Policy Manual Update 114

**West Orange-Cove CISD**

**GRB(LLEGAL)                      RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL  
COOPERATION CONTRACTS**

When a district provides educational services to a student who resides in a state hospital, HB 2210 specifies the elements of the memorandum of understanding between the hospital and district.

**GRC(LLEGAL)                      RELATIONS WITH GOVERNMENTAL ENTITIES: EMERGENCY  
MANAGEMENT**

Provisions on emergency management training have been deleted as they are not applicable to school districts.



## (LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)

Policies recommended for deletion are not included. If you want to include the text of these policies in the information given to the Board, you may download them from *Policy On Line*.

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

BOARD MEETINGS

BE  
(LOCAL)

<b>Meeting Place and Time</b>	The notice for a Board meeting shall reflect the date, time, and location of the meeting.
<b>Regular Meetings</b>	Regular meetings of the Board shall normally be held on the <del>last Monday</del> <b>last Monday</b> of each month at <del>6:00 p.m.</del> <b>6:00 p.m.</b> When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.
<b>Special or Emergency Meetings</b>	<p>The Board President shall call special meetings at the Board President's discretion or on request by <del>two</del> <b>two</b> members of the Board.</p> <p>The Board President shall call an emergency meeting when it is determined by the Board President or <del>two</del> <b>two</b> members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.</p>
<b>Agenda</b>	The deadline for submitting items for inclusion on the agenda is <del>the seventh calendar</del> <b>the seventh calendar</b> day before regular meetings and <del>the third calendar</del> <b>the third calendar</b> day before special meetings.
Deadline	
Preparation	<p>In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.</p> <p>Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.</p>
<b>Notice to Members</b>	Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least <del>one hour</del> <b>two hours</b> prior to the time of an emergency meeting.
<b>Closed Meeting</b>	Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

BOARD MEETINGS

BE  
(LOCAL)

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

**Order of Business** The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

**Rules of Order** The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Voting Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

**Minutes** Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

**Discussions and Limitation** Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President

shall not interfere with debate so long as members wish to address themselves to an item under consideration.

**Limit on  
Participation**

Audience participation at a Board meeting is limited to the ~~public comment~~ portion of the meeting designated to receive public comment in accordance with this policy ~~for that purpose~~. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment  
Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited ~~to~~ ~~30 minutes~~ to items on the agenda posted with notice of the meeting.

Procedures

~~Individuals hear persons who desire to make comments to the Board. Persons~~ who wish to participate during the ~~in this~~ portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic ~~on about~~ which they wish to address the Board. ~~Speak.~~

Public comment shall occur at the beginning of the meeting.

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed five minutes per meeting.

Meeting  
Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

~~No presentation shall exceed five minutes. Delegations of more than five persons shall appoint one person to present their views before the Board.~~

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

**Complaints and  
Concerns**

The presiding officer or designee shall determine whether ~~an individual~~~~a person~~ addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the ~~individual~~~~person~~ shall be referred to the appropriate policy ~~(see list below)~~ to seek resolution:

Employee complaints: DGBA

Student or parent complaints: FNG

Public complaints: GF

**Disruption**

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any ~~individual~~~~person~~ continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the ~~individual~~~~person~~ removed from the meeting.

**Texas Economic  
Development Act**

Purpose

These provisions outline the District's procedures ~~the District shall use for the filing, accepting, and reviewing, and considering of applications and amendments to applications, and, when necessary, enforcing agreements made~~ under the Texas Economic Development Act (the Act), as set forth in Tax Code Chapter 313. [See CCGB(LEGAL)] ~~of the Texas Tax Code. In addition, these provisions shall outline procedures the Board shall use for considering amendments to and, when necessary, enforcing agreements made under the Texas Economic Development Act, as set forth in Chapter 313 of the Tax Code.~~

Definitions

In addition to the definitions set out in CCGB(LEGAL), the following definitions apply in this policy:

~~As used in this policy, the following phrases, words, and terms shall have the following meanings, unless the context clearly indicates otherwise:~~

~~"Act" shall mean the Texas Economic Development Act, as set forth in Chapter 313 of the Tax Code.~~

~~"Agreement" shall mean a written contract between the District and the applicant, which creates, implements, and governs the terms of a limitation on the appraised value for District maintenance and operations ad valorem property tax purposes on an entity's qualified property, which complies with Chapter 313 of the Tax Code, and which is consistent with Section 313.027 of the Tax Code.~~

~~"Agreement holder" shall mean an entity that has executed an agreement with the District.~~

~~"Applicant" shall mean a business entity, including an "affiliated group" that is subject to taxation under Tax Code 171.001, that applies to the District for a limitation on the appraised value of qualified property in a reinvestment zone under the Act.~~

~~"Application" shall mean a completed Application for Appraised Value Limitation on Qualified Property on a form adopted by the comptroller and containing all information required at 34 Administrative Code 9.1053 together with all supporting schedules and documentation and shall include any application amendment or application supplement filed by the applicant.~~

~~"Application fee" shall mean the nonrefundable application fee to be paid to the District by an applicant, determined in accordance with this policy, to cover the District's costs incurred in the processing and consideration of the application.~~

~~"Application amendment fee" shall mean the nonrefundable fee required of an applicant or agreement holder seeking to amend an~~

~~application or agreement at any time after the comptroller has issued an economic impact analysis on the application pursuant to 34 Administrative Code 9.1055(d).~~

~~“Application review period” means shall mean the period of time during which the Board will is required to consider and act on an the application. The application review period begins shall begin on the day the application review start date is filed with the District and ends shall expire on the 151st day thereafter after the application is filed with the District, unless the application review period is extended by Board action prior to the expiration of the application review period, in which case the application review period shall include any such extension. The Board delegates to the Superintendent authority to extend the time period for reviewing the application consistent with 34 Administrative Code 9.1054(d).~~

~~“Application review start date” shall mean the later date of either the date on which the District issues its written notice that an applicant has submitted a completed application or the date on which the comptroller issues its written notice that an applicant has submitted a completed application.~~

~~“Appraisal district” means shall mean each county appraisal district that appraises property that is the proposed to be subject of an application to a limitation on appraised value.~~

### Filing an Application

~~In “Board” shall mean the form and formats required Board of Trustees of the West Orange-Cove Independent School District.~~

~~“Comptroller” shall mean the comptroller of public accounts of the State of Texas.~~

~~“Comptroller’s rules” shall mean those rules adopted by the comptroller, set forth at 34 Administrative Code, Subchapter F.~~

~~“Deferral” shall mean a forward adjustment of the date upon which the qualifying time period, as defined by Tax Code 313.021(4), begins.~~

~~“District” shall mean the West Orange-Cove Independent School District.~~

~~“Initial Board Review” shall mean the initial presentment to the District’s Board of Trustees, at which the Board will determine whether to consider the application and determine whether it should be forwarded to the comptroller for the execution of the comptroller’s review and certification processes. Board action to consider an application after conducting its initial review does not commit the District in any way to the ultimate approval of an agreement.~~

~~“Substantive document” shall mean a document or other information or data in electronic media that includes or transmits information or data significant to an application, the evaluation or consideration of such an application, or to the agreement or implementation of an agreement for limitation of appraised value pursuant to Chapter 313 of the Tax Code. The meaning shall include, but not be limited to: any application requesting a limitation on appraised value and any amendments or supplements; any economic impact evaluation made in connection with an application; any agreement between the applicant and the District and any subsequent amendments or assignments; any District written finding or report filed with the comptroller as required under this subchapter; and any application requesting school tax credits under Tax Code 313.103.~~

~~Presenting the  
Application~~

~~The applicant shall file with the Superintendent the original and three copies of the completed application along with a searchable electronic copy certified to contain information identical to the original hard copy. [See CCGB(LEGAL) at Required Contents and Format]each application filed under this policy. The Superintendent shall acknowledge in writing the date of the receipt of the application and application fee.~~

The Superintendent shall hold any incomplete applications or applications submitted without the full application fee until the application is properly completed and the application fee is paid. The Superintendent’s determination of whether an application is complete shall be final.

Confidentiality of  
Applicant  
Information

If the Board decides to consider an application, information provided in connection with an application will not be considered confidential except as allowed by law. [See CCGB(LEGAL) at Confidential Business Information]

~~Applications shall be considered for final approval by the Board only after the District’s receipt of the application fee established by the Board and after completion of the economic analysis and the school facilities impact analysis required by the Act.~~

~~The completed application shall be made available to the public as required under the Texas Public Information Act. Information submitted to the District in connection with the application shall be presumed to be public information unless the applicant clearly identifies such as confidential and proprietary information.~~

Amending an  
Application

An applicant may seek to amend an application may be amended by an applicant at any time prior to the Board’s final Board action on the application. ~~If~~In the event that an amended application is filed within 60 days at any time after the comptroller has issued an

~~economic impact analysis on the application pursuant to 34 Administrative Code 9.1055(d), or to request waiver of the end job requirements at any time after submittal of the application review period, the original application review period shall be extended automatically to the 61st day after the date on which the last amended, the applicant must submit an application is filed, unless the Board takes action to extend amendment fee together with the proposed amended application review period otherwise.~~

~~The Superintendent shall review and forward to the comptroller any is delegated the authority to accept an amended application prior to the comptroller's issuance of an economic impact analysis. An amendment submitted after the comptroller has issued an economic impact analysis must be approved by Board action. Upon receipt of an amended application or supplemental information on receipt, the Superintendent shall review and forward the material to the comptroller and to each applicable appraisal district.~~

Application Fee  
Schedule

The Board has established the following fee schedule:

~~The Board finds that the application review process is complex, and the complexity is greater for larger projects. The following application fee schedule represents the anticipated necessary or reasonable cost to the District of reviewing, processing and acting on an application:~~

1. \$75,000 for projects valued at less than \$500 million or less total anticipated investment.;
2. \$100,000 for projects valued from \$500 between \$501 million to less than and \$1 billion total anticipated investment.;
3. \$150,000 for projects valued at or over \$1 billion total anticipated investment.

The application fee is nonrefundable unless shall not be refundable except in the event that the application is rejected denied after an initial Board review, as defined in this policy, or if in the event that the actual costs incurred in the review process are exceeded by the anticipated costs as established in this policy.

The application fee does not include any amount charged to the applicant by the comptroller's office for its economic impact study, if such a fee is charged.

Application  
Amendment Fee

In the event that an applicant or agreement holder seeks to amend an application or an agreement at any time after the comptroller has issued an economic impact analysis on the application pursuant to 34 Administrative Code 9.1055(d), an application amendment fee of no less than \$25,000 and no greater than \$65,000

	shall be charged. The amendment fee shall take into account the nature of the amendment and the actual time and expense required to evaluate, review, and process that amendment.
<i>Agreement Assignment Fee</i>	In the event that an applicant or agreement holder seeks to assign an agreement to another entity at any time, an agreement assignment fee of \$5,000 shall be charged.
<i>Limitation Amount</i>	The minimum limitation amount shall be that amount set forth under Tax Code 313.027(b). However, after initial review of an application, the District may specify a greater limitation amount, as permitted under Tax Code 313.027(c).
Processing <del>an</del> the Application Before Initial Board Review	<p>Upon receipt of <del>an</del>the application and <del>the</del> application fee, the Superintendent shall <del>take the following actions:</del></p> <ol style="list-style-type: none"><li>1. <del>Send</del><del>Accept the filing of the application and send to</del> the applicant written confirmation of receipt of the application and application fee.</li><li>2. <del>Identify appropriate attorneys and consultants to assist the Board in completing the application review process, and schedule Board action to retain such attorneys and consultants.</del></li><li>3. <del>Ensure that conflict of interest disclosures are obtained and posted, as appropriate, in conformance with Local Government Code 171.002 (trustee interest in business entity or real property), Local Government Code 176.003 (trustee income, gifts to trustee or superintendent); Local Government Code 176.006; and House Bill 1295 (disclosure of interested parties).</del></li></ol> <p><del>If, after initial review, the Board determines to proceed with consideration of the application and the District has received the application fee, the Superintendent shall:</del></p> <ol style="list-style-type: none"><li>1. Review the application and, <del>as necessary,</del> require the applicant <del>, as necessary,</del> to submit additional and/or supplementary information, including <del>the completion of all</del> required schedules.</li><li>2. Obtain necessary conflict of interest disclosures. [See BBFA(LEGAL)]</li></ol>

Initial Schedule, at  
the first available  
Board Review

~~2.3. As soon as practical after an meeting for which notice can be posted in accordance with the Texas Open Meetings Act, Board consideration of the application is filed, the Board shall conduct an for initial Board-review of the application during which the Board may consider the Superintendent's recommendation and written or oral presentations concerning the application, in accordance with this policy.~~

~~3. If Determine, after the initial Board-review, the Board determines that whether the application is not sufficient, and direct the applicant to immediately correct deficiencies, if any.~~

4. File with the comptroller in the best interests following formats copies of the District, the Board shall reject the application and return to the applicant all required schedules and documentation; proof of payment of the application fee, less any necessary; and reasonable costs of written notice certifying the initial application review. start date:

After Initial Board  
Review

~~• One original hard copy in a three-ring binder with tabs separating each section of the Board elects to consider documents; and~~

~~• An electronically digitized copy, formatted in searchable PDF format.~~

The notice certifying the completed application, the Superintendent review start date shall include:

~~• Deposit The date on which the application fee and provide required written notice to the applicant and comptroller, with a copy to the appraisal district, that the District has was received and will ;~~

3. The date on which the Board decided to consider the completed application;

~~• Deliver to the comptroller a copy of the application and required material along with a;~~

~~• The date on which the District determined that the application was complete;~~

~~• A request for that the comptroller provide an economic impact evaluation; and~~

~~• All other information relating to consideration of the application, as prepared by the District's consultants to meet the requirements of 34 Administrative Code 9.1054.~~

- ~~5.1.~~ Accept on behalf of the Board any amendments or supplements submitted by the applicant, and transmit copies to the comptroller within seven days of receipt;-
- ~~6.~~ Within 20 business days of receipt of a request from the comptroller, forward to the comptroller and the appraisal district any amended or supplemental application or any other information necessary to complete the comptroller's application recommendation or economic impact study.
- ~~7.2.~~ Direct appropriate District personnel the District's webmaster to create a link from the District's website to the location on the comptroller's website where copies of applications under the Act are posted;-
4. Within the time allowed by law, Ensure that the applicant and the District's consultants conduct all required analyses to properly protect the District's financial interests and provide all required supplemental information necessary to assist the staffs of the comptroller and the Texas Education Agency (TEA) with the analyses required analyses;
5. On receipt, provide the applicant and District consultants with a copy of the economic impact evaluation and the school facilities impact analysis;
- ~~8.3.~~ Work with by the applicant Act and District consultants to provide the District and the comptroller with copies of the proposed agreement in a timely manner [see CCGB(LEGAL) at Continued Eligibility]; comptroller's rules.
6. Take all action necessary or required to process the application;
- ~~9.4.~~ Not later than 151 days after the application review start date, present to the Board an agreement for final approval or a request from the applicant for an extension of the application review period;-
- ~~10.5.~~ If in the event of a Board action to approve an extension of for final action on the application review period is requested, report, forward to the comptroller, the applicant, and each such request to the comptroller applicable appraisal district within seven days a notice of the decision to grant the extension; and-
- ~~11.~~ After Ensure that the District and the comptroller have been given draft copies of the agreement at least ten days prior to the meeting at which the Board is scheduled to consider final approval of an agreement.

~~12.6. Upon completion of Board action on the application, if any, transmit on the application, ensure that all necessary and required information is transmitted to the comptroller, the applicant, and the each applicable appraisal district.~~

District Consultants

~~13. On Ensure that the applicant makes all required post-approval submissions to the comptroller and to the District within the required deadlines.~~

~~14. Make reasonable inquiry, when called for by the agreement, and issue a certification of the date upon which commercial operations begin at the site of the project.~~

~~15. Ensure that the applicant makes all required post-approval submissions to the District and to the comptroller or any other applicable state agency within the required deadlines.~~

~~16. Ensure that the District makes timely responses to requests by the comptroller or state auditor for data or records when the state auditor is conducting an audit of any agreement adopted by the District.~~

Initial Board Review

~~Following the filing of an application, the Board should conduct an initial review of the application at the first available Board meeting for which notice can be posted in accordance with the Texas Open Meetings Act. At the initial review, the Board may consider either a written or oral presentation concerning the application.~~

~~If, after the initial review, the Board is of the opinion that the application is not in the best interests of the District, the Board shall reject the application and shall return the application fee, in full, to the applicant.~~

~~As a part of conducting the initial Board review, each Trustee and the Superintendent shall be requested to publicly affirm the absence of a conflict of interest with the applicant in accordance with the provisions of BBFA(LOCAL). Thereafter, on an annual basis, each Trustee and the Superintendent shall, as a part of his or her annual conflict of interest disclosure requirements, list any business relationship with an applicant on the disclosure form.~~

~~Once the Board has accepted an application for consideration after the initial review, the Superintendent shall be expressly delegated the authority to accept on behalf of the Board and the District any amended or supplemental application submitted by the applicant for the same project prior to the comptroller's issuance of an economic impact analysis on the application pursuant to 34 Administrative Code 9.1055(d).~~

Consulting Services

~~Upon~~ retention by the Board, ~~District the District's~~ consultants, including legal counsel, shall review the application to ensure it includes all that the application documents and any other required reports include all information. ~~District required by the comptroller's rules or by 34 Administrative Code 9.1054.~~ The consultants shall ~~also~~ simultaneously begin an analysis of the application, ~~consider impact on District finances,~~ any legal implications of the application, ~~draft and negotiate development of~~ an appropriate revenue protection agreement, and ~~evaluate the analyses when the reports become available, the studies~~ from the ~~comptroller~~ ~~comptroller's~~ office and TEA on receipt.

~~District~~The consultants shall be paid for ~~their~~ services from the application fee ~~and. The consultants~~ shall complete their analyses in ~~analysis within sufficient time for it to assist~~ ~~be considered by~~ the Board, as appropriate, in its initial review or final determination on the application.

### Board Action on Application

Completed applications may be considered for approval by the Board only after completion of the economic impact evaluation and the school facilities impact analysis and receipt of the comptroller's certification, as required by the Act.

### Public Hearing

The Board's final determination ~~on a~~ ~~of the~~ application shall be made ~~only~~ after a public hearing at which the Superintendent, ~~District the District's~~ consultants, the applicant, and members of the public may provide input and information concerning ~~shall have a reasonable opportunity to present their views on~~ the proposed application.

The comptroller's ~~certification~~ ~~recommendation~~ shall be ~~publicly~~ disclosed at the public hearing.

The public hearing shall be ~~held~~ ~~scheduled~~ at ~~such~~ a time ~~that allows so as to enable~~ the Board to approve or disapprove an application before the ~~expiration of 151st day after~~ the application review period ~~was filed with the District,~~ unless the ~~Superintendent or Board has previously granted an extension of this~~ deadline ~~has~~ been extended.

### Board Findings of Fact

~~After the public hearing~~ ~~Prior to final approval of an agreement,~~ the Board shall ~~make specific written~~ ~~deliberate and adopt such~~ findings ~~of fact regarding the application as are~~ required by law. [See CCGB(LEGAL) at Approval], ~~including but not limited to findings:~~

- ~~1. As to each criterion listed in Tax Code 313.026;~~
- ~~2. As to each criterion required by Tax Code 313.025(f-1), if applicable;~~

- ~~3. That the information in the application is true and correct;~~
- ~~4. That the applicant is eligible for the limitation on the appraised value of the entity's qualified property; and~~
- ~~5. That making a determination granting the application is in the best interest of the District and the state.~~

Adoption of  
Agreement

After considering the comptroller's certification, ~~the and~~ economic impact ~~evaluation, the school facilities impact analysis, report, the~~ information from ~~Districts~~ supplied by the ~~District's~~ consultants, and ~~any the reports and recommendations of other relevant information-~~ state agencies, and ~~input received at the public hearing,~~ the Board may approve the application and enter into an agreement that complies with all legal requirements. [See CCGB(LEGAL) at Agreement] The Board shall also consider and ~~may~~ adopt an agreement with the applicant to ~~, which agreement shall provide for~~ protection from ~~and/~~ or compensation for any financial risks undertaken by the District in accepting the application.

~~If the comptroller has not certified the application, no action may be taken.~~

~~Any agreement adopted by the Board under Chapter 313 of the Tax Code must disclose all consideration promised in conjunction with the application and/or the limitation agreement.~~

Substantive  
Documents

~~Unless claimed by the applicant to be confidential, the following shall be considered to be substantive documents and defined in this policy and shall be available for public inspection:~~

- ~~• All sections of any application;~~
- ~~• All reports presented to the Board by its consultants, after presentation to the Board; and~~
- ~~• All resolutions, findings of fact, agreements, and any other documents adopted by the Board.~~

~~All documents required by comptroller's rules or by state law to be filed with the State of Texas shall be transmitted within seven days of adoption.~~

Applicant's Claim of  
Information  
Confidentiality

~~At the time of submitting an application or any amendment or supplement thereto, an applicant may request that all or parts of the documents not be posted on the internet and not be otherwise publicly released. In order to make such a request, the applicant shall submit a written request that:~~

- ~~1. Specifically lists each document or portion of a document and each entry in any form prescribed by the comptroller that the applicant contends is confidential;~~
- ~~2. Identifies specific, detailed reasons why the applicant believes each item listed should be considered confidential and identifies any relevant legal authority in support of the request;~~
- ~~3. Segregates the documents that are subject to the request from the other documents not subject to the request but submitted with the application; and~~
- ~~4. Clearly designates each document subject to the request as "confidential."~~

Waiver of Jobs  
Requirement

~~The At the time of the original application, or at any other time during the course of a Chapter 313 agreement, the Board may waive the new jobs creation requirement in accordance with the law. [See CCGB(LEGAL) at Waiver of New Jobs Creation Requirement] of Section 313.021(2)(A)(iv)(b) or 313.051(b) of the Tax Code and may approve an application if the Board makes a finding that the jobs creation requirement exceeds the industry standard for the number of employees reasonably necessary for the operation of the facility described in the application.~~

~~If anthe applicant makesseeks a job waiver , the applicant shall submit to the District as part of the application or an amended application a separate, clearly marked set of documentation on which the applicant intends to rely to demonstrate that the jobs creation requirement exceeds the industry standard for the number of employees reasonably necessary for the operation of the facility by the applicant.~~

~~In the event that such a request subsequent tois made other than at the time of the original application, the Board mayshall charge the applicant a fee to cover the costs of any consultant an application amendment fee.~~

Enforcement  
Proceedings

~~In the event that the Superintendent determines that an agreement holder has committed a material breach of the agreement with the District, the Superintendent shall provide the applicant with written notice of the facts the Superintendent believes to have caused the material breach of the agreement, as well as the cure proposed by the District, if a cure is possible.~~

~~Not later than the 90th day after sending such a notice, the Superintendent shall schedule a Board hearing, at which the agreement holder shall be given the opportunity to present to the Board any facts or arguments showing that it is not in material breach of its~~

~~obligations under the agreement or that it has cured or undertaken to cure any such material breach.~~

~~After hearing from both sides, the Board shall make findings as to whether or not a material breach of the agreement has occurred, the date such breach occurred, if any, and whether or not any such breach has been cured. After making its determination regarding an alleged breach, the Board shall cause the agreement holder to be notified in writing of the determination.~~

~~In the event that the Board determines that such a breach has occurred and has not been cured, the Board may commence enforcement proceedings.~~

~~Tax Credit Eligibility~~

~~An applicant meeting all requirements in Tax Code Chapter 313 and the agreement shall become eligible to receive tax credits under the provisions of Tax Code Chapter 313, Subchapter D. The District shall begin the processing of an applicant's tax credit request following the payment by the applicant of all ad valorem taxes due to the District of taxes levied in each year of the qualifying time period as defined by Tax Code 313.021(4).~~

~~Tax Credit  
Application  
Requirements~~

~~An applicant seeking tax credits under the provisions of Tax Code Chapter 313, Subchapter D must file with the District a completed comptroller's tax credit application form signed by the applicant. The submission shall not be earlier than the date the property taxes are paid for the last year of the qualifying time period. The comptroller's form shall be accompanied by a tax receipt from the collector of taxes for the District showing full payment of District ad valorem taxes on the qualified property for each year of the qualifying time period.~~

~~Applicant Reporting  
Obligations~~

~~During the course of its Chapter 313 agreement with the District, the agreement holder shall designate a responsible party to the District, who shall be the primary contact person for the agreement holder. The agreement holder shall be responsible for timely making any and all reports, including but not limited to the comptroller's annual eligibility report and the biennial progress report, that are or may be required by the Board in making the requisite finding under the provisions of law or administrative regulation and that may be required to be submitted by the applicant to the comptroller under provisions of Section 313.032 of the Tax Code. The agreement holder shall forward to the District a copy of all such required reports or certifications contemporaneously with the filing thereof. The obligation to make all such required filings shall be a material obligation of the agreement.~~

~~An agreement holder shall keep the District updated with any changes in the following information:~~

- ~~1. Changes of the authorized representative(s);~~
- ~~2. Changes to the location and contact information for the approved applicant, including all members of the combined group participating in the limitation agreement;~~
- ~~3. Copies of any assignments of the agreement and contact information for authorized representatives of any assignees;~~
- ~~4. All required comptroller reports;~~
- ~~5. Required updates to vendor conflict of interest disclosure forms; and~~
- ~~6. Any other significant developments concerning the project's operations affecting the agreement.~~

~~District Reporting  
Obligations~~

~~If the comptroller requests information reasonably necessary to complete the recommendation or economic impact evaluations, the Superintendent shall provide the requested information within 20 working days from the date of the request. The Superintendent may request an extension of time, not to exceed ten working days, to provide to the comptroller the additional information.~~

Superintendent  
Responsibilities ~~After  
Agreement/  
Delegation~~

During the term of any agreement, the Superintendent shall ensure that all reporting requirements ~~are under Chapter 313 are being~~ met in a timely ~~manner~~ fashion by the District and the ~~applicant-agreement holder~~. The Superintendent is authorized to delegate this function to ~~District consultants outside consultants; however, any fees for the consultants shall be reimbursed to the District by the applicant, or, in the alternative, the consultant may send an invoice for such fees directly to the agreement holder, with a copy to be provided to the District~~

**Statements  
Regarding Conflicts  
of Interest**

Each Board member and any District employee who is a local government official under Local Government Code Chapter 176 shall submit a conflict of interest statement confirming or denying the existence of a conflict of interest or a substantial business interest in each project that is the subject of an application, agreement, or amendment to an agreement with the District. Within 60 days after each Board election or the appointment of a Board member, each new Board member shall complete a statement. The completed statements shall be retained by the District with each affected application or agreement. If a conflict or substantial interest exists, the appropriate disclosure forms shall be completed and filed as required by law.

~~The Superintendent shall provide to the applicant and the District's consultants a copy of the economic impact evaluation and the facilities impact study upon receipt thereof.~~

~~The Superintendent shall direct the District's consultant to provide backup data and underlying calculations in the event that an agreement holder requests such information in connection with the calculation of any tax credit, hold harmless payment, supplemental payment or other payment charged to the agreement holder on the basis of calculations made by the consultant on the District's behalf.~~

~~In the event that the District is requested to indicate its support or "non-opposition" to a proffered application to the Foreign Trade Zones Board concerning the creation of a new foreign trade zone or the expansion of an existing foreign trade zone in accordance with the provisions of 19 U.S.C. 810(e) that is within the territorial boundaries of the District, the Board may require the proponent or operator of the foreign trade zone to enter into an agreement outlining financial and/or other appropriate terms relating to the District's support for the foreign trade zone request.~~

~~In negotiating such agreement, the District may engage attorneys and/or appropriate consultants to advise them in the review of the foreign trade zone application. The foreign trade zone proponent or operator shall reimburse the District for all necessary and reasonable legal, consulting, or other professional fees incurred by the District in connection with review of the foreign trade zone request and the negotiation and drafting of an appropriate agreement.~~

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**Investment Authority**

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, **including bond proceeds and pledged revenue to the extent allowed by law**, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load **mutual funds, except for bond proceeds, and no-load money market mutual funds**, ~~and no-load mutual funds~~ as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No indi-

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vidual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done ~~monthly or~~ monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds/~~and~~ Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

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objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Custodial Agency  
Funds**

Investment strategies for **custodial agency** funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Debt Service Funds**

Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Capital Project  
Funds**

Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

**Internal Service  
Funds**

Investment strategies for internal service funds shall have as their primary objective preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

**Safekeeping and  
Custody**

The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

**Sellers of  
Investments**

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).

**Soliciting Bids for  
CDs**

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

**Interest Rate Risk**

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

**Internal Controls**

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

<b>Purchasing Authority</b>	The Board delegates to the Superintendent <del>or designee</del> the authority to make budgeted purchases for goods or services.
<i>Purchasing Procedures</i>	The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]
<i>Purchasing Method</i>	The Board delegates to the Superintendent <del>or designee</del> the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.
<i>Competitive Bidding</i>	<p>If competitive bidding is chosen as the purchasing method, the Superintendent <del>or designee</del> shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.</p> <p>The District may reject any and all bids in accordance with state or federal law, as applicable.</p>
<i>Competitive Sealed Proposals</i>	<p>If competitive sealed proposals are chosen as the purchasing method, the Superintendent <del>or designee</del> shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.</p> <p>The District may reject any and all proposals in accordance with state or federal law, as applicable.</p>
<i>Electronic Bids or Proposals</i>	Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.
<b>Responsibility for Debts</b>	The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE]- The Board

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shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase  
Commitments**

All purchase commitments shall be made by the Superintendent ~~or~~ ~~designee~~ in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.

**Emergency  
Operations Plan**

The Superintendent shall ensure updating of the District's ~~Emergency Operations Plan~~ **emergency operations plan** and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. ~~Reasonable~~ **Reasonable** security measures when District property is used as a polling place;
2. **Response to an active shooter emergency; and**

**Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.**

<b>District Police Department</b>	To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.
Supervisory Authority	The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.
Jurisdiction	The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Police Authority	<p>Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. <a href="#">Subject to limitations in law</a>, District police officers shall have the authority to:</p> <ol style="list-style-type: none"><li>1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.</li><li>2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.</li><li>3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.</li><li>4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.</li><li>5. Enforce District policies, <a href="#">rules, and regulations</a> on District property, in school zones, at bus stops, or at District functions.</li><li>6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in <del>administrative</del> hearings concerning <del>the</del> alleged violations.</li><li>7. Carry weapons as directed by the chief of police and approved by the Superintendent.</li><li>8. Carry out all other duties as directed by the chief of police or Superintendent.</li></ol>

District police officers shall not be assigned routine classroom discipline or administrative tasks.

*Temporary Assignment*

District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memorandum of understanding at least once every year. The memorandum of understanding shall be approved by the Board.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

*Access to Recordings*

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Training

All District officers shall receive at least the minimum amount of education and training required by law.

Department Regulations Manual

To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

*Racial Profiling*

The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.

*Use of Force*

The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.

SAFETY PROGRAM/RISK MANAGEMENT  
SECURITY PERSONNEL

CKE  
(LOCAL)

*High-Speed  
Pursuit*

Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. [See [Complaints Against Peace Officers](#) ~~COMPLAINTS AGAINST PEACE OFFICERS~~ at [CKE](#) ~~CKE~~ (LEGAL)]

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

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**Note:** For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

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For purposes of this policy, “technology resources” means electronic communication systems and electronic equipment.

**Availability of Access**

Access to the District’s technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited Personal Use

Limited personal use of the District’s technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District’s technology resources; and
3. Has no adverse effect on an employee’s job performance or on a student’s academic performance.

Use by Members of the Public

Access to the District’s technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District’s technology resources.

**Acceptable Use**

The Superintendent ~~or designee~~ shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District’s technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District’s technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

**Internet Safety**

The Superintendent ~~or designee~~ shall develop and implement an internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

**Filtering**

Each District computer with internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent ~~or designee~~.

The Superintendent ~~or designee~~ shall enforce the use of such filtering devices. Upon approval from the Superintendent ~~or designee~~, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

**Monitored Use**

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

**Disclaimer of Liability**

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet.

**Record Retention**

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

**Electronically Signed Documents**

At the District's discretion, the District may make certain transactions available online, including student admissions documents,

student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.

### **Security Breach Notification**

~~Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law.~~

~~The District shall give notice by using one or more of the following methods:~~

- ~~1. Written notice.~~
- ~~2. Electronic mail, if the District has electronic mail addresses for the affected persons.~~
- ~~3. Conspicuous posting on the District's website.~~
- 4.1. Publication through broadcast media.

<b>Plan</b>	The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.
<b>Coordinator</b>	The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters and as required by law report to TEA breaches of system security.
<b>Training</b>	Each District employee and Board member shall annually complete the cybersecurity training program designated by the District. The District shall verify and report compliance with staff training requirements to the Department of Information Resources. Additionally, the District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.
<b>Security Breach Notifications</b>	<p>Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:</p> <ol style="list-style-type: none"><li>1. Written notice.</li><li>2. Email, if the District has email addresses for the affected persons.</li><li>3. Conspicuous posting on the District's websites.</li><li>4. Publication through broadcast media.</li></ol> <p>The District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information to TEA and parents in accordance with law.</p>

**Plan to Reduce  
Personnel Costs**

If the Superintendent determines that there is a need to reduce personnel costs, the Superintendent shall develop, in consultation with the Board as necessary, a plan for reducing costs that may include one or more of the following:

- Salary reductions [see DEA];
- Furloughs [see DEA];
- ~~Furloughs, if the District has received from the commissioner of education certification of a reduction in funding under Education Code 42.009 [see CBA and DEA];~~
- Reductions in force of contract personnel due to financial exigency, if the District meets the standard for declaring a financial exigency as defined by the commissioner [see CEA and provisions at [Reduction in Force Due to Financial Exigency](#) ~~REDUCTION IN FORCE DUE TO FINANCIAL EXIGENCY~~, below];
- Reductions in force of contract personnel due to program change [see DFFB]; or
- Other means of reducing personnel costs.

A plan to reduce personnel costs may include the reduction of personnel employed pursuant to employment arrangements not covered at [Applicability](#) ~~APPLICABILITY~~, below.

- See DCD for the termination at any time of at-will employment.
- See DFAB for the termination of a probationary contract at the end of the contract period.
- See DFCA for the termination of a continuing contract, if applicable.
- See DCE for the termination at the end of the contract period of a contract not governed by Chapter 21 of the Education Code.

**Reduction in Force  
Due to Financial  
Exigency**

Applicability

The following provisions shall apply when a reduction in force due to financial exigency requires:

1. The nonrenewal or termination of a term contract;
2. The termination of a probationary contract during the contract period; or
3. The termination of a contract not governed by Chapter 21 of the Education Code during the contract period.

**Definitions**

Definitions used in this policy are as follows:

1. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.
2. "Discharge" shall mean termination of a contract during the contract period.

**General Grounds**

A reduction in force may take place when the Superintendent recommends and the Board adopts a resolution declaring a financial exigency. [See CEA]- A determination of financial exigency constitutes sufficient reason for nonrenewal or sufficient cause for discharge.

**Employment Areas**

When a reduction in force is to be implemented, the Superintendent shall recommend the employment areas to be affected.

Employment areas may include, for example:

1. Elementary grades, levels, subjects, departments, or programs.
2. Secondary grades, levels, subjects, departments, or programs, including career and technical education subjects.
3. Special programs, such as gifted and talented, bilingual/ESL programs, special education and related services, compensatory education, or migrant education.
4. Disciplinary alternative education programs (DAEPs) and other discipline management programs.
5. Counseling programs.
6. Library programs.
7. Nursing and other health services programs.
8. An educational support program that does not provide direct instruction to students.
9. Other District-wide programs.
10. An individual campus.
11. Any administrative position, unit, or department.
12. Programs funded by state or federal grants or other dedicated funding.
13. Other contractual positions.

The Superintendent's recommendation may address whether any employment areas should be:

1. Combined or adjusted (e.g., “elementary programs” and “compensatory education programs” can be combined to identify an employment area of “elementary compensatory education programs”); and/or
2. Applied on a District-wide or campus-wide basis (e.g., “the counseling program at [named elementary campus]”).

The Board shall determine the employment areas to be affected.

### Criteria for Decision

The Superintendent ~~or designee~~ shall apply the following criteria to the employees within an affected employment area when a reduction in force will not result in the nonrenewal or discharge of all staff in the employment area. The criteria are listed in the order of importance and shall be applied sequentially to the extent necessary to identify the employees who least satisfy the criteria and therefore are subject to the reduction in force. For example, if all necessary reductions can be accomplished by applying the first criterion, it is not necessary to apply the second criterion, and so forth.

1. Qualifications for Current or Projected Assignment: Certification, multiple or composite certifications, bilingual certification, licensure, endorsement, and/or specialized or advanced content-specific training or skills for the current or projected assignment.
- ~~2.~~ Performance: Effectiveness, as reflected by ~~the:~~
  - ~~a.~~ ~~The~~ most recent formal appraisal and, if available, consecutive formal appraisals from more than one year [see DNA]; and ~~any~~
  - ~~b.~~ ~~Any~~ other written evaluative information, including disciplinary information, from the last 36 months.

If the Superintendent ~~or designee~~ at his or her discretion decides that the documented performance differences between two or more employees are too insubstantial to rely upon, he or she may proceed to apply the remaining criteria in the order listed below.

- ~~3.~~2. Extra Duties: Currently performing an extra-duty assignment, such as department or grade-level chair, band director, athletic coach, or activity sponsor.
- ~~4.~~3. Professional Background: Professional education and work experience related to the current or projected assignment.
- ~~5.~~4. Seniority: Length of service in the District, as measured from the employee’s most recent date of hire.

REDUCTION IN FORCE  
FINANCIAL EXIGENCY

DFFA  
(LOCAL)

Superintendent Recommendation      The Superintendent shall recommend to the Board the nonrenewal or discharge of the identified employees within the affected employment areas.

Board Vote      After considering the Superintendent's recommendations, the Board shall determine the employees to be proposed for nonrenewal or discharge, as appropriate.

If the Board votes to propose nonrenewal of one or more employees, the Board shall specify the manner of hearing in accordance with DFBB(LOCAL).

If the Board votes to propose discharge of one or more employees, the Board shall determine whether the hearing will be conducted by a TEA-appointed hearing examiner [see DFD] or will be a local hearing under Education Code 21.207 [see DFBB].

Notice      The Superintendent ~~or designee~~ shall provide each employee written notice of the proposed nonrenewal or discharge, as applicable. The notice shall include:

1. The proposed action, as applicable;
2. A statement of the reason for the proposed action; and
3. Notice that the employee is entitled to a hearing of the type determined by the Board.

**Consideration for Available Positions**

An employee who has received notice of proposed nonrenewal or discharge may apply for available positions for which he or she wishes to be considered. The employee is responsible for reviewing posted vacancies, submitting an application, and otherwise complying with District procedures.

If the employee meets the District's objective criteria for the position and is the most qualified internal applicant, the District shall offer the employee the position until:

1. Final action by the Board to end the employee's contract, if the employee does not request a hearing.
2. The evidentiary hearing by the independent hearing examiner, the Board, or other person designated in DFBB(LOCAL), if the employee requests a hearing.

**Hearing Request**

Nonrenewal: Term Contract

An employee receiving notice of proposed nonrenewal of a term contract may request a hearing in accordance with DFBB.

Discharge: Chapter 21 Contract

An employee receiving notice of proposed discharge from a contract governed by Chapter 21 of the Education Code may request a

REDUCTION IN FORCE  
FINANCIAL EXIGENCY

DFFA  
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hearing. The hearing shall be conducted in accordance with DFD or the nonrenewal hearing process in DFBB, as determined by the Board and specified in the notice of proposed discharge.

Discharge:  
Non-Chapter 21  
Contract

An employee receiving notice of proposed discharge during the period of an employment contract not governed by Chapter 21 of the Education Code may request a hearing before the Board or its designee in accordance with DCE.

**Final Action**

Hearing Requested

If the employee requests a hearing, the Board shall take final action after the hearing in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

No Hearing  
Requested

If the employee does not request a hearing, the Board shall take final action in accordance with DCE, DFBB, or DFD, as applicable, and shall notify the employee in writing.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of Standards of Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

**Weapons Prohibited**

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action. [See CKE]
2. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not ~~loaded and not~~ in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

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shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent or designee.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

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**Safety Requirements** Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**Harassment or Abuse** An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

**Relationships with Students** An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

**Tobacco and E-Cigarettes** An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]

**Alcohol and Drugs / Notice of Drug-Free Workplace** As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.

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3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments, Convictions, and Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:

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- Dishonesty; fraud; deceit; theft; misrepresentation;
- Deliberate violence;
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
- Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
- Felony driving while intoxicated (DWI); or
- Acts constituting abuse or neglect under the Texas Family Code.

**Dress and Grooming** An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

<b>Nomination / Referral</b>	Students may be <del>nominated</del> /referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for <del>nominated</del>/referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
<b>Parental Consent</b>	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
<b>Identification Criteria</b>	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
<b>Assessments</b>	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
<b>Selection</b>	A selection committee shall evaluate each <del>nominated</del> /referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law, <del>and shall be established at each campus.</del>
<b>Notification</b>	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

<b>No-Reassessment</b>	<p>If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.</p> <p><del>The District shall not perform routine reassessments.</del></p>
<b>Transfer Students</b>	<p>When a student identified as gifted by a previous school district enrolls in the District, the <del>selection committee</del>District shall <del>review-place</del> the student's records and conduct assessment procedures when necessary to determine if placement<del>student</del> in the District's program for gifted and talented students is appropriate.</p> <p>[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]</p>
<b>Furloughs</b>	<p>The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.</p> <p>In accordance with <del>the Board-approved program</del>administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.</p>
<b>Exit Provisions</b>	<p>The District shall monitor student performance in <del>response to gifted and talented the</del>program services. If at any time the selection committee <del>or a parent</del> determines it is in the best interest of the student <del>to and his or her educational needs, the committee may exit a student from</del> the program, <del>if a student or parent requests removal from</del> the program, the selection committee shall meet with the parent and student before <del>finalizing an exit decision. honoring the request.</del></p>
<b>Appeals</b>	<p>A parent, <del>or</del> student, <del>or</del> educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.</p>
<b>Program Evaluation</b>	<p>The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation</p>

shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

**Community  
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

**Safe Schools Data**

The Superintendent ~~or designee~~ shall ensure that the District complies with [Texas Education Agency \(TEA\)](#) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD];~~;~~ and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while ~~in~~ ~~or on the premises~~~~grounds~~ of the school the student attends ~~or while attending a school-sponsored or school-related activity, on or off school property:~~
  - a. Attempted murder;
  - b. Indecency with a child;
  - c. Aggravated kidnapping;
  - d. ~~Aggravated Assault resulting in bodily injury or aggravated~~ assault on someone other than a District employee or volunteer;~~;~~
  - e. Sexual assault or aggravated sexual assault ~~against someone other than a District employee;~~ or volunteer;
  - f. Aggravated robbery; ~~or;~~
    - a. ~~Continuous sexual abuse of a young child or children.~~

**School Safety Transfers**

The parent of a student who becomes a victim of a violent criminal offense as described [in the state guidance for unsafe school choice options](#)~~above~~ or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

**From a Persistently Dangerous School**

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent ~~or designee~~ an application for transfer. The Superintendent ~~or designee~~ shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a  
Violent Criminal  
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the ~~premises~~~~grounds~~ of the school the student attends ~~or while attending a school-sponsored or school-related activity, on or off school property~~, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent ~~or designee~~ an application for transfer. The Superintendent ~~or designee~~ shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer  
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see ~~See~~ also FDA and FDB.]

**Required Medical Clearance**

**Prior to participating in a designated University Interscholastic League (UIL) Participation**

**Additional Screening**

**Referrals**

Notice of Lice

~~A student desiring to participate in the UIL athletic program or other District extracurricular program identified by the Superintendent, a student shall undergo a physical examination annually and shall submit annually a statement from an authorized a health-care provider authorized under UIL rules indicating that the student has been examined and medically cleared is physically able to participate in the athletic program.~~

The District may provide additional screening as District and community resources permit.

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

A school nurse or administrator who discovers or becomes aware that a child enrolled in a District elementary school has lice shall provide written or electronic notice to parents within the time frames prescribed in law.

**Threat Assessment  
and Safe and  
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or  
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment  
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School  
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

**Trauma-Informed  
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

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**Comprehensive System**

The Superintendent ~~or designee~~ shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

**Cumulative Record**

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

**Custodian of Records**

The ~~principal~~ ~~principal~~ is custodian of all records for currently enrolled students. ~~The Superintendent~~ ~~The Superintendent~~ is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

**Types of Education Records**

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
5. Health services record, including:
  - a. The results of any tuberculin tests required by the District.
  - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

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- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, [school](#) counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

**Access by Parents**

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the ~~requester's~~ [requestor's](#) identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or [school](#) counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the rec-

ords during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

### **Access by School Officials**

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
1. [A person appointed to serve on a team to support the District's safe and supportive school program.](#)

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

- ~~1-5.~~ Working with the student;
- ~~2-6.~~ Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- ~~3-7.~~ Compiling statistical data;
- ~~4-8.~~ Reviewing an education record to fulfill the official's professional responsibility; or
- ~~5-9.~~ Investigating or evaluating programs.

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**Transcripts and  
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the ~~timeline~~~~time-line~~ provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), [Required Documentation](#)]~~REQUIRED DOCUMENTATION~~ The District may return an education record to the school identified as the source of the record.

**Records  
Responsibility for  
Students in Special  
Education**

The [executive director of student services](#)~~executive director of student services~~ shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at [the office of student services](#)~~the office of student services~~.

**Procedure to Amend  
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory  
Information**

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and

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2. Items for all other purposes.

School-Sponsored  
Purposes

For the following school-sponsored purposes—all District publications and announcements~~all District publications and announcements~~—directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams~~student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~

All Other Purposes

For all other purposes, directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~For all other purposes, directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.~~

**Charging for  
Personnel Time**

As authorized by law, the District shall charge a ~~requester~~requester for additional personnel time spent producing information for the ~~requester~~requester after personnel of the District have collectively spent:

1. 36 hours of time during the District's fiscal year; or
1. 15 hours of time during a one-month period.

**Suspension of  
Public Information  
Act During  
Catastrophe**

2. In the event of a catastrophe, as defined by law, affecting the District, the Board delegates to the Superintendent the authority to suspend the applicability of Government Code Chapter 552 to the District for the period of time permitted by law and provide the required notices to the attorney general and public. The Board shall approve any extension of an initial suspension period.

**Access to District Property**

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

**Ejection or Exclusion under Education Code 37.105**

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

**Off-Campus Activities**

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

**Prohibitions**

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

*Exceptions*

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not ~~loaded and not~~ in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

(LOCAL) Policy Action List

WEST ORANGE-COVE CISD (181906) - Update / LDU 114

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<b>West Orange-Cove CISD</b>			
<b>JOB TITLE:</b>	<b>Campus Principal</b>		
<b>REPORTS TO:</b>	<b>Superintendent of Schools</b>	<b>PAY GRADE:</b>	<b>ADM</b>
<b>DEPT./SCHOOL:</b>	<b>Assigned Campus</b>	<b>SERVICE DAYS:</b>	<b>226</b>
<b>FLSA:</b>	<b>Exempt</b>		

**PRIMARY PURPOSE:**

The campus principal is to assume responsibility for leadership, management, coordination, and administration of the programs for the campus by promoting the educational development of all students within the framework of the philosophy and objectives established by board policy, consistent with statutes and standards of regulatory agencies, and in accordance with administrative regulations and procedures.

**QUALIFICATIONS:**

**MINIMUM EDUCATION/CERTIFICATION**

- A Master's degree from an accredited college or university
- A mid-management or principal certificate
- Certified T-TESS appraiser

**SPECIAL KNOWLEDGE/SKILLS**

- Working knowledge of federal and state codes governing education
- Effective communication, public relations and interpersonal skills
- Ability to manage budget and personnel

**MINIMUM EXPERIENCE**

- Minimum of three years of experience in teaching
- Campus level administrative experience is preferred

**ESSENTIAL FUNCTIONS:**

**INSTRUCTIONAL  
MANAGEMENT:**

1. Diagnose student needs and assist teachers in designing learning experiences for students; monitor student achievement and attendance.
2. Encourage the development and piloting of innovative instructional programs; facilitate the planning and application of emerging technologies in the classroom.
3. Monitor instructional and managerial processes to ensure high quality instruction and that program activities are related to program outcomes and use findings to take corrective actions.
4. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program, including students and community representatives when appropriate.
5. Model personal responsibility and relentless focus on improving student outcomes.

**SCHOOL/  
ORGANIZATIONAL  
CLIMATE:**

6. Assess the school climate and advance through team building and communication a clear sense of the campus and district mission statements.
7. Resolve conflicts at the lowest decision-making level possible and encourage others to do so.
8. Promote a positive image of the district in all communications.
9. Build bridges of support and good will between campus and central office staff.
10. Communicate a clear sense of the school's mission.
11. determine and build a common vision with staff for school improvement.

**SCHOOL/  
ORGANIZATIONAL  
IMPROVEMENT:  
PERSONNEL  
MANAGEMENT:**

12. Determine staffing needs in cooperation with the human resources director to secure high-quality, certified and qualified teachers and staff throughout the school.
13. Assign and evaluate all personnel assigned to the campus using T-TESS and other evaluation instruments; recommend to the superintendent the termination, suspension, or non-renewal of any employee assigned to the campus.
14. Delegate appropriately and recognize exemplary performance of staff; encourage personal and professional growth leadership among the staff.

**ADMINISTRATION  
AND FISCAL/  
FACILITIES  
MANAGEMENT:**

- 15. Comply with all applicable personnel policies and rules.
- 16. Assume responsibility for keeping accurate student records pertaining to academic achievement, health, attendance and UIL eligibility.
- 17. Contribute to district-wide school improvement efforts and the attainment of the Texas Academic Performance Report indicators as a member of the instructional team.
- 18. Be effective in scheduling activities and the use of resources needed to accomplish determined goals.
- 19. Consider teacher, parent, and community input in developing goals that affect the budget, program needs, personnel, and other fiscal needs of the campus.

**STUDENT  
MANAGEMENT:**

- 20. Base decisions on federal and state laws and regulations and on district policies.
- 21. Monitor the use, care, and replacement of school facilities to ensure that all buildings and grounds are safe and orderly.
- 22. Prepare and manage a budget that reflects the needs of materials and equipment and assume responsibility for keeping accurate records of all money collected and deposited; approve all expenditures, including budgeted and activity funds.
- 23. Promote school-wide activities for building self-esteem in all students.
- 24. Administer the discipline management systems adopted by the local school board; develop and communicate to students, staff, and parents the school guidelines for student conduct.

**SCHOOL/  
COMMUNITY  
RELATIONS:**

- 25. Supervise and provide for effective guidance and testing programs.
- 26. Communicate the school's mission and vision to the campus and community; solicit support from the community for the accomplishment of the school's mission.
- 27. Establish and implement a culture of high expectations for all staff and students.
- 28. Promote positive community relations through effective communication and purposeful dialogue between school and community.

**PROFESSIONAL  
GROWTH AND  
DEVELOPMENT:**

- 29. Perform duties in a professional, ethical, and responsible manner; participate in professional organizations.
- 30. Work with appropriate personnel to plan and implement staff development plans and activities.

**CAMPUS  
PERFORMANCE  
OBJECTIVES:**

- 31. Use information provided through assessments and the district's appraisal instrument; disseminate ideas and information for improvement of performance.
- 32. Initiate instructional and/or teaching updates and support designed to improve student performance as reflected by STAAR and other state/national test scores.
- 33. Provide for strong student attendance by follow-up action on students with poor attendance and recognize students with good attendance.
- 34. Encourage students to enroll in courses that are academically challenging.
- 35. Inservice teachers to have high expectations for their students.
- 36. Monitor the percentage of students who fail by grade level and subject, and provide leadership in developing remediation activities.

**OTHER DUTIES:**

- 37. Perform other duties and functions as assigned by the superintendent.

**SUPERVISORY RESPONSIBILITIES:**

All certified and non-certified personnel assigned to the school campus

**WORKING CONDITIONS:**

Ability to maintain emotional control under stress  
 Ability to coordinate district functions  
 Daily interaction with students, parents, staff, and members of the community

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**West Orange-Cove CISD**

<b>JOB TITLE:</b>	<b>Assistant Principal - Elementary</b>	<b>PAY GRADE:</b>	<b>ADM 3</b>
<b>REPORTS TO:</b>	<b>Principal</b>	<b>DAYS EMPLOYED:</b>	<b>198</b>
<b>DEPT./SCHOOL:</b>	<b>Assigned Campus</b>		
<b>FLSA:</b>	<b>Exempt</b>		

**PRIMARY PURPOSE:**

The assistant principal is to assume responsibility for assisting the school principal with the leadership, management, coordination, and administration of the various programs of the school within the framework of the philosophy and objectives established by board policy, consistent with statutes and standards of regulatory agencies, and in accordance with the administrative regulations and procedures. The assistant principal coordinates assigned student activities and services.

**QUALIFICATIONS:**

***MINIMUM EDUCATION/CERTIFICATION***

A Master's degree from an accredited college or university  
Valid Texas teaching certificate  
Texas mid-management or principal certification  
Certified T-TESS appraiser preferred

***SPECIAL KNOWLEDGE/SKILLS***

Working knowledge of federal and state codes governing education  
Ability to manage personnel and budget  
Effective communication, public relations and interpersonal skills

***MINIMUM EXPERIENCE***

Minimum of three years of experience as a classroom teacher

**ESSENTIAL FUNCTIONS:**

**INSTRUCTIONAL  
MANAGEMENT:**

1. Assist in the development and maintenance of the school's instructional programs.
2. Assume responsibility for the proper care, storage, distribution and accounting of textbooks.
3. Promote use of technology in teaching/learning process.
4. Assist in the supervision and implementation of grade level and vertical team meetings on the campus.
5. Assist in conducting and documenting informal observations/walk-throughs.
6. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
7. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
8. Initiate and support programs and actions that facilitate a positive, caring climate for learning in an orderly environment.
9. Deal sensitively and fairly with persons from diverse cultural backgrounds.
10. Assist in developing and implementing the school's safety program.
11. Assess the school climate and advance through team building and communication a clear understanding of the campus and district mission and vision statements.
12. Resolve conflicts at the lowest decision-making level possible and encourage others to do so.
13. Promote a positive image of the district in all communications.
14. Build bridges of support and good will between campus and central office staff.

**SCHOOL/  
ORGANIZATIONAL  
CLIMATE:**

## Assistant Principal-Elementary

### SCHOOL/ ORGANIZATIONAL IMPROVEMENT:

15. Demonstrate effective use of student achievement data in interpreting, reporting, and acting on results.
16. Contribute to district-wide school improvement efforts and the attainment of Texas Academic Performance Report indicators as a member of the instructional team.
17. Effectively schedule activities and the use of resources needed to accomplish determined goals.
18. Effectively Implement T-TESS and other evaluation instruments to ensure that evaluations clearly and accurately represent staff performance
19. Develop duty assignment rosters for personnel under the principal's supervision.
20. Assist in the supervision and evaluation of non-professional staff.
21. Responsible for scheduling substitutes for instructional employees.
22. Assist the principal in determining needs and compiling the budget each year.

### PERSONNEL MANAGEMENT:

### ADMINISTRATION AND FISCAL/ FACILITIES MANAGEMENT: STUDENT MANAGEMENT:

23. Assist the principal in managing the student activities and programs.
24. Administer the school's discipline management plan.
25. Develop and communicate school guidelines for student conduct to students, staff and parents.
26. Ensure that students are adequately supervised during non-instructional periods.
27. Attend school activities and extra curricular events when needed. (athletic games, UIL events, etc.).
28. Use appropriate and effective techniques in communicating the total school program and the opportunities provided to students, parents, and the community.
29. Administer and/or assist with general staff meetings.
30. Assist in the planning and implementation of staff development activities.

### SCHOOL/ COMMUNITY RELATIONS:

### PROFESSIONAL GROWTH AND DEVELOPMENT:

### OTHER DUTIES:

31. Assist in making staff development presentations.
32. Perform other duties as assigned by the supervisor.

## SUPERVISORY RESPONSIBILITIES:

Share supervisory responsibility for professional staff with school principal  
Supervise teachers, certain paraprofessionals, and others as assigned

## WORKING CONDITIONS:

Maintain emotional control under stress  
Daily interaction with students, parents, staff, and members of the community  
Occasional district-wide and out-of-town travel  
Occasional prolonged and irregular hours

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Signature

\_\_\_\_\_  
Date

**West Orange-Cove CISD**

<b>JOB TITLE:</b>	<b>Assistant Principal – Middle School</b>		
<b>REPORTS TO:</b>	<b>Campus Principal</b>	<b>PAY GRADE:</b>	<b>ADM 3</b>
<b>DEPT./SCHOOL:</b>	<b>Assigned Campus</b>	<b>SERVICE DAYS:</b>	<b>208</b>
<b>FLSA:</b>	<b>Exempt</b>		

**PRIMARY PURPOSE:**

The assistant principal is to assume responsibility for assisting the school principal with the leadership, management, coordination, and administration of the various programs of the school within the framework of the philosophy and objectives established by board policy, consistent with statutes and standards of regulatory agencies, and in accordance with the administrative regulations and procedures. The assistant principal coordinates assigned student activities and services.

**QUALIFICATIONS:**

***MINIMUM EDUCATION/CERTIFICATION***

- A Master's degree from an accredited college or university
- Valid Texas teaching certificate
- Texas mid-management or principal certification
- Certified T-TESS appraiser preferred

***SPECIAL KNOWLEDGE/SKILLS***

- Working knowledge of federal and state codes governing education
- Ability to manage personnel and budget
- Effective communication, public relations and interpersonal skills

***MINIMUM EXPERIENCE***

- Minimum of three years of experience as a classroom teacher

**ESSENTIAL FUNCTIONS:**

**INSTRUCTIONAL  
MANAGEMENT:**

1. Assist in the development and maintenance of the school's instructional programs.
2. Assume responsibility for the proper care, storage, distribution and accounting of textbooks.
3. Promote use of technology in teaching/learning process.
4. Assist in the supervision and implementation of grade level and vertical team meetings on the campus.
5. Assist in conducting and documenting informal observations/walk-throughs.
6. Monitor instructional and managerial processes to ensure that program activities are relate to program outcomes and use findings to take corrective actions.
7. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

**SCHOOL/  
ORGANIZATIONAL  
CLIMATE:**

8. Initiate and support programs and actions which facilitate a positive, caring climate for learning in an orderly environment.
9. Deal sensitively and fairly with persons from diverse cultural backgrounds.
10. Assist in developing and implementing the school's safety program.
11. Assess the school climate and advance through team building and communication a clear sense of the campus and district mission statements.
12. Resolve conflicts at the lowest decision-making level possible and encourage others to do so.
13. Promote a positive image of the district in all communications.
14. Build bridges of support and good will between campus and central office staff.

## Assistant Principal – Middle School

### SCHOOL/ ORGANIZATIONAL IMPROVEMENT:

15. Demonstrate effective use of student achievement data in interpreting, reporting, and acting on results.
16. Contribute to district-wide school improvement efforts and the attainment of Texas Academic Performance Report Indicators as a member of the instructional team.
17. Be effective in scheduling activities and the use of resources needed to accomplish determined goals.
18. Use the T-TESS and other evaluation instruments appropriately and ensure that evaluations clearly and accurately represent staff performance.
19. Develop duty assignment rosters for personnel under the principal's supervision.
20. Responsible for scheduling substitutes for instructional employees.
21. Assist in the supervision and evaluation of non-professional staff.
22. Assist the principal in determining needs and compiling the budget each year.

### PERSONNEL MANAGEMENT:

### ADMINISTRATION AND FISCAL/ FACILITIES MANAGEMENT: STUDENT MANAGEMENT:

23. Assist the principal in managing the student activities and programs.
24. Administer the school's discipline management plan.
25. Develop and communicate school guidelines for student conduct to students, staff, and parents.
26. Ensure that students are adequately supervised during non-instructional periods.
27. Attend school activities to assist with the supervision needed at extra curricular events. (athletic games, UIL events, etc.).
28. Use appropriate and effective techniques in communicating the total school program and the opportunities provided to students, parents, and the community.
29. Administer and/or assist with general staff meetings.
30. Assist in the planning and implementation of staff development activities.

### SCHOOL/ COMMUNITY RELATIONS:

### PROFESSIONAL GROWTH AND DEVELOPMENT:

### OTHER DUTIES:

31. Assist in making staff development presentations.
32. Perform other duties as assigned by the supervisor.

## SUPERVISORY RESPONSIBILITIES:

Share supervisory responsibility for professional staff with school principal  
Supervise teachers, certain paraprofessionals, and others as assigned

## WORKING CONDITIONS:

Maintain emotional control under stress  
Daily interaction with students, parents, staff, and members of the community  
Occasional district-wide and out-of-town travel  
Occasional prolonged and irregular hours

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

Signature

Date

**West Orange-Cove CISD**

**JOB TITLE: Assistant Principal – High School**

**REPORTS TO: Campus Principal**

**PAY GRADE:**

**ADM 4**

**DEPT./SCHOOL: Assigned Campus**

**SERVICE DAYS:**

**215**

**FLSA: Exempt**

**PRIMARY PURPOSE:**

The assistant principal is to assume responsibility for assisting the school principal with the leadership, management, coordination, and administration of the various programs of the school within the framework of the philosophy and objectives established by board policy, consistent with statutes and standards of regulatory agencies, and in accordance with the administrative regulations and procedures. The assistant principal coordinates assigned student activities and services.

**QUALIFICATIONS:**

***MINIMUM EDUCATION/CERTIFICATION***

A Master's degree from an accredited college or university  
Valid Texas teaching certificate  
Texas mid-management or principal certification  
Certified T-TESS appraiser preferred

***SPECIAL KNOWLEDGE/SKILLS***

Working knowledge of federal and state codes governing education  
Ability to manage personnel and budget  
Effective communication, public relations and interpersonal skills

***MINIMUM EXPERIENCE***

Minimum of three years of experience as a classroom teacher

**ESSENTIAL FUNCTIONS:**

**INSTRUCTIONAL  
MANAGEMENT:**

1. Assist in the development and maintenance of the school's instructional programs.
2. Assume responsibility for the proper care, storage, distribution and accounting of textbooks.
3. Promote use of technology in teaching/learning process.
4. Assist in the supervision and implementation of grade level and vertical team meetings on the campus.
5. Assist in conducting and documenting informal observations/walk-throughs.
6. Monitor instructional and managerial processes to ensure that program activities are relate to program outcomes and use findings to take corrective actions.
7. Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

**SCHOOL/  
ORGANIZATIONAL  
CLIMATE:**

8. Initiate and support programs and actions which facilitate a positive, caring climate for learning in an orderly environment.
9. Deal sensitively and fairly with persons from diverse cultural backgrounds.
10. Assist in developing and implementing the school's safety program.
11. Assess the school climate and advance through team building and communication a clear sense of the campus and district mission statements.
12. Resolve conflicts at the lowest decision-making level possible and encourage others to do so.
13. Promote a positive image of the district in all communications.
14. Build bridges of support and good will between campus and central office staff.

## Assistant Principal – High School

### SCHOOL/ ORGANIZATIONAL IMPROVEMENT:

15. Demonstrate effective use of student achievement data in interpreting, reporting, and acting on results.
16. Contribute to district-wide school improvement efforts and the attainment of Texas Academic Performance Report Indicators as a member of the instructional team.
17. Be effective in scheduling activities and the use of resources needed to accomplish determined goals.
18. Use the T-TESS and other evaluation instruments appropriately and ensure that evaluations clearly and accurately represent staff performance.
19. Develop duty assignment rosters for personnel under the principal's supervision.
20. Responsible for scheduling substitutes for instructional employees.
21. Assist in the supervision and evaluation of non-professional staff.
22. Assist the principal in determining needs and compiling the budget each year.

### PERSONNEL MANAGEMENT:

### ADMINISTRATION AND FISCAL/ FACILITIES MANAGEMENT: STUDENT MANAGEMENT:

23. Assist the principal in managing the student activities and programs.
24. Administer the school's discipline management plan.
25. Develop and communicate school guidelines for student conduct to students, staff, and parents.
26. Ensure that students are adequately supervised during non-instructional periods.
27. Attend school activities to assist with the supervision needed at extra curricular events. (athletic games, UIL events, etc.).
28. Use appropriate and effective techniques in communicating the total school program and the opportunities provided to students, parents, and the community.
29. Administer and/or assist with general staff meetings.
30. Assist in the planning and implementation of staff development activities.

### SCHOOL/ COMMUNITY RELATIONS:

### PROFESSIONAL GROWTH AND DEVELOPMENT:

### OTHER DUTIES:

31. Assist in making staff development presentations.
32. Perform other duties as assigned by the supervisor.

## SUPERVISORY RESPONSIBILITIES:

Share supervisory responsibility for professional staff with school principal  
Supervise teachers, certain paraprofessionals, and others as assigned

## WORKING CONDITIONS:

Maintain emotional control under stress  
Daily interaction with students, parents, staff, and members of the community  
Occasional district-wide and out-of-town travel  
Occasional prolonged and irregular hours

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

Signature

Date

**West Orange-Cove CISD**

**JOB TITLE: Elementary Guidance Office Clerk**

**REPORTS TO: Principal**

**JOB GRADE: 3.0**

**DEPT./SCHOOL: Campus**

**SERVICE DAYS: 193**

**FSLA: Non-Exempt**

**PRIMARY PURPOSE:**

The role of the guidance office clerk is to facilitate and implement the efficient operation of the school guidance department and provide clerical services for the guidance department staff.

**QUALIFICATIONS:**

***MINIMUM EDUCATION/CERTIFICATION***

High school diploma or equivalent

***SPECIAL KNOWLEDGE/SKILLS***

Effective organizational, communication, interpersonal skills and effective office practices

Proficiency in office records management and business writing

Basic knowledge of office equipment

Knowledge of basic accounting principles

Knowledge of basic computer software skills (e.g. Microsoft Office applications and student management systems)

Ability to work effectively with students, teachers, and parents

***MINIMUM EXPERIENCE***

Fifteen semester hours of college credit with some business orientation or equivalent business school training **OR**

One year of general clerical/secretarial experience

**PERFORMANCE OBJECTIVES:**

- Demonstrate thoroughness, reliability, and a high degree of accuracy in performing work assignments.
- Work cooperatively with others and maintain a positive attitude in the work environment.
- Demonstrate initiative and good judgment in problem-solving and decision-making.
- Have good attendance and use time productively on the job.
- Keep informed of and comply with district and State policies, rules and regulations.
- Accept supervisory direction and strive to improve job skills.
- Demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents and visitors to the building.
- Demonstrate professional standards in appearance and personal conduct.

**ESSENTIAL FUNCTIONS - INSTRUCTIONAL:**

- Perform routine office/clerical duties as assigned by the principal and counselor(s).

## Elementary Guidance Office Clerk

- Greet new students and issue initial new enrollment packet.
- Serve as receptionist and schedule appointments for counselors.
- Provide services for students such as corridor passes or office request passes, and sign-in/sign-out sheet.
- Assist in preparation of materials and implementation of the campus testing program (STAAR).
- Assist with preparation and dissemination of STAAR, end-of-six weeks bulletins, and counseling informational materials.
- Assist with grade collection worksheets and other work for grade reporting; assist with report cards and three-week progress reports.
- Reproduce, mail, and electronically distribute student cumulative folder information as needed.
- Assist with student enrollment and withdrawal process.
- Order materials and supplies for the guidance department; duplicate materials for the guidance department.
- Assist with preparation and implementation of counselor sponsored events (career day, awards ceremonies, etc.).
- Assist teachers with class roles and report cards.
- Perform other duties as assigned by the supervisors.

### EQUIPMENT USED:

Computers and printers  
Calculator and copy machine  
All general office equipment

### WORKING CONDITIONS:

Maintain emotional control under stress  
Busy office environment - Daily interaction with teachers, students, parents, central office staff  
Work with frequent interruptions

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

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Signature

\_\_\_\_\_  
Date

**West Orange-Cove CISD**

**JOB TITLE: Middle School Guidance Office Clerk**

**REPORTS TO: Principal**

**JOB GRADE: 3.0**

**DEPT./SCHOOL: Campus**

**SERVICE DAYS: 198**

**FSLA: Non-Exempt**

**PRIMARY PURPOSE:**

The role of the guidance office clerk is to facilitate and implement the efficient operation of the school guidance department and provide clerical services for the guidance department staff.

**QUALIFICATIONS:**

***MINIMUM EDUCATION/CERTIFICATION***

High school diploma or equivalent

***SPECIAL KNOWLEDGE/SKILLS***

Effective organizational, communication, interpersonal skills and effective office practices

Proficiency in office records management and business writing

Basic knowledge of office equipment

Knowledge of basic accounting principles

Knowledge of basic computer software skills (e.g. Microsoft Office applications and student management systems)

Ability to work effectively with students, teachers, and parents

***MINIMUM EXPERIENCE***

Fifteen semester hours of college credit with some business orientation or equivalent business school training **OR**

One year of general clerical/secretarial experience

**PERFORMANCE OBJECTIVES:**

- Demonstrate thoroughness, reliability, and a high degree of accuracy in performing work assignments.
- Work cooperatively with others and maintain a positive attitude in the work environment.
- Demonstrate initiative and good judgment in problem-solving and decision-making.
- Have good attendance and use time productively on the job.
- Keep informed of and comply with district and State policies, rules and regulations.
- Accept supervisory direction and strive to improve job skills.
- Demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents and visitors to the building.
- Demonstrate professional standards in appearance and personal conduct.

**ESSENTIAL FUNCTIONS - INSTRUCTIONAL:**

- Perform routine office/clerical duties as assigned by the principal and counselor(s).

## **Middle School Guidance Office Clerk**

- Greet new students and issue initial new enrollment packet.
- Serve as receptionist and schedule appointments for counselors.
- Provide services for students such as corridor passes or office request passes, and sign-in/sign-out sheet.
- Assist in preparation of materials and implementation of the campus testing program (STAAR, PSAT, etc.).
- Assist with preparation and dissemination of STAAR, end-of-six weeks bulletins, and counseling informational materials.
- Assist with grade collection worksheets and other work for grade reporting; assist with report cards and three-week progress reports.
- Reproduce, mail, and electronically distribute student cumulative folder information as needed.
- Assist with keeping a current library of college and vocational catalogs.
- Assist with student enrollment and withdrawal process.
- Order materials and supplies for the guidance department; duplicate materials for the guidance department.
- Assist with preparation and implementation of counselor-sponsored events (College and Career Night, awards ceremonies, etc.).
- Assist teachers with class roles and report cards.
- Perform other duties as assigned by the supervisors.

### **EQUIPMENT USED:**

Computers and printers  
Calculator and copy machine  
All general office equipment

### **WORKING CONDITIONS:**

Maintain emotional control under stress  
Busy office environment - Daily interaction with teachers, students, parents, central office staff  
Work with frequent interruptions

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## West Orange-Cove CISD

**JOB TITLE:** Nurse's Aide

**REPORTS TO:** Principal

**JOB GRADE:** 2.0

**DEPT./SCHOOL:** Campus

**SERVICE DAYS:** Instructional Calendar

**FSLA:** Non-Exempt

### **PRIMARY PURPOSE:**

The role of the nurse's aide is to assist students as needed for care of any physical condition which impedes learning or threatens optimum health of students.

### **QUALIFICATIONS:**

#### ***MINIMUM EDUCATION/CERTIFICATION***

High school diploma or GED

Basic first aid and cardio pulmonary resuscitation (CPR)

Unlicensed diabetic care assistant certificate preferred

CNA License preferred

#### ***MINIMUM EDUCATION/CERTIFICATION***

Proficient keyboarding and file maintenance skills

Ability to use software to develop databases and word processing documents

Ability to write routine reports and correspondence

Strong organizational, communication, and interpersonal skills

#### ***MINIMUM EXPERIENCE***

Some experience working with children

### **PERFORMANCE OBJECTIVES:**

- Provide basic first aid and care for minor injuries and illness according to a detailed protocol established by the school nurse (RN) or medical advisor.
- Administer medication to students according to board policy and district procedures and maintain accurate log of medications dispensed.
- Assist with screening programs, take vital signs (temperature, pulse, respiration rate, and blood pressure), and accurately document results as proscribed by district, state, and federal requirements. Communicate findings to supervising school health staff for direction.
- Escort students to and from health room and assist students with disabilities as necessary.
- Contact parents of students who need to be picked up from school according to established school health services protocols or as directed by the school nurse.
- Contact emergency medical services (EMS) according to established school health services protocols or as directed by the school nurse.
- Maintain an efficient and safe clinic including following infection control procedures as directed by the school nurse. Use Universal Precautions Procedures when cleaning all body spills and providing wound care.
- Prepare, compile, maintain, and file all correspondence, reports, records, and other documents required, including accurate and confidential student health records.
- Work cooperatively with others and maintain a positive attitude in the work environment.
- Demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents and visitors to the building.
- Accept supervisory direction and strive to improve job skills.
- Demonstrate professional standards in appearance and personal conduct.

## Nurse's Aide

- Have good attendance and use time productively on the job.
- Demonstrate thoroughness, reliability, and a high degree of accuracy in performing work assignments.

### ESSENTIAL FUNCTIONS:

- Uphold and enforce school rules, administrative regulations, and state and local board policy
- Maintain a daily log of health office activities, including reportable accidents, communicable disease data, and referrals to school nurse (RN)
- Maintain clinic supply inventory and request supplies as needed.
- Comply with policies established by federal and state laws, The Department of Health rule, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.
- Nurse's aide must maintain CPR certification and unlicensed diabetic care assistant certification once initially obtained.
- Maintain confidentiality.
- Other duties as assigned by supervisor

### EQUIPMENT USED:

Standard medical clinic equipment; special needs adaptive equipment; standard office equipment  
Computer and printer

### WORKING CONDITIONS:

Frequent standing, sitting, kneeling/squatting, bending/stooping, pushing pulling, and twisting  
Frequent walking, grasping/squeezing, wrist flexion/extension  
Frequent light lifting and carrying (less than 15 pounds); may require regular heavy lifting (45 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint, assisting nonambulatory students.  
Exposure to biological hazards, bacteria, and communicable diseases  
Work with frequent interruptions; maintain emotional control under stress

This document describes the general purpose and responsibilities of this position and is not an exhaustive list of all responsibilities, duties, and skills that may be required.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**DATE:** January 13, 2020  
**TO:** Ruth Hancock, Board President and Members  
**FROM:** Trisha Spears  
**RE:** **Order to Call Election**

The Trustee Election is conducted under the provisions of the Texas Education Code for electing its trustees at large. I recommend the Board approve calling the Trustee Election for Saturday, May 2, 2020 for the purpose of electing two (2) trustee members.

*Ruth Hancock	May 2020
*Tommy Wilson Sr.	May 2020
Roderick Robertson	May 2021
LaTricia Stroud	May 2021
Demetrius Hunter	May 2022
Linda Platt-Bryant	May 2022
Gina Simar	May 2022

**\* General Election - Two-year Term expires May 2, 2020**

WEST ORANGE-COVE CISD  
ORDER OF A GENERAL ELECTION

A Resolution ordering a general election for the purpose of electing two full term Board Trustee members; providing the early voting date, hours, early voting clerk; providing for polling places, judges and pay; providing for entering into a contract with the Orange County Election Administrator to help conduct our election; providing for the use of the ES&S Expressvote Voting System Machines to comply with state and federal laws setting requirements for voting systems that permit voters with physical disabilities to cast a secret ballot; providing for joint election with other entities; providing for other matters relating to the district election; and finding and determining that the meeting at which this resolution is passed is open to the public as required by law.

Be it resolved by the West Orange-Cove School Board members:

In accordance with the Texas Education Code, the laws of the State of Texas and the policy of the West Orange-Cove CISD, there shall be held in the West Orange-Cove CISD on the 2nd day of May, an election for the purpose of electing two (3 year term) Board Trustee members.

Per the requirements of the Help America Vote Act (HAVA) the West Orange-Cove School Board shall adopt for use in early voting and election day voting, the ES&S Expressvote Voting System Machines. Six machines per polling place that will be leased from Orange County and overseen by the Election Administrator. It is recommended that the District enter into an Election Services Contract with the Orange County Election Administrator to assist with the Trustee Election. (See attached Orange County Election Services Contract and Expressvote Contract)

Effective with the beginning of the 2006-07 school year, school district trustee elections must be held as joint elections, either with municipalities or counties. (See Texas Education Code 11.0581) In even numbered years the joint election agreement will be executed by the participating Cities, School Districts, Port District and Drainage District. In odd numbered years the agreement shall be executed by the participating Cities and School Districts only, unless the Port District or Drainage District shall have a special election on the May uniform election date. (See attached Joint Election Agreement Contract)

Early voting shall be conducted by the early voting clerk, namely Trisha Spears, and the places at which the early voting shall be conducted is designated as the Orange Public Library inside Meeting Room, 220 N. 5<sup>th</sup> Street, Orange, TX, Bridge City ISD Admin. Building, 1031 W. Roundbunch Rd, Bridge City TX and Raymond Gould Community Center, 385 Claiborne, Vidor TX. Ballot applications to be voted by mail are to be sent to the office of the Elections Administrator, Tina Barrow, 123 S. 6<sup>th</sup> Street, Orange, TX. 77630. The deadline for receiving ballot by mail applications is the close of business on April 21, 2020. The early voting polling place shall be open Monday, April 20, 2020 through Tuesday, April 28, 2020 8:00 am until 5:00 pm. On Tuesday, April 21, 2020 and Tuesday, April 28, 2020 early voting will be conducted from 8:00 am until 8:00 pm.

The Election Day polling places listed below will be open from 7:00 am until 7:00 pm.

<b>EARLY VOTING</b>
Orange Public Library 220 N. Fifth Street Orange, Texas
Bridge City ISD Admin. Building 1031 W. Roundbunch Rd Bridge City, TX
Raymond Gould Community Center 385 Claiborne Vidor, TX
<b>ELECTION PRECINCT NO. 1, 2</b>
WOCCISD Education Service Center/Admin Building 902 West Park Ave.
<b>ELECTION PRECINCT NO. 3,4,5</b>
North Early Learning Center 801 Cordrey
<b>ELECTION PRECINCT NO. 8, 13, 14, 15</b>
Salvation Army 1950 N. MLK Drive
<b>ELECTION PRECINCT NO. 11, 12 &amp; 24</b>
West Orange City Hall 2700 Western Avenue

<b>ELECTION COORDINATOR FOR WOCCISD</b>	Trisha Spears, Administration Building	
<b>EARLY VOTING</b>	Tina Barrow, Elections Administrator	Tina Barrow, Deputy Early Voting Clerk
Orange Public Library 220 N. Fifth Street, Orange, TX	123 S. 6 <sup>th</sup> Street, Orange, TX	TBA
Bridge City ISD Admin. Building 1031 W. Roundbunch Rd, Bridge City TX	<u>Early Voting Ballot Board</u> TBA, Judge	TBA
Raymond Gould Community Center 385 Claiborne, Vidor TX	TBA, Alternate Judge	

