Agenda of Regular Meeting

The Board of Trustees
Pilot Point Independent School District

A Regular Meeting of the Pilot Point Independent School District Board of Trustees will be held August 13, 2025, beginning at 5:00 PM in the Pilot Point ISD Administration Board Room, 829 S. Harrison Street, Pilot Point, TX 76258.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. **CALL TO ORDER / ROLL CALL**
2. **PLEDGES TO THE FLAGS**
3. **INVOCATION**
4. **RECOGNITION** **4**

Valerie Wall

A. **Swearing In of Chief of Police and Police Officers**

5. **PUBLIC HEARING TO DISCUSS TAX RATE**

Brittany Floyd

6. **PUBLIC COMMENT**
7. **INFORMATION REPORTS AND PRESENTATIONS**

A. **Superintendent Report** **5**

Dr. Shannon Fuller

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B. **Police Department Report** **130**

C. **Child Nutrition Report** **133**

D. **STAAR Update** **134**

Alicia Bonnett

8. **CONSENT AGENDA ITEMS**

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B. **Consider JJAEP Memorandum of Understanding** **152**

C. **Consider Child Nutrition Meal Prices for 2025-2026** **162**

D. **Consider Designated Nonbusiness Days for Public Information Act Response** **163**

9. **DISCUSSION AND ACTION ITEMS**

A. **Discuss and Consider District Improvement Plan** **164**

Alicia Bonnett

B. **Discuss and Consider Campus Improvement Plans** **171**

Alicia Bonnett

C. **Discuss and Consider Purchases over $50,000, per Board Policy CH (LOCAL)**

Dr. Brant Perry
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D. **Discuss and Consider 2025-2026 Buy-down Insurance Proposal** **206**
Dr. Brant Perry
E. **Discuss and Consider 2025-2026 Property and Casualty Insurance Proposal** **222**
Dr. Brant Perry
F. **Discuss and Consider Student Code of Conduct** **244**
Dr. Brant Perry
G. **Discuss and Consider 89th Legislative Updates** **300**
Dr. Shannon Fuller
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2. Prohibition of Personal Communication Device Usage During the School Day, FNCE (Local) 307
3. UIL Homeschool HB 547 and revision of FD and FM (Local) 309
4. Instructional Resources Library Materials EFB (Local) 313
5. Compensation and Benefits Leaves and Balances DEC (Local) 320
6. Personnel-Management Relations: Employee Complaints/Grievances DGBA (Local) 327
7. Miscellaneous Instructional Policies: Study of Religion EMI (Local) 335
8. Miscellaneous Instructional Policies: Teaching About Controversial Issues EMB (Local) 337
9. Parent Rights and Responsibilities FA (Local) 338
10. Student Activities: Concussion Response Policy FM (Local) 339
11. Student Rights and Responsibilities: Student and Parent Complaints/Grievances FNG (Local) 340
12. Student Discipline FO (Local) 348
H. **Discuss and Consider Resolution Prohibiting Non-Enrolled Students Located Outside the Pilot Point ISD Boundary from Participation in UIL Activities** **352**
Dr. Shannon Fuller
I. **Consider and act on the termination of contingent fee legal services contract to the extent one exists with McCreary, Veselka, Bragg & Allen, P.C. - said contract being for the collection of delinquent government receivables owed to Pilot Point Independent School District** **355**
Dr. Shannon Fuller
J. **Consider and act on a contingent fee contract with Abernathy, Roeder, Boyd Hullett, PC pursuant to the Texas Tax Code, Section 6.30, and Government Code 2254.1036 - said contract being for the collection of delinquent government receivables owed to Pilot Point Independent School District** **356**
Dr. Shannon Fuller
K. **Consideration and possible approval of an order calling a bond election to be held on November 4, 2025** **365**
Dr. Shannon Fuller
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Brittany Floyd

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B. **Discuss and Consider District Contribution to Employee Health Insurance** **381**

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11. **ADJOURNMENT**

Pilot Point
Independent School District

To: Board of Trustees
From: Valerie Wall, Director of Human Resources & Communications
Subject: Employee of the Month "Bearcat Best"
Date: August 13, 2025

Background Information and Rationale:

PPISD recognizes our teachers to honor their dedication, celebrate the impact they make in the lives of students, and show appreciation for their commitment to excellence in education. A culture of recognition helps foster motivation, support, and a strong sense of community across our district.

Introduction of New Administrators:

Andrea Kennedy - ECC Principal

Shana Pike - ES Principal

Scott Cronian - Director of Technology

Eric Dortch - Chief of Police

Recognition:

Courtney Tonn - Transitioning to Ed-Fi

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Superintendent Report
Date: August 13, 2025

Background Information and Rationale:

Student Handbook

2025-26

Pilot Point

Independent School District

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Administration:

- Dr. Shannon Fuller, Superintendent of Schools
- Alicia Bonnett, Assistant Superintendent of Curriculum & Instruction
- Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
- Brittany Floyd, Chief Financial Officer
- Valerie Wall, Director of Human Resources and Public Relations
- Eric Dortch, Chief of Police
- Andrea Kennedy, Early Childhood Center Principal
- Shanna Pike, Elementary School Principal
- Taylor Penn, Middle School Principal
- Marzia Infante, High School Principal

School Counselors:

- Teena Coffman; Counselor Pilot Point High School
- Rachel Straight; Counselor Pilot Point High School
- Cole Warren; Counselor Pilot Point Middle School
- Bobbie Gambill; Counselor Pilot Point Elementary School
- Ashley Lopin; Counselor Pilot Point Early Childhood Center

School Nurses:

- Meagan Hill; Pilot Point High School
- Kristi Scholl; Pilot Point Middle School
- Elizabeth Escamilla; Pilot Point Elementary School
- Rebecca Johnson; Pilot Point Early ChildHood Center

Campus and Business Addresses of PPISD:

- PPHS- 1300 N. Washington Street, Pilot Point, TX 76258 (940-686-8740)
- PPMS- 828 S. Harrison Street, Pilot Point TX 76258 (940-686-8730)
- PPES- 501 E. Carol Street, Pilot Point TX 76258 (940-686-8720)
- PPECC- 829 South Jefferson St. Pilot Point TX 76258 (940-686-8710)
- Administrative offices: 829 S. Harrison St. Pilot Point TX (940-686-8700)

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Pilot Point ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Pilot Point ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested by contacting central administration at 940-686-8700..

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at this link.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Dr. Brant Perry
Assistant Superintendent of Administration and Operations
829 S. Harrison St. Pilot Point TX 76258
bperry@pilotpointisd.com
940-686-8700

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dr. Brant Perry
Assistant Superintendent of Administration and Operations
829 S. Harrison St. Pilot Point TX 76258
bperry@pilotpointisd.com
940-686-8700

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior

- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaisons can be reached at:

- Teena Coffman; Counselor Pilot Point High School
- Rachel Straight; Counselor Pilot Point High School
- Cole Warren; Counselor Pilot Point Middle School
- Bobbie Gambill; Counselor Pilot Point Elementary School
- Ashley Lopin; Counselor Pilot Point Early Childhood Center

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student When Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct. FO(LOCAL).

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student's parent as a recipient on all text messages.

The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: 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 **FL (LOCAL)**. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Note: Also see Authorized Inspection and Use of Student Records.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policy FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes

- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact your campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records

- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child’s classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Objecting to the Release of Directory Information, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives

- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The Campus Principal is custodian of all records for currently enrolled students at the assigned school. The Assistant Superintendent of Operations and Administrative Services is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

- High School- 1300 N. Washington Street; 940-686-8740
- Middle School- 828 S. Harrison Street; 940-686-8730
- Elementary School- 501 E. Carroll Street; 940-686-8720
- Early ChildHood Center- 829 S. Jefferson Street; 940-686-8710

You may contact the custodian of records for students who have withdrawn or graduated at:

Dr. Brant Perry
Assistant Superintendent of Administration and Operations
829 S. Harrison St. Pilot Point TX 76258

bperry@pilotpointisd.com
940-686-8700

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at **https://pol.tasb.org/PolicyOnline/PolicyDetails?key=385&code=FL#legalTabContent**.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

More information is available at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the campus principal for more information. for more information.

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Jaren Mercer
Special Programs Coordinator
829 S. Harrison Street
jmercer@pilotpointisd.com
940-686-8700

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules

- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Jaren Mercer
Federal Programs and Instructional Support
829 S. Harrison Street
jmercer@pilotpointisd.com
940-686-8700

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parents may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Dailia Sandoval
Special Programs Coordinator
829 S. Harrison Street
jmercer@pilotpointisd.com

940-686-8700

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Dailia Sandoval
Special Programs Coordinator
829 S. Harrison Street
dsandoval@pilotpointisd.com
940-686-8700

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Dailia Sandoval
Special Programs Coordinator
829 S. Harrison Street
jmercer@pilotpointisd.com
940-686-8700

[See A Student with Physical or Mental Impairments Protected under Section 504]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)
- TEA Special Education Parent and Family Resources (https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

Dr. Brant Perry
Assistant Superintendent of Administration and Operations
829 S. Harrison St. Pilot Point TX 76258
bperry@pilotpointisd.com
940-686-8700

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 10:00 AM.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note After an Absence for Illness (All Grade Levels)

Within three days of returning to school, a student who is absent for more than five consecutive days because of a personal illness must bring a statement from a doctor or

health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

More information is available on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

Pilot Point ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at https://www.pilotpointisd.com/apps/pages/index.jsp?uREC_ID=408831&type=d. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division

(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Please contact your campus principal to inquire about specific awards and honors.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact your campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by visiting PPISD Website: https://pilotpointisd-tx.safeschoolsalert.com/

1. App: Search for "Vector Alert" in the App Store to download for free
2. Phone: 940.286.3081
3. Text: Text your tip to 940.286.3081
4. Email: 2121@alert1.us
5. Web: http://2121.alert1.us

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture Science.
- Hospitality and Tourism.
- Business, Marketing, and Finance
- Education and Training.

Admission to these programs is based on interest, aptitude, prerequisite credits and schedule availability with PPISD, DISD and NCTC. PPISD does not provide transportation to Denton ISD.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups 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.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies (All Grade Levels)]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at https://www.pilotpointisd.com/apps/pages/index.jsp?uREC_ID=408875&type=d&termREC_ID=&pREC_ID=1100160. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex

- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude

- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' Family Support Services Program Locator (https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
- Be graduating in exactly eight semesters; and
- Have completed the foundation program with a distinguished level of achievement.

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall calculate a weighted numerical grade average using only eligible grades earned in English, mathematics, science, social studies, and languages other than English by each student involved in the tie. If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with colleges and universities, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on Post-Secondary Testing and/or STAAR Results.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the High School counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more

information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the district PEIMS Secretary.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at https://pol.tasb.org/PolicyOnline/PolicyDetails?key=385&code=FNG#localTabContent and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at www.pilotpointisd.com and at the principal's or superintendent's office.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website and the coordinator for this campus is listed below:

High School: Eliseo Moreno, Assistant Principal
Middle School: Delicia Pennington, Assistant Principal
Elementary School: Deeann Woolison, Assistant Principal
Early Childhood Center: Andrea Kennedy, Principal

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement

- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should schedule an appointment by phone or in person at the front office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees. Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

In accordance with State Board rules, the Board has approved the following procedures to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

To have a student considered for this type of acceleration, the parent shall submit a written request for kindergarten acceleration to the campus. The campus acceleration committee shall make the decision regarding the appropriateness of accelerating the student based on the following criteria:

1. Scores on District-approved readiness tests or achievement tests that may be administered by appropriate District personnel.

2. Recommendation of the kindergarten or preschool the student attended
3. Observed social & emotional development of the student.
4. The student's parent gives written approval of the grade advancement.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact Dr. Brant Perry for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the

student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the building principal.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the principal or designee before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG (LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG (LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the building principals and/or the superintendent for prior review. The building principals and/or the superintendent will approve or reject the materials within two school days

of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The building principals and/or the superintendent as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a non-curriculum related student group meeting held in accordance with policy FNAB (LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writings on clothing that:

1. Are lewd, offensive, vulgar, or obscene.
2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (LEGAL).

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]

- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Dr. Brant Perry, bperry@pilotpointisd.com or 940-686-8700.

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

Students will not be permitted to use personal communication devices during the school day. Personal communication devices must be stored in a backpack that is maintained in the front of the classroom, a locker, or another secure location not on the student's person during the school day. Personal communication devices must be turned off during the entirety of the school day. [See Glossary]

In the event that parents or guardians need to contact their student, parents or guardians can always reach the school office, and we will ensure that messages are relayed to your child.

If a device is visible, vibrates, or rings, it is subject to disciplinary consequences.

- First Offense: Device will be confiscated; the student may pick up the device at the end of the school day.
- Second Offense: Device will be confiscated; parents may pick up the device at the end of the school day.
- Third Offense: Device will be confiscated and will not be returned until a parent meeting has occurred. School consequences in accordance with the enforcement of campus rules and Student Code of Conduct may also apply.
- Fourth Offense or More: School consequences in accordance with the enforcement of campus rules and Student Code of Conduct.

In the event that parents or guardians do not pick up the confiscated personal communication device by the end of the school year, it will be disposed of by the school.

The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also

applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Bullying and Sexting Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student’s parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited

circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.

- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state

- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See Standardized Testing]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student’s sophomore year, the student and student’s parent may request that the student graduate without an endorsement. The district will advise the student and the student’s parent of the specific benefits of graduating with an endorsement. The student and the student’s parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student’s desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement

English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
    - A student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may amend their personal graduation plan after this initial confirmation. The school will send written notice of any such amendment to the student's parents.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain

enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees (All Grade Levels)]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications.

Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's School and Childcare Vaccine Requirements (https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website About Head Lice (https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized**:** school personnel and/or school volunteers who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of **[align with policy at FFAC:** school personnel and/or school volunteers**]** are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

[Include the paragraph below only if applicable.]

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained**:** school personnel and/or school volunteers**]** to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus**:** school personnel and/or school volunteers**]** who are trained to administer prescription medication for respiratory distress during regular school hours.

"Unassigned medication for respiratory distress" means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing

delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained: school personnel and/or school volunteers at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a

component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of
moderate or vigorous physical activity per day for at least four semesters, in accordance with
policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the States's website at https://www.dshs.state.tx.us/immunize/school/meningitisinformation-for-students---parents for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy

management plan can be accessed at
https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (https://tea.texas.gov/academics/tea-seizure-management-form.pdf) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full-time nurses:

  Rebecca Johnson, RN - District Lead Nurse/ ECC School Nurse
  Pilot Point Early Childhood Center
  940-686-8710
  khataway@pilotpointisd.com

  Elizabeth Escamilla, LVN- Elementary School Nurse
  Pilot Point Elementary School
  940-686-8720

vlay@pilotpointisd.com

Kristi Scholl, RN- Middle School Nurse
Pilot Point Middle School
940-686-8730
kscholl@pilotpointisd.com

Meagan Hill, LVN - High School Nurse
Pilot Point High School
940-686-8700
mhill@pilotpointisd.com

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at https://pol.tasb.org/PolicyOnline?key=385 .

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Alicia Bonnet
Assistant Superintendent of Curriculum and Instruction

829 S. Harrison St. Pilot Point TX 76258
abonnet@pilotpointisd.com
940-686-8700

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Campus Nurses.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at **https://www.pilotpointisd.com/apps/pages/index.jsp?uREC_ID=408897&type=d&termREC_ID=&pREC_ID=985303** .

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Rebecca Johnson
District Lead Nurse
829 S. Harrison St. Pilot Point TX 76258
rjohnson@pilotpointisd.com
940-686-8700

Homework (All Grade Levels)

The school encourages a reasonable amount of work to be done at home. Homework may be any preparation, work or activity that a student does on non-school time as requested by the teacher or with teacher consent. If an excessive amount of work is being brought home, this may indicate ineffective use of school time, and parents should contact the teacher to request a conference. Each grade level has developed a homework policy that will be communicated to the parents at the beginning of the school year. Obligations for completing homework and consequences for late or missing work will be addressed in the grade level policies. Expectations for homework completion are directly proportional to the grade levels with consequences increasing as grade levels progress upward.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

No student shall be permitted to leave campus for lunch. Students who leave campus during lunch or at any other time without administrative approval shall be subject to disciplinary action in accordance with the Student Code of Conduct.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 6-12 If a middle school or high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL) for more information.]

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II. The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Valarie Wall
Director of Human Resources and Public Relations
829 S. Harrison St. Pilot Point TX 76258
vwall@pilotpointisd.com
940-686-8700

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

  Dalia Sandoval
  Director of Federal Programs
  829 S. Harrison St. Pilot Point TX 76258

jmercer@pilotpointisd.com
940-686-8700

- For all other concerns regarding discrimination, see:

  Dr. Shannon Fuller
  Superintendent
  829 S. Harrison St. Pilot Point TX 76258
  sfuller@pilotpointisd.com
  940-686-8700

[See policies at FB, the FFH series, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

After school care is open to students enrolled in Pilot Point Early Childhood Center and Elementary School in grades Pre K-5th. The after school Extended Day program is located at the Pilot Point Elementary School at 501 E. Carol and the operating hours are from school dismissal until 6:00 p.m. Transportation will be provided by the district for students coming from the Early Childhood Center that are enrolled in the program. The Extended Day after school program provides care on Pilot Point ISD school days and will follow the Pilot Point ISD calendar. There is an annual registration fee of $50 per student which can also be applied to the before school program if needed. For pricing additional information, please contact the Elementary staff at (940) 686-8720 Parent and Family Engagement (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instructions specified throughout this handbook, parents may access additional information regarding parental rights at the district's website.

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]
- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

  Alicia Bonnett
  Executive Director of Curriculum and Instruction
  829 S. Harrison St. Pilot Point TX 76258
  abonnett@pilotpointisd.com
  940-686-8700

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [**See School Health Advisory Council (SHAC) (All Grade Levels)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.

- Attending board meetings to learn more about district operations. Regular board meetings are held on the 2nd Wednesday of each month at 5:00 p.m. at 829 S. Harrison St, Pilot Point, TX 76258]. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at [829 S. Harrison St, Pilot Point, TX 76258]. and online at Board Agendas & Meetings- School Board- Educational Support- Pilot Point ISD. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee designated by the campus in order to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not

encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1-2, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and in grades 3-6, promotion is based on EIE (LOCAL) .

Repeating Prekindergarten Or Kindergarten]-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 3 weeks of a 9 week grading period. Every 3 weeks, parents will receive a progress report of their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any

class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See Grading Guideline and policy EIA (LOCAL) for more information.] Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL). The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Middle School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a Middle School student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF (LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns byA student may make anonymous reports about safety concerns by Vector Alert (www.safeschools alert.com)
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Stop the Bleed Texas (https://stopthebleedtexas.org/).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care

when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: television stations, FOXDFW Channel 4, NBC Channel 5, WFAA Channel 8, KTVT Channel 11. Closing or delays are also posted on the district webpage at: www.pilotpointisd.com and Facebook page: https://www.facebook.com

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Students can request a schedule change by contacting their school counselor or campus administrator.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Dr. Brant Perry
Assistant Superintendent of Administration and Operations
829 S. Harrison St. Pilot Point TX 76258
bperry@pilotpointisd.com
940-686-8700

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Dr. Brant Perry
Assistant Superintendent of Administration and Operations
829 S. Harrison St. Pilot Point TX 76258
bperry@pilotpointisd.com
940-686-8700

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy COB for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

> "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.
>
> "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers

the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax:**
(833) 256-1665 or (202) 690-7442; or

3. **email:**
Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Campus Principal [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most

effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Joe Berend
Director of Maintenance
829 S. Harrison St, Pilot Point, TX 76258
jberend@pilotpointisd.com
940-686-8700

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with campus principals and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus principal.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material.

A parent may access the school's library or any available online catalog.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus principal with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as

transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF (LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Dalia Sandoval
Special Programs Coordinator
829 S. Harrison St. Pilot Point, TX 76258
dsandoval@pilotpointisd.com
940-686-8700

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.

Summer School (All Grade Levels)

Summer school accelerated instruction may be provided for students who continue to be at-risk of academic failure. Classroom and resource teachers will make recommendations regarding students required to attend the summer session. Students who attend summer school will fall under the guidelines for state compulsory attendance laws, and consequences for nonattendance will be utilized. Any plans for summer activities or vacations should not be finalized until after parents are notified of their child's assessment and/or course passing results.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus: All streets on the west side of the Railroad Tracks All areas of Washington Street Because students in these areas might encounter hazardous traffic conditions, the district will provide transportation to these students. For additional information, please contact:

Matthew Bennett
Durham School Services Transportation Manager
500 E. Main St, Pilot Point TX 76258
mdbennet@durhamschoolservices.com
940-686-8700

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Matthew Bennett, Durham Transportation.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules

- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On college and career day the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus front office: Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit FFI. Below is the text of Pilot Point ISD's policy FFI (LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI (LOCAL) adopted on 6/5/2023.

Definitions:

"Bullying":

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

"Cyber Bullying":

> "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text

messaging, a social media application, an internet website, or any other internet-based communication tool.

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or
    b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
    a. Interfere with a student's educational opportunities; or
    b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;

9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and
10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Appendix: Student Rights and Responsibilities Policy

Note to Student Handbook developer: State law requires that the district's policy on student rights and responsibilities be distributed in its Student Handbook(s).

SB12 added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Include the text of your current FNG(LOCAL) below. TASB Policy Service will recommend revisions to FNG(LOCAL) in Update 126 later this year. After board action on recommended revisions, changes to this section may be required to align with policy.

The following has been formatted for the district to more easily insert its FNG(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on 7/10/24.

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:0)

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.

2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.

3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.

4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.

5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.

6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.

7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.

8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.

9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.

2. All other documents submitted by the student or parent at Level One.

3. The written response issued at Level One and any attachments.

4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other

relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for

questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Pilot Point
Independent School District

To: Board of Trustees
From: Eric Dortch, Police Chief
Subject: Police Department Report
Date: August 13, 2025

Background Information and Rationale:

A brief report will be provided outlining activity and projects that are currently underway with the Pilot Point ISD Police Department. Pilot Point ISD PD is proactive in implementing and maintaining a secure and safe environment for the students and staff of our district.

Informational purposes only. For review.

Pilot Point Independent School District
Police Department

July 2025, Report

Historical News:

Pilot Point ISD Police Department workload for this month:

Type of Incident	Number
Calls for Service (CFS) Activity	2
Criminal Mischief	1
Drug possession	0
Theft	0
Sexual offense	0
Aggravated assault	0
Officer Initiated Activity (OIA)	0
Criminal Trespass	1
Drug possession	0
Theft	0
Harassment	0
Vapes / Alcohol Offenses	0
Mobile Data Computer (MDC) Activity	0
Cybercrime	0
All other significant activity	0

Type of Incident	Number
New Investigations	0
Pending Investigations	1
Closed Investigations	1

Projects:

For questions about this report, please contact Chief Eric Dortch at edortch@pilotpointisd.com.

Pilot Point ISD abides by information protection and disclosure laws, such as the Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (PIA). *See* Board Policies FL (LEGAL), FL (LOCAL), GBAA (LEGAL) and GBAA (LOCAL).

829 S. HARRISON ST
PILOT POINT, TX 76258
940.686.8700
www.pilotpointisd.com

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Child Nutrition Report
Date: August 13, 2025

Background Information and Rationale:

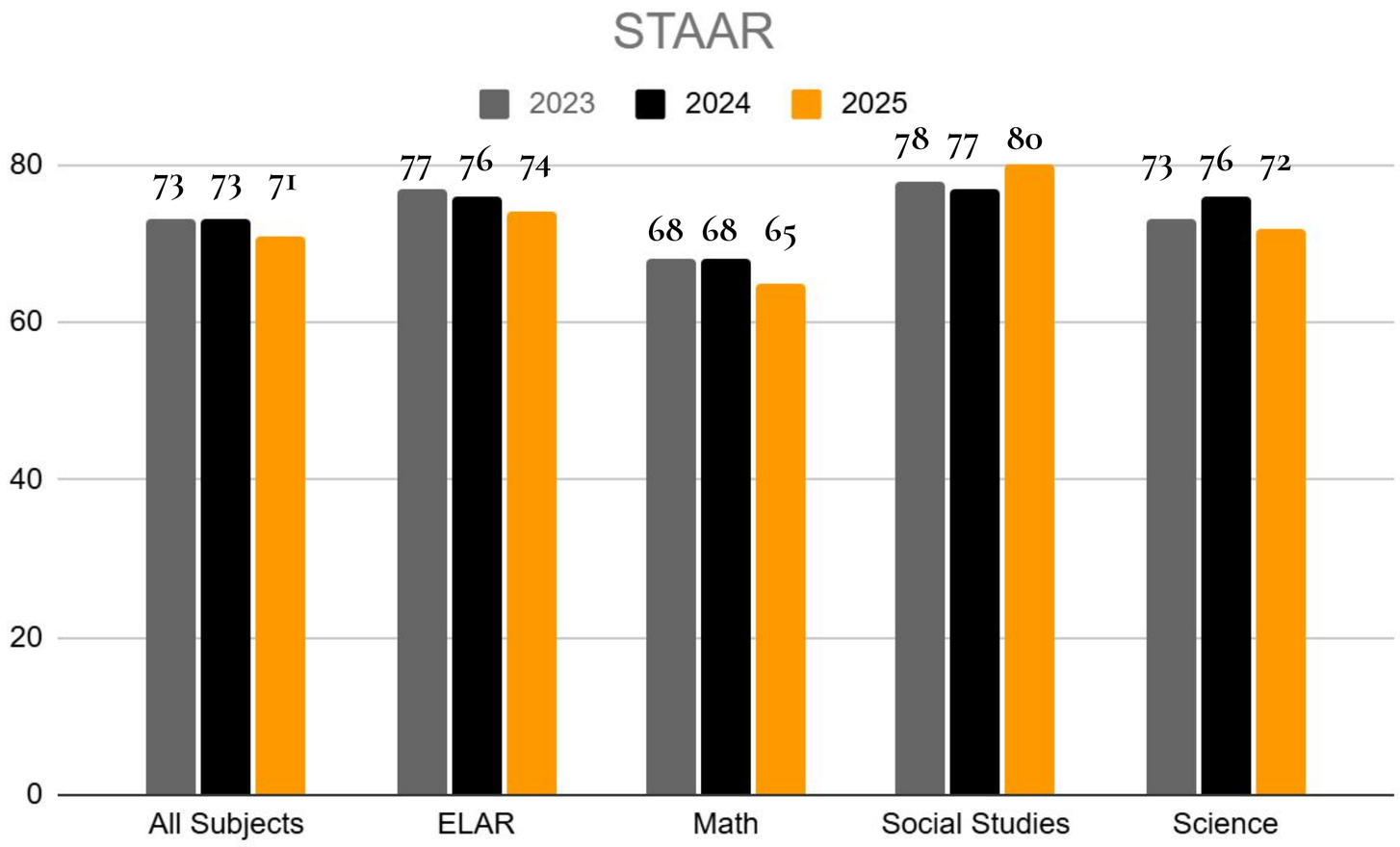
In an effort of transparency within our Child Nutrition Program, a monthly report is included which provides the number of meals served, good things and upcoming events within the program.

No meals were served during the month of July; food service will resume August 11, 2025.

Pilot Point ISD
STAAR

2025

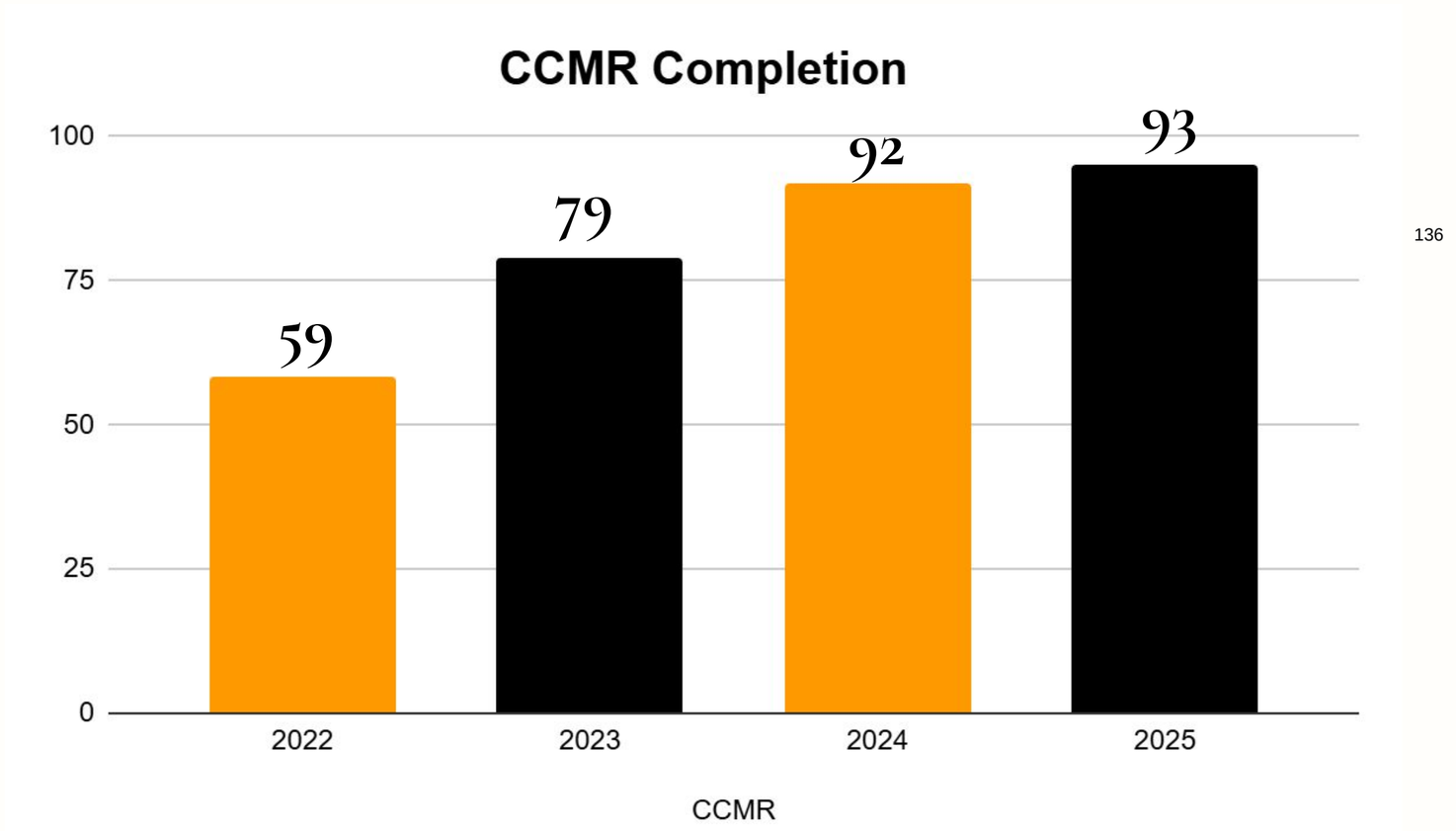
STAAR Results Overview



CCMR/Graduation

PPISD has experienced a **34%** growth in CCMR over the past 4 years. **93** component score. Bearcats are graduating college/career ready!

PPHS Graduation rate **99%**



**CCMR is a lag measure so the numbers are representative of the seniors the PRIOR year*

Accountability Ratings

Site	Score	Overall Rating
ECC	77	C
ELEM	73	C
MS	76	C
HS	82	B
District	77	C

Areas to Highlight

- CCMR and graduation rate continue to be significantly higher than region and state

- Middle school growth: **5 point increase from 2024 to 2025**
  - MS 13% growth overall in Science
  - MS 5% growth overall in ELAR
  - MS 4% growth in “Masters” Math

- Overall PPISD increase for students scoring “Masters”

- Reclassification of Emergent Bilingual Students:

  More than doubled: 5% 2024 to 11% 2025

PPISD Instructional Plan

Analysis of PPISD Academic System

Key Findings:

1. **Tier 1 Instruction** is not consistently yielding high levels of mastery of essential TEKS across grade levels and content areas. This results in too many students being referred for Tier 2 and Tier 3 supports- thus overloading the structure of the system

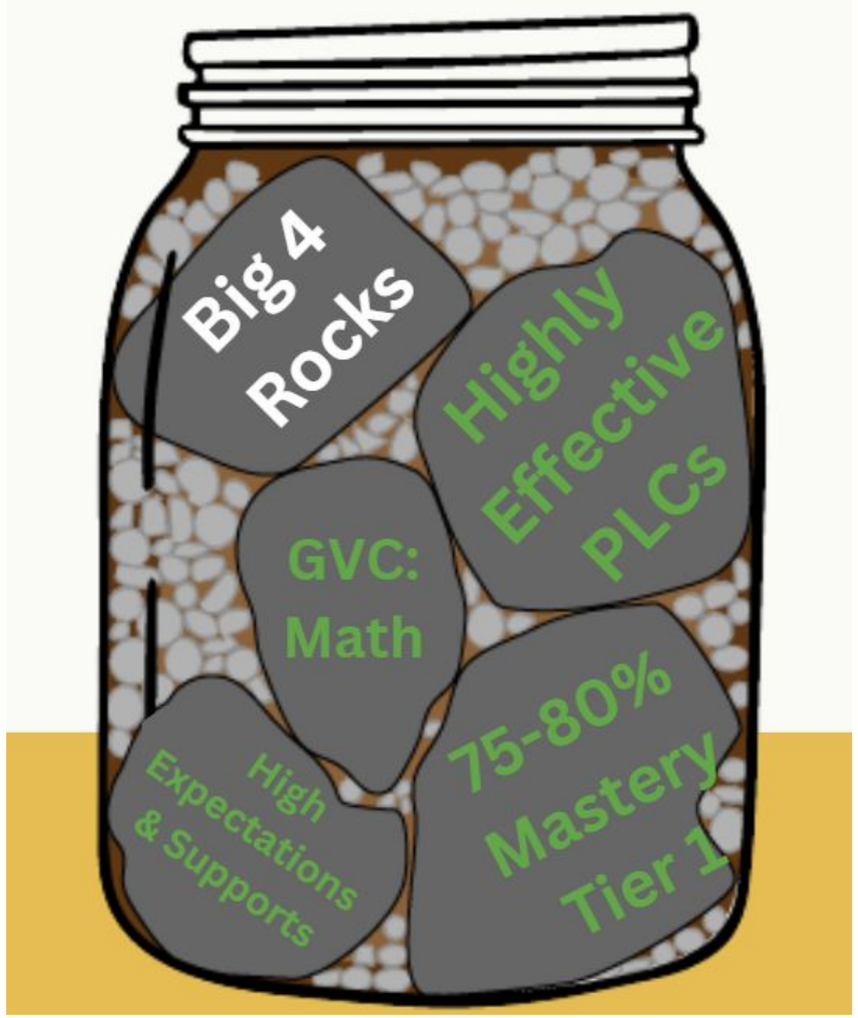
2. **High-needs subgroups** (EB, Special Education, and Econ Dis. students) are underperforming relative to their peers, with gaps in reading and math.

3. **Curriculum implementation** there is a need for consistent curriculum and training across the board- most significantly in math.

4. **PLCs** vary in effectiveness; many lack structured protocols for data analysis, planning, and intervention development.

4 BIG ROCKS

- 75-80% Mastery of Essential TEKS- Tier 1
- High Expectations and Supports for ALL
- Guaranteed and Viable Curriculum
- Highly Effective PLCs



Tier 1 Instruction

- **Focus on 75-80% of essential TEKS within regular classroom instruction**
  - Success during "first best" instruction will allow students needing Tier 2 and Tier 3 levels of support more access to additional help. Re-teaching to mastery within Tier 1.

- **Highly Effective PLCs**
  - Teachers collaborating around data and modifying teaching to assure students are meeting mastery at high levels
  - More than 20% of certified staff attended PLC training in June and they are excited about the work ahead. Additional staff to attend formal training throughout year.

Tier 1 Instruction

- **High Expectations and Supports for ALL Students:**

Adopting research based strategies that target our struggling subgroups but are proven effective for ALL students.

- 7 Steps for a Language Rich Classroom- Every campus received training before school began with on-going support being offered through site Instructional Coaches and Administrators
- Co-Teaching model- Every campus received training in supporting diverse learners
  - Additional training and on site implementation support through Stetson partnership and Region 11
- On-going coaching for all bilingual teachers to build coherence and increase usage of cross-linguistic connections across ALL bilingual classrooms through Region 11 experts
- Increasing number higher level course offerings for high school students and expanding CTE pathway offerings
  - Expansion from 1 Advanced Placement course to 5 for 25-26 school year
  - Addition of Computer Science dual credit course
  - Addition of Law Enforcement CTE Pathway and expanded course options through MOU with LaGrone Academy in Denton ISD

Tier 1 Instruction

- Guaranteed and Viable Curriculum

Implementing a high quality curriculum consistently across K-Algebra 1 and supporting teachers with training in the most effective instructional strategies

- LASO Strong Foundations Planning and LASO Strong Implementation grants
- Partnership with NIET to be present on all campuses working alongside and coaching teachers through implementation
  - Building of the PPISD Instructional Framework
  - Coherence and consistency across the board K-HS

Thank you!

PILOT POINT INDEPENDENT SCHOOL DISTRICT
REGULAR BOARD MEETING
WEDNESDAY, JULY 9, 2025

The Pilot Point Independent School District Board of Trustees met in REGULAR session on Wednesday, July 9, 2025, in the Pilot Point ISD Administration Office at 829 S. Harrison Street, Pilot Point, Texas. Board President, Renee Polk called the meeting to order at 5:00 p.m.

Members Present:	Renee Polk, Place #1; Amy McEvoy, Place #2; Mandy Kirby, Place #3; Lora Renfro, Place #4; Jacob Stuckly, Place #5; Justin Chance, Place #6.
Absent:	Craig Bickers, Place #7.
Others Present:	Dr. Shannon Fuller, Superintendent; Dr. Brant Perry, Executive Director of Operations and Administrative Services; Alicia Bonnett, Executive Director of Curriculum and Instruction; Brittany Floyd, Chief Financial Officer; Valerie Wall, Director of Human Resources; Marzia Infante, High School Principal; Taylor Penn, Middle School Principal; Shana Pike, Elementary Principal; Chad Worrell, Athletic Director; Rick Howell, PPISD Police Officer; and Angie Price, Recording Secretary.
Visitors:	Mathew Bennett, William Harrison, Ana Barrios, Michael Ruffkowski, Amy Fischer, and others who did not sign the attendance sheet.
Call to Order:	School Board President, Renee Polk, confirmed a quorum at 5:00 p.m.
Pledges:	Renee Polk led the pledges to the United States of America and Texas flags.
Invocation:	Amy McEvoy led the invocation.
Recognitions:	Brittany Floyd, CFO, was recognized for earning her Registered Texas School Business Administrator Certification through the Texas Association of School Business Officials (TASBO) and was presented with a certificate of achievement.
Public Comment:	Michael Ruffkowski signed up to address the Board and raised questions about curriculum changes and the possibility of the inclusion of newly declassified FBI files concerning JFK and MLK, Jr. Mr. Ruffkowski also discussed research supporting plant-based diets in schools, with claims of improved behavior and health.
Information Reports and Presentations – Superintendent's Report:	Dr. Shannon Fuller announced the upcoming Texas Association of School Boards txEDCON Conference in Houston from September 11th-14th. Board members planning to attend were asked to contact the administration office by July 22, 2025, to secure housing. Board members were informed that the District's social media pages have been suspended for four weeks. After multiple efforts to restore them have failed, the District will launch new Facebook and Instagram accounts for the 2025-2026 school year. The Child Nutrition and Police Department Updates were included in the packet for Board Member review.

Dr. Fuller explained that the Bond Steering Committee will reconvene at 6:00 p.m. on Tuesday, July 29, 2025, at the Pilot Point High School Cafeteria. She also reviewed the Calendar of Events, highlighting the District Convocation, Meet the Teacher Events, Bearcat Football Showcase, Back-to-School Bash, and the first day of school on Monday, August 11th.

Bond 2021 Update: Dr. Brant Perry provided an update on the 2021 Bond projects for all campuses, the transportation center, the District's land acquisition, and the replacement of 90% of the HVAC units throughout the District, explaining that for all practical purposes, the bond projects are now completed.

Consent Agenda Items: The minutes from the June 2, 2025, June 9, 2025, and June 19, 2025, Special Meetings and minutes from the June 11, 2025, Regular Meeting were presented for approval within the Consent Agenda Items. A motion was made by Jacob Stuckly and seconded by Mandy Kirby to approve the minutes as presented. The motion carried unanimously. (6-0)

Improvements to the Baseball Field: The high school baseball field is in need of repair due to an uneven playing surface, field safety concerns, and ongoing drainage problems. Paragon Sports Contractors presented three renovation options for the Board's consideration. The Board raised questions about maintenance of synthetic turf as opposed to natural turf, a field's lifespan, and a possible start date and completion date. After viewing turf samples, Board members discussed parking, secondary uses of a new field, and construction effects on the community. Jacob Stuckly made a motion to approve the Option 3 renovation for a full synthetic turf field. Mandy Kirby seconded the motion. The motion carried. (5-1)

Computer Science Lab: Dr. Brant Perry discussed the need for a fully equipped computer lab at the high school consisting of 30 computer stations to support the implementation of dual credit computer science classes. Mandy Kirby made a motion to approve the purchase of 30 computer stations from CDW, as presented. Jacob Stuckly seconded the motion. The motion carried unanimously. (6-0)

Contract with NIET: Alicia Bonnett explained to the Board that as part of the LASO grant requirements for Strong Foundation Implementation, districts must partner with a state-approved third-party vendor to support the implementation of the new Bluebonnet instructional materials. Following a thorough evaluation process, a team of teachers and administrators unanimously selected the National Institute for Excellence in Teaching (NIET) as the preferred partner for recommendation to the Board. Amy McEvoy made a motion to contract with NIET as the preferred partner to support the implementation of the new Bluebonnet instructional materials, as presented. Lora Renfro seconded the motion. The motion carried unanimously. (5-0) Justin Chance stepped out of the meeting and was not present at the time of the vote.

2025-2026 District Goals: Alicia Bonnett presented the proposed 2025-2026 District Goals to Board members. The goals set for the 2025-2026 school year are designed to enhance teaching and learning for both students and staff, reflecting the District's current needs and shared priorities. Mandy Kirby made a motion to approve the 2025-2026 District Goals, as presented. Justin Chance seconded the motion. The motion carried unanimously. (6-0)

2025-2026 Campus Goals:	Alicia Bonnett presented the proposed 2025-2026 Campus Goals to Board members. Each campus has undertaken a comprehensive decision-making process to develop its improvement plan that began with a thorough needs assessment, followed by the establishment of measurable performance objectives aligned with the PPISD scorecard. Amy McEvoy made a motion to approve the 2025-2026 Campus Goals, as presented. Justin Chance seconded the motion. The motion carried unanimously. (6-0)
Optional Flexible School Day Program Application:	Alicia Bonnett discussed Pilot Point High School's *The Choice Program,* an Optional Flexible School Day Program (OFSDP) designed to support students through a non-traditional attendance structure and increase graduation rates by providing academic support to students who are at risk of dropping out, have previously dropped out, or are not on track to graduate due to deficiencies in core subject areas. Participation in this program requires the District to reapply each year, obtain approval from the School Board, and submit the application to the Texas Education Agency (TEA) prior to the start of the school year. Amy McEvoy made a motion to approve the District's submission of the Optional Flexible School Day Program application to TEA. Lora Renfro seconded the motion. The motion carried unanimously. (6-0)
Board Policy Update 125:	Dr. Shannon Fuller presented Board Policy Update 125 and briefly reviewed some of the policy changes recommended by the Texas Association of School Boards. Mandy Kirby made a motion recommending the Board add, revise, or delete (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 125, as presented. Jacob Stuckly seconded the motion. The motion carried unanimously. (6-0)
Staff Appraisal Calendar and Certified T-TESS Appraisers:	Valerie Wall presented the proposed 2025-2026 PPISD Staff Appraisal Calendar and Certified Texas Teacher Evaluation and Support System (T-TESS) Appraisers, as required by the Texas Education Agency (TEA). Jacob Stuckly made a motion to approve the 2025-2026 Staff Appraisal Calendar and the certified T-TESS appraisers, as presented. Amy McEvoy seconded the motion. The motion carried unanimously. (6-0)
Denton County 4-H Designation:	Annual consideration to grant Denton County 4-H extracurricular status was presented, along with a list of adjunct faculty members. A motion was made by Jacob Stuckly, seconded by Justin Chance, to approve the Denton County 4-H extracurricular status and the adjunct faculty, as presented. The motion carried unanimously. (6-0)
Cooke County 4-H Designation:	Annual consideration to grant Cooke County 4-H extracurricular status was presented, along with a list of adjunct faculty members. A motion was made by Jacob Stuckly, seconded by Justin Chance, to approve the Cooke County 4-H extracurricular status and the adjunct faculty, as presented. The motion carried unanimously. (6-0)

PILOT POINT INDEPENDENT SCHOOL DISTRICT
REGULAR BOARD MEETING
WEDNESDAY, JULY 9, 2025

ESC Region 11 Contract Summary:	Chief Financial Officer, Brittany Floyd, reviewed the proposed Education Service Center Region 11 Contract Summary for 2025-2026. She highlighted the variety of services and support, technical services, professional development programs, and training available to the District through the contract. Jacob Stuckly made a motion to approve the Region 11 contracted services for the 2025-2026 school year, as presented. Lora Renfro seconded the motion. The motion carried. (5-0) Mandy Kirby stepped out of the meeting and was not present at the time of the vote.
Budget Amendments:	No action needed as no budget amendments were presented.
Donation Summary:	Brittany Floyd presented donations totaling $5,439.68 for the purchase of backpacks for the Back-to-School Bash. Amy McEvoy made a motion to approve the donation summary, as presented. Lora Renfro seconded the motion. The motion carried unanimously. (6-0)
Financial Reports:	Board members reviewed the June 2025 Funds Summaries presented by CFO Brittany Floyd. The Cash Position by Bank Account and Investment Report were shared and the District earned $73,000 in interest last month. Amy McEvoy made a motion to approve the June 2025 Financial Reports, as presented. Mandy Kirby seconded the motion. The motion carried unanimously. (5-0) Jacob Stuckly stepped out of the meeting and was not present at the time of the vote.
Check Payment List:	Ms. Floyd presented the June 2025 check payment list to Board members for review and discussion.
Closed Session:	The Open Session of the Wednesday, July 9, 2025, meeting adjourned at 6:41 p.m. and reconvened in Closed Session at 6:42 p.m. as authorized by Texas Government Code Chapter 551, Subchapters D and E: Pursuant to Section 551.071 of the Texas Government Code, to consult with the District's attorney, in person or by phone, to seek the advice regarding pending or contemplated litigation, a settlement offer, or on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Pursuant to Texas Government Code Section 551.082, to deliberate regarding the discipline of a public school child or to hear a complaint or charge brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing. Pursuant to Texas Government Code Section 551.0821, to deliberate regarding a public school student, if personally identifiable information about the student will necessarily be revealed by the deliberations.

The Board may conduct a closed meeting to deliberate: (1) a security audit, (2) security assessments or deployments relating to information resources technology, (3) certain network security information described by Texas Government Code section 2059.055, or (4) the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices. Tex. Gov't Code § 551.076.

Open Session: The Board reconvened in Open Session at 7:35 p.m.

Board member, Jacob Stuckly, requested that the District Superintendent and Dr. Perry provide the board with evaluation data in three months to further discuss the Go to Green Security System.

Amy McEvoy made a motion for continuance for the expulsion appeal hearing to be scheduled on July 17, 2025, at 6:00 p.m. Lora Renfro seconded the motion. The motion carried unanimously. (6-0)

Adjournment: With no further business, the Board adjourned the July 9, 2025, meeting at 7:37 p.m. The motion to adjourn was made by Jacob Stuckly and seconded by Justin Chance. The motion carried unanimously. (6-0)

_____ _____

Renee Polk, President Mandy Kirby, Secretary

PILOT POINT INDEPENDENT SCHOOL DISTRICT
SPECIAL BOARD MEETING
THURSDAY, JULY 17, 2025

The Pilot Point Independent School District Board of Trustees met in SPECIAL session on Thursday, July 17, 2025, in the Pilot Point ISD Administration Office at 829 S. Harrison Street, Pilot Point, Texas. Board President, Renee Polk, called the meeting to order at 6:00 p.m.

Members Present:	Renee Polk, Place #1; Amy McEvoy, Place #2; Mandy Kirby, Place #3; Lora Renfro, Place #4; Jacob Stuckly, Place #5; Justin Chance, Place #6; and Craig Bickers, Place #7.
Absent:	All members were present.
Others Present:	Dr. Shannon Fuller, Superintendent; Dr. Brant Perry, Executive Director of Operations and Administrative Services; Eric Dortch, Chief of Police; and Angie Price, Recording Secretary.
Visitors:	Amanda Jackson, Sanaa Jackson, and Rickey Jackson were in attendance.
Call to Order:	School Board President, Renee Polk, confirmed a quorum at 6:00 p.m. and led the pledges to the United States of America and Texas flags.
Invocation:	Angie Price led the invocation.
Public Comment:	No one signed up to address the Board.
Closed Session:	The Open Session of the Thursday, July 17, 2025, meeting adjourned at 6:02 p.m. and reconvened in Closed Session at 6:02 p.m. as authorized by the Texas Government Code Chapter 551, Subchapters D and E; Section 551.071 of the Texas Government Code, to consult with the District's attorney, in person or by phone, to seek the advice regarding pending or contemplated litigation, a settlement offer, or on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code; Texas Government Code Section 551.082, to deliberate regarding the discipline of a public school child or to hear a complaint or charge brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing; Texas Government Code Section 551.0821, to deliberate regarding a public school student, if personally identifiable information about the student will necessarily be revealed by the deliberations. Board member, Jacob Stuckly, recused himself from the Closed Session portion of the meeting, as well as the deliberations and vote.
Open Session:	The Board reconvened in Open Session at 7:39 p.m. A motion was made by Amy McEvoy that the Board uphold the expulsion of the student as indicated in the expulsion order, modifying the placement to 87 subsequent school days. Justin Chance seconded the motion. The motion carried unanimously. (6-0)

Special Education Teacher Contracting:	Dr. Shannon Fuller discussed the potential need for the District to contract with a company to provide a certified special education teacher for a vacancy at the elementary school and high school for the 2025-2026 school year. Craig Bickers made a motion to authorize the superintendent to enter into a contractual agreement to hire up to two special education teachers for the 2025-2026 school year. Jacob Stuckly seconded the motion. The motion carried unanimously. (7-0)
Adjournment:	With no further business, a motion was made by Jacob Stuckly, with a second from Justin Chance, to adjourn the July 17, 2025, Special Meeting at 7:47 p.m. The motion was approved unanimously. (7-0)

_____ _____

Renee Polk, President Mandy Kirby, Secretary

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
Subject: Consider JJAEP Memorandum of Understanding
Date: August 13, 2025

Background Information and Rationale:

Attached you will find the 2025-2026 Memorandum of Understanding (MOU) for the Denton County JJAEP as approved by the Denton County Juvenile Board on 8/1/2025.

Recommendation:

I recommend board approval of the JJAEP 2025-2026 Memorandum of Understanding.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into pursuant to Chapter 37 of the Texas Education Code ("TEC") by and between the following Independent School Districts ("ISDs"): Denton ISD, Aubrey ISD, Pilot Point ISD, Lewisville ISD, Krum ISD, Ponder ISD, Sanger ISD, Argyle ISD, Northwest ISD, Lake Dallas ISD, Little Elm ISD, Carrollton-Farmers Branch ISD, Valley View ISD, Gainesville ISD, Decatur ISD, and Muenster ISD; and the Denton County Juvenile Justice Alternative Education Program ("JJAEP") as the agent for the Juvenile Board of Denton County, Texas ("DCJB"), of Denton County, Texas.

WHEREAS Denton County, Texas, has a population greater than 125,000 and the DCJB has been mandated by TEC Section 37.011 to develop a Juvenile Justice Alternative Education Program subject to the approval of the Texas Juvenile Justice Department ("TJJD"); and

WHEREAS the ISDs are located within Denton County or have requested to participate in the JJAEP; and

WHEREAS the ISDs have been mandated by the TEC Section 37.007 (a), (d), and (e) to expel students for enumerated serious offenses; and

WHEREAS the ISDs have the discretion to expel students under TEC Sec. 37.007 (b), (c), and (f); TEC Sec 37.0081; TEC Sec 37.309; and

WHEREAS the State of Texas has determined that public school students who engage in conduct that endangers the school population should be removed from the regular school setting and educated in a separate setting in order for school districts to fulfill their primary mission of educating Texas youth; and

WHEREAS the parties hereto agree that the JJAEP is a cooperative effort between the educational community and the juvenile justice system with the primary goals of the program being the education of students with *behavioral* problems and rehabilitation of juvenile offenders, but not the treatment of *emotional* problems;

NOW THEREFORE THE PARTIES AGREE THAT:

I. ADMINISTRATION OF DENTON COUNTY JJAEP

1.01 The daily administration for the JJAEP will be conducted by the Denton County Juvenile Probation Department ("DCJPD") under the direction of the Chief Juvenile Probation Officer. The DCJPD shall conform the JJAEP to the standards and guidelines of TJJD. Furthermore, the DCJPD shall be responsible for and maintain all reports, data, assessments, and the like necessary to permit and allow examination for compliance with the TEC.

II. STUDENT PLACEMENT, DUE PROCESS, AND TERM OF PLACEMENT

2.01 The parties to this MOU acknowledge that the TEC §37.010 (a) requires that every expelled student who is not detained or receiving treatment under an order of the

Juvenile Court must be enrolled in an educational program. It is therefore the intent of the parties that the JJAEP provide an educational program for expelled students.

2.02 Students who are expelled from participating ISDs will be afforded the appropriate due process within the respective ISD as provided by school district policy and federal and state law.

2.03 As the ISDs have elected to contract with the JJAEP, as the agent for and of DCJB, pursuant to TEC §37.011(p), for the placement of students expelled under TEC §37.007(b), (c), and (f), §37.0081; §37.309; any student, under the age of 19 years of age, who has been expelled from an ISD may be placed in or ordered or required to attend the JJAEP.

2.04 Every student who has been expelled from an ISD as a mandatory expulsion (i.e., pursuant to TEC §37.007(a), (d), or (e)), and for whom information has been provided by the ISD from which the student has been expelled to the Juvenile Court in accordance with Texas law and this MOU, may be placed in or ordered or required to attend the JJAEP regardless of the final disposition of the case. After the expelling ISD has received notice under Texas Family Code §52.041(d), placement in the JJAEP shall continue as set out in the expelling ISD's expulsion order; however, the expelling ISD shall review and may reconsider its expulsion decision.

2.05 Every student, under the age of 19 years of age, who has been expelled from an ISD as a discretionary expulsion (i.e., pursuant to TEC §37.007(b), (c), or (f); §37.0081; §37.309), and for whom information has been provided by the ISD from which the student has been expelled to the Juvenile Court in accordance with Texas law and this MOU, may be placed in or ordered or required to attend the JJAEP regardless of the final disposition of the case. After the expelling ISD has received notice under Tex. Fam. Code §52.041(d), placement in the JJAEP shall continue as set out in the expelling ISD's expulsion order; however, the expelling ISD shall review and may reconsider the terms and conditions of its expulsion order.

2.06 The JJAEP shall, for each student taken into custody for conduct listed in §37.007 (a) and regardless of the location of the conduct, use its best efforts to ascertain whether the conduct for which the student was taken into custody would subject the student to mandatory expulsion. If the JJAEP ascertains that the conduct for which the student was taken into custody is such that it would subject the student to mandatory expulsion, the Juvenile Court may immediately order the student to attend the JJAEP, pending resolution of any ISD disciplinary action, including any expulsion hearings.

2.07 It is the intent of the parties hereto that, for each expelled student who is placed in the JJAEP on a mandatory expulsion, such placement will be conditioned on the student's completion of a period of "successful days", as set forth/described in the JJAEP student code of conduct, equal to the number of expulsion days ordered by the ISD. Pursuant to TEC §37.010, students must remain in the JJAEP for the full period ordered by the Juvenile Court, unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court. The "full period" shall mean a period of "successful days," as set forth/described in the JJAEP student code of conduct, that equals the number of days the student was ordered to complete by the Juvenile Court, unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court.

2.08 It is the intent of the parties hereto that, for each expelled student who is placed in the JJAEP on a discretionary expulsion, such placement will be conditioned on the student's completion of a period of expulsion, as set forth/described in the JJAEP student code of conduct, equal to the number of expulsion days ordered by the ISD. Pursuant to TEC §37.010, students must remain in the JJAEP for the full period ordered by the Juvenile Court, unless the student's school district agrees to readmit the student before the date ordered by the Juvenile Court. The "full period" shall mean the actual number of expulsion days as set forth/described in the JJAEP student code of conduct or that the student was ordered to complete by the Juvenile Court, unless the student's school district agrees to readmit the student before the actual number of expulsion days have been met as set by the expelling ISD or the Juvenile Court, as applicable.

2.09 In order to avoid undue disruption in the educational process of students attending the JJAEP under this MOU for a mandatory expulsion, the ISD expelling the student shall assign and order a term of expulsion that is not less than thirty (30) school days and no more than 180 school days — unless the expelling ISD conducts a review of the student's placement at least every 180 school days.

2.10 In order to avoid undue disruption in the educational process of students attending the JJAEP under this MOU for a discretionary expulsion, the ISD expelling the student shall assign and order a term of expulsion that is not less than thirty (30) school days and no more than 60 school days. The term of discretionary expulsion may exceed 60 school days, by mutual agreement between the JJAEP and the ISD, either at the time of the expulsion or extended if the student serving the same has violated or is in non-compliance with the rules and regulations of the JJAEP.

2.11 A term of placement, except for a term of placement based upon TEC §37.007(e), may be commuted or reduced, by agreement between the JJAEP and the ISD, if the student serving same has not violated and is in compliance with the rules and regulations of the JJAEP.

2.12 Notwithstanding anything set out herein, an ISD shall not be obligated or required to pay for a Juvenile Court placement when the student has not been expelled from an ISD.

2.13 Notwithstanding anything set out herein, under no circumstance shall an ISD be obligated or required to pay for a Juvenile Court placement or order requiring a student expelled from an ISD as a discretionary expulsion to attend the JJAEP beyond the period of expulsion, unless the affected ISD has been notified by the Juvenile Court and said ISD consents, in writing, to such placement.

2.14 Administrators of the ISD and the JJAEP may agree on deviations from the minimum and maximum length of stay(s) on a case-by-case basis.

2.15 It is the intent of the parties that there be no material interruption (i.e., more than three [3] days) in the provision of educational services to expelled students under this MOU. Therefore, the expelling ISD shall direct and order, in writing, the student and parent

to contact the JJAEP on the first business day -- per the Denton County calendar -- following the student's expulsion and electronically send a copy of this notice to the JJAEP. Any parent or guardian and student who is at the expulsion hearing shall sign the notice before it is transmitted to the JJAEP.

2.16 The ISDs shall use best efforts to assist the Juvenile Probation Department in placing all expellees under court orders requiring or mandating attendance in the JJAEP.

III. PAYMENT

3.01 DAILY RATE -- The daily rate of $125.00 per student per day in attendance will be charged for each discretionary expulsion (i.e., TEC §37.007(b), (c), or (f); §37.0081; §37.309) student enrolled in the JJAEP. The JJAEP shall charge and invoice the ISDs no later than the tenth (10th) day of each and every month that the MOU is in effect. Upon the first day of the month following receipt of an invoice for educational and rehabilitative services provided to ISD students, the ISD will pay the invoiced amount to Denton County. Payments shall be delivered to the Denton County Treasurer, 1 Courthouse Drive, Suite 1400, Denton, Texas 76208.

3.02 Because TJJD will pay for mandatory expulsions pursuant to TEC §37.007 (a), (d), or (e) only if a full and complete offense report has been made by law enforcement personnel showing the elements of the mandatory offense, to the extent State and Federal law allow, the expelling ISD shall use its best efforts to make, seek, or participate in the creation of a law enforcement offense report for mandatory expulsions which involve elements of a criminal offense. ISDs shall not be charged, billed, or invoiced for students attending the JJAEP as a result of a mandatory expulsion.

3.03 The JJAEP may accept students from ISDs located in other counties. Upon approval from the DCJB, an ISD located in another county may become a signatory to this MOU. The TJJD will pay the JJAEP for mandatory expulsions from an ISD located in another county. For discretionary expulsions, the expelling ISD located in another county shall pay the daily attendance rate as set forth in this MOU under Article III, §3.01.

IV. SPECIAL SERVICES

4.01 The JJAEP and the ISDs shall cooperate in the provision of special services to students placed in the JJAEP. In the event a student is placed in the JJAEP who has not been identified by the ISD from which the student was expelled as being eligible for special education services, and the JJAEP staff believe such student may be eligible to receive such services, the JJAEP staff shall refer the student to the ISD from which the student was expelled for evaluation and determination of special education eligibility. In the event the student is eligible for special services, the JJAEP shall implement and be responsible for the academic elements of any program, and the expelling ISD shall implement and deliver any required related services and speech therapy.

4.02 The ISDs will invite a representative of the JJAEP to participate in any Admission, Review and Dismissal Committee meeting where expulsion will be considered.

4.03 The JJAEP and the ISDs shall ensure that a student who is non-English speaking or who speaks English as a second language is provided ESL services and instruction appropriate to address the student's needs, as determined by a language proficiency assessment committee.

4.04 The JJAEP and the ISDs shall ensure that a student who is eligible for services under section 504 of the Rehabilitation Act of 1973 is provided services and instruction appropriate to address the student's needs, as determined by a section 504 committee.

V. GENERAL CONDITIONS

5.01 Transportation to and from the JJAEP shall be the responsibility of the students' parents/guardians/custodians, except that transportation of students whose individual education plans include transportation services shall be the responsibility of the ISDs.

5.02 The day-to-day operation of the JJAEP will conform to the calendar for Lewisville ISD for the fall and spring semesters. The calendar for any summer session will be set within TJJD guidelines.

5.03 The fact that a student has been expelled will not prevent the ISD from developing a policy allowing a student to obtain credit by examination, allowing a student to borrow educational course materials from the school, or allowing a student to arrange tutoring. Neither the ISD nor the JJAEP is under an obligation to replicate a student's pre-expulsion course of study.

5.04 While a student is attending the JJAEP, that student may not participate in or attend any school district extracurricular activity.

5.05 Parents of students attending the JJAEP will receive notice of a child's academic progress at a minimum of every 120 school days.

5.06 Notwithstanding TEC Chapter 26, the JJAEP may monitor student activities by technological means, including video and/or audio methods and metal detectors. The JJAEP will provide a notice and release for such monitoring to the student and the student's parents.

5.07 No later than the 30th day after the end of the school year, the DCJPD will provide a program summary to the ISDs.

5.08 This MOU can be modified only in writing by the DCJB and the ISDs and at such a time as the parties may deem appropriate.

5.09 In conformance with TEC §37.011(k)(5), the JJAEP will provide services while the student attends the JJAEP for transitioning JJAEP students back to the school district. The transition plan shall include consultation between appropriate ISD personnel and JJAEP personnel. To assist in the transition process, the JJAEP may offer in-service training to ISD staff.

5.10 In conformance with TEC § 37.011(k)(8), if a student eligible for or receiving special education services required by law is expelled, the services provided or required to be provided by the ISD shall accompany the student to the JJAEP and be provided by the JJAEP or the expelling ISD at the JJAEP.

VI. STUDENT CODES OF CONDUCT

6.01 Each ISD shall develop a Student Code of Conduct specifying the circumstances under which a student may be removed from a classroom, campus, or alternative education program.

6.02 The Student Code of Conduct adopted by each ISD shall identify those categories of conduct that the ISD has defined as constituting serious misbehavior for which a student may be placed in the JJAEP.

6.03 A student may be subject to discretionary expulsion (TEC §37.007(c)) if the student, while placed in a disciplinary alternative education program, engages in documented serious misbehavior while on the program campus despite documented behavioral interventions. The ISD that expels a student from a disciplinary alternative education shall provide the JJAEP with the documentation identifying and describing the serious misbehavior that occurred at the DAEP and the attempted interventions. The JJAEP will determine whether the student's conduct constitutes serious misbehavior that warrants expulsion to the JJAEP. Provided the expelled student is a juvenile, as that term is defined in Title III of the Family Code, the JJAEP will bring the student before the Juvenile Court for review of the conduct and any necessary proceedings and/or orders.

For purposes of this subsection, "serious misbehavior" means:

1) deliberate violent behavior that poses a direct threat to the health or safety of others;
2) extortion, meaning the gaining of money or other property by force or threat;
3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4) conduct that constitutes the offense of:
    a) public lewdness under Section 21.07, Penal Code;
    b) indecent exposure under Section 21.08, Penal Code;
    c) criminal mischief under Section 28.03, Penal Code;
    d) personal hazing under Section 37.152; or
    e) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

6.04 The JJAEP shall adopt its own Student Code of Conduct in accordance with TEC 37.001.

VII. ATTENDANCE

7.01 JJAEP shall adopt and implement a student attendance accounting system, whether manual or automated, which includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. Said system shall comply with the requirements of Chapter 42 of the TEC and 19 Texas Administrative Code Chapter 129. JJAEP shall provide the ISDs with copies of their respective students' attendance records and reports generated by JJAEP's attendance accounting system.

7.02 Pursuant to §65.003 of the Family Code, the JJAEP may pursue Truant Conduct charges for those students who violate compulsory school attendance laws according to §25.085 of the Education Code.

VIII. LANGUAGE SERVICES AND ASSESSMENTS

8.01 Each ISD shall bear the sole and exclusive responsibility for all matters related to the delivery and retrieval of statewide assessment testing materials for students from the ISD. The ISD providing the education services at the JJAEP under contract or interlocal agreement shall bear the responsibility of testing students from each ISD who are placed in the JJAEP at the time of statewide assessment testing.

IX. TRANSITION SERVICES

9.01 JJAEP shall perform a review of each student's progress at least once during each grading period and shall establish a transition plan for the student prior to the student's return to the school setting. The JJAEP liaison shall notify the student's parent or guardian and the appropriate ISD liaison at least five (5) school days in advance of each review performed under this section and TEC §37.011(d), unless such entities mutually agree to waive, in writing, such five-day notice period.

9.02 On an annual basis, the JJAEP shall provide to the ISDs a summative evaluation of the performance of each ISD's students served by the JJAEP.

9.03 Prior to the student's completion of the expulsion period, the JJAEP shall make recommendations to the ISD concerning the transition of the student from the JJAEP to the ISD.

X. JJAEP FACILITIES AND STAFFING

10.01 The JJAEP is provided in a facility owned by Denton County.

10.02 Personnel and services for the JJAEP may be provided by Denton County or an ISD. Personnel and services provided by an ISD to the JJAEP will be provided under contract or interlocal agreement with the DCJB.

XI. STUDENT AND JUVENILE RECORDS

11.01 The governing body of each party to this MOU finds that in order to appropriately serve students receiving services under this MOU, the sharing of information pertinent to the provision of education and rehabilitation services is essential and in the best interests of the students served. Therefore, the expelling ISD shall directly forward any and all school records including special education and health service records for expelled students to the JJAEP.

11.02 The parties hereto agree to execute all agreements and statements necessary to effectuate this clause, including, but not limited to, those found in the Family Educational Rights and Privacy Act ("FERPA").

XII. TRANSFERS

12.01 Each ISD may, subject to its own policy, permit or accept transfer students ("transferees") attending a Juvenile Justice Alternative Education Program in another county. Such transferees shall be admitted to the JJAEP on and under the same terms and conditions set out herein to include providing the required documentation regarding the conduct that formed the basis of the expulsion to a JJAEP in another county and necessary academic records to the JJAEP.

XIII. MISCELLANEOUS

13.01 SEVERABILITY. In case any one or more of the provisions, articles, and sections contained in this MOU shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision, article, and section hereof, and this MOU shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

13.02 GOVERNING LAW. This MOU shall be governed by and construed in accordance with the laws of the State of Texas and the United States of America. Unless the obligation(s) of any party shall be materially changed, the amendment, interpretation, or change in any legislation or law cited herein shall be interpreted and understood to work a novation of this MOU.

13.03 TERMINOLOGY. The captions beside the article and section numbers of this MOU are for reference only and shall not modify or affect this MOU in any manner whatsoever. Wherever required by the context, any gender shall include any other gender, the singular shall include the plural, and the plural shall include the singular.

13.04 RULE OF CONSTRUCTION. The parties acknowledge that each party and its counsel have reviewed and revised this MOU, and the parties hereby agree that the normal rule of construction to the effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this MOU or any amendments or exhibits hereto.

13.05 COUNTERPARTS. This MOU may be executed in multiple counterparts, each of which shall, for all purposes, be deemed an original, but which together shall constitute one and the same instrument.

Approved by the Denton County Juvenile Board on the 1st day of August 2025.

_____

Kimberly McCary
Chairman of the Denton County Juvenile Board

Approved by the _____ISD Board of Trustees on the _____day of

_____2025.

_____

Board President

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
Subject: Child Nutrition Meal Prices
Date: August 13, 2025

Background Information and Rationale:

Each year, our school lunch prices are reviewed for both students and staff, including rates for free and reduced-price meals. The suggested prices for the 2025–26 school year are listed in the table below.

Meal Classifications	2024-2025 Full/Reduced/Adult	2025-2026 Full/Reduced/Adult	Difference Student/Adult
Elem/ECC Breakfast	$2.00/$.30/$3.20	$2.00/$.30/$3.30	$0.00/+$0.00
Elem/ECC Lunch	$3.25/$.40/$4.90	$3.25/$.40/$5.00	$0.00/+$0.00
MS/HS Breakfast	$2.00/$.30/$3.20	$2.00/$.30/$3.30	$0.00/+$0.00
MS/HS Lunch	$4.00/$.40/$4.90	$4.00/$.40/$5.00	$0.00/+$0.00

Recommendation:

I recommend Board approval of the proposed 2025–2026 Child Nutrition meal prices.

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Consider Designated Nonbusiness Days for Public Information Act Response
Date: August 13, 2025

Background Information and Rationale:

House Bill 3033 was passed, which amends the Public Information Act (PIA) by limiting the number of non-business days for school districts. It requires Board action to designate non-business PIA days and to update the district calendars for purposes of responding to PIA requests. The new law took effect September 1, 2023.

While there was no change to the 10 business-day deadline for a governmental body to respond to a PIA request or to request an Attorney General opinion, there was a significant change as to what constitutes a non-business day for PIA requests. Before HB 3033, days when districts were closed (such as holiday breaks) were not counted in the deadline calculations. Now, the statute expressly limits non-business day exclusions to weekend days, national and state holidays, and the Friday or Monday after a holiday that falls on a weekend and is earlier/later observed.

The PIA now specifically states that, in addition to the weekends and holidays listed above, no more than 10 non-business PIA days may be designated when district administrative offices are closed or operating with minimal staffing. Authority to designate districts' non-business days is provided solely to the board of trustees.

The following days, outside of federal holidays, are suggested as non-business days for the 2025-2026 school year: Nov. 24; Nov. 25; Dec. 22; Dec. 23; Dec. 24; Dec. 25; Dec. 26; Dec 29; March 9 and March 10. Considering these dates, the district should have adequate time to respond by the deadline, considering scheduled holidays/breaks.

Recommendation:

I recommend Board approval of the proposed 2025-2026 Designated Nonbusiness Days for Public Information Act Response as presented.

Pilot Point
Independent School District

To: Board of Trustees
From: Alicia Bonnett, Assistant Superintendent of Curriculum & Instruction
Subject: Discuss and Consider District Improvement Plan
Date: August 13, 2025

Background Information and Rationale:

Each year the administration presents the Board of Trustees with the District Improvement Plan. This plan is aligned with the board and district goals previously approved by the board as well as the PPISD Scorecard. It outlines the strategies and timelines that will be implemented to achieve the goals. This plan is evolving and will be updated and/or revised as the needs in the district change throughout the year.

Copies of the district improvement plan can be found in your board packet. Once approved they will be posted on our website.

Recommendation:

I recommend Board approval of the 2025-2026 District Improvement Plan.

Pilot Point Independent School District

District Improvement Plan

2025-2026

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Mission Statement

Dedicated to Excellence

The school where every student wants to grow, the district where every educator wants to teach, and the community where every family wants to live.

Vision

The school where every student wants to grow,
The district where every educator wants to teach, and
The community where every family wants to live.

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Goal 2: By May 2026, PPISD will increase teacher satisfaction with professional learning from 48% to 58%, as measured by the annual district staff survey, by providing targeted, relevant, and differentiated PL opportunities aligned with staff-identified needs, instructional priorities, and student achievement goals. 5
Goal 3: By May 2026, PPISD will increase parent satisfaction with communiction and engagement from 54% to 63% as measured by a district-wide survey, by implementing consistent communication. Additionally, by May 2025, PPISD will increase parent participation in district surveys from 17% to 34%, as measured by response rates, by promoting surveys through multiple communication channels, and sharing how feedback is used to guide district decisions. 5
Goal 4: By May 2026, PPISD will sustain 98 or above on FIRST Rating & audit with "limited to no findings," shift .50% of funding priorities from 6300 & 6400 to 6200 to support educator professional learning, and spend funds in the best ways possible for the district. 5
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Goals

Goal 1: For the 2025-2026 school year, PPISD will increase the number of students scoring "met standards" by 3% in Grades 3-12 and "on grade level" by 3% for PK-2. PPISD will also increase the number of students who are College, Career, and Military Ready by 2%.

Performance Objective 1: 75-80% Mastery of Essential Standards in Tier 1 Instruction

High Priority

Evaluation Data Sources: STAAR Scores
MAP Scores

Goal 1: For the 2025-2026 school year, PPISD will increase the number of students scoring "met standards" by 3% in Grades 3-12 and "on grade level" by 3% for PK-2. PPISD will also increase the number of students who are College, Career, and Military Ready by 2%.

Performance Objective 2: High Expectations & Supports for all students

High Priority

Evaluation Data Sources: STAAR Scores
MAP Scores
District Accountability Rating
Scores for Subpopulations with Greatest Need

Goal 1: For the 2025-2026 school year, PPISD will increase the number of students scoring "met standards" by 3% in Grades 3-12 and "on grade level" by 3% for PK-2. PPISD will also increase the number of students who are College, Career, and Military Ready by 2%. 168

Performance Objective 3: Highly Effective Professional Learning Communities

High Priority

Evaluation Data Sources: STAAR Scores
MAP Scores

Goal 1: For the 2025-2026 school year, PPISD will increase the number of students scoring "met standards" by 3% in Grades 3-12 and "on grade level" by 3% for PK-2. PPISD will also increase the number of students who are College, Career, and Military Ready by 2%.

Performance Objective 4: Guaranteed and Viable Curriculum (Math)

High Priority

Evaluation Data Sources: STAAR Scores
MAP Scores

Goal 2: By May 2026, PPISD will increase teacher satisfaction with professional learning from 48% to 58%, as measured by the annual district staff survey, by providing targeted, relevant, and differentiated PL opportunities aligned with staff-identified needs, instructional priorities, and student achievement goals.

Goal 3: By May 2026, PPISD will increase parent satisfaction with communiction and engagement from 54% to 63% as measured by a district-wide survey, by implementing consistent communication. Additionally, by May 2025, PPISD will increase parent participation in district surveys from 17% to 34%, as measured by response rates, by promoting surveys through multiple communication channels, and sharing how feedback is used to guide district decisions.

Goal 4: By May 2026, PPISD will sustain 98 or above on FIRST Rating & audit with "limited to no findings," shift .50% of funding priorities from 6300 & 6400 to 6200 to support educator professional learning, and spend funds in the best ways possible for the district.

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Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)]. 170
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Alicia Bonnett

Pilot Point
Independent School District

To: Board of Trustees
From: Alicia Bonnett, Assistant Superintendent of Curriculum & Instruction
Subject: Discuss and Consider Campus Improvement Plans
Date: August 13, 2025

Background Information and Rationale:

Each year the administration presents the Board of Trustees with the Campus Improvement Plans. These plans are aligned with the board and district goals previously approved by the board as well as the PPISD Scorecard. They outline the strategies and timelines that will be implemented to achieve the goals for each campus. Principals worked with their site leadership teams to develop the plans as well as the progress measures for each goal. These plans are evolving and will be updated and/or revised as the needs in the district/at individual campuses change throughout the year.

Copies of each campus improvement plan can be found in your board packet. Once approved they will be posted on our website.

Recommendation:

I recommend Board approval of the 2025-2026 Campus Improvement Plans.

Pilot Point Independent School District

Early Childhood Center

2025-2026 Campus Improvement Plan

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Mission Statement

Dedicated to Excellence

The school where every student wants to grow, the district where every educator wants to teach, and the community where every family wants to live.

Vision

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The community where every family wants to live.

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Goal 2: Retain 100% of daycare students and 80% of childcare staff. 4
Goal 3: Maintain 80% satisfaction rating on post professional development surveys. 5
Goal 4: By May 2026, the campus will ensure that 100% of Title I purchases are aligned to identified needs in the Campus Needs Assessment and Campus Improvement Plan, as evidenced by purchase documentation, impact tracking, and alignment reviews conducted each semester, to promote fiscal solvency, maximize student outcomes, and ensure responsible stewardship of funds within the annual budget. 5

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Goals

Goal 1: For aligning to the District Scorecard, 85% of Pre-K - Kindergarten students will be on grade level for reading/math by EOY MCLASS/CLI assessments by 2029.

For the 25-26 school year, these scores will increase by...
1. Pre-K: 6% increase in comprehensive Circle scores.
2. Kinder: 8% increase in MCLASS EOY composite score

Performance Objective 1: Implement PLC monthly meetings to review student data and create interventions to ensure 85% of PK-K students are making grade level progress expectations on their Circle/MCLASS math & reading assessments.
Conduct monthly walkthroughs to ensure the curriculum is being implemented with fidelity & instruction aligns with research based language rich instructional practices.

High Priority

HB3 Goal

Evaluation Data Sources: Circle & MCLASS assessments
Monthly Walkthrough Data Collection

Goal 2: Retain 100% of daycare students and 80% of childcare staff.

Performance Objective 1: Monitor the needs of staff for daycare to ensure we have the classes and staff to support the needs using a detailed spreadsheet to track student enrollment in each age-level class.
Provide Minimum Standards, ProCare, Safety, & Curriculum training to staff.

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Offer a robust array of staff development based on the district and campus goals as well as from the survey data collected from staff in the 24-25 school year to ensure we are meeting their needs.

High Priority

Evaluation Data Sources: Conduct an end of year campus staff survey to inform the administration ways to improve staff satisfaction.
Recognize staff monthly with Teacher/Para of the Month.
Participate in Adopt a Bear program for new staff.
Track sign in sheets and satisfaction surveys of each professional development offering.

Goal 3: Maintain 80% satisfaction rating on post professional development surveys.

Goal 4: By May 2026, the campus will ensure that 100% of Title I purchases are aligned to identified needs in the Campus Needs Assessment and Campus Improvement Plan, as evidenced by purchase documentation, impact tracking, and alignment reviews conducted each semester, to promote fiscal solvency, maximize student outcomes, and ensure responsible stewardship of funds within the annual budget.

Performance Objective 1: Monitor and review resources purchased and reflect on student achievement outcomes.
Be transparent with the money that is spent with stakeholders
Develop and implement a campus-specific plan that optimizes funding to enhance school facilities and educational quality while operating within the allocated budget.
Continue to review the budget monthly with key staff.

High Priority

Evaluation Data Sources: Documentation showing each purchase is tied to a specific strategy in the Campus Improvement Plan and Campus Needs Assessment.
Evidence that purchases are addressing identified, data-based needs.
Title I Expenditure Reports / Budget Tracking Logs that monitor spending trends, timelines, and adherence to the approved Title I budget.
Pre/post student performance data, attendance data, or other relevant metrics tied to Title I-funded initiatives.

Pilot Point Independent School District

Pilot Point Elementary School

2025-2026 Campus Improvement Plan

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Mission Statement

Dedicated to Excellence

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Goal 2: By May 2026, 100% of TIA eligible teachers at the elementary school will have the training and opportunity to successfully complete their data collection year requirements and be informed on the TIA process. 10
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Comprehensive Needs Assessment

Revised/Approved: August 29, 2025

Demographics

Demographics Summary

- We have a total of 575 total students.
- Title 1 School
- Special populations - Sped, 504, Dyslexia, Bilingual, GT, Low Socioeconomic
- 52% Hispanic students
- 2024-2025 STAAR Results
    - Reading 3rd- 66%, 4th- 77%, 5th 70%
    - Math 3rd- 54%, 4th 72%, 5th 60%
    - Science- 5th 54%

Demographics Strengths

- Overall Teacher: Student ratio good
- ESL Staff and Dual Language Program
- Dyslexia Program
- Title 1 Reading Program
- Title 1 Math Program
- Focus Time w/ Small Group Intervention
- Instructional Coach
- GT Program
- High level of parent and community involvement (PTO)

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Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus needs to improve in providing effective support to special populations.
Root Cause: There is a lack of consistency in communicating policies and procedures for our special populations such as special education, bilingual students, and gifted and talented students.

Student Learning

Student Learning Summary

Our school is committed to enhancing literacy skills through our targeted reading intervention facilitated by the Title 1 Reading program. This initiative is designed to provide additional support to students who require assistance in developing their reading abilities, ensuring that every child has the opportunity to achieve literacy proficiency.

We have also implemented specialized instruction for students with dyslexia, supported by two dedicated teachers. These educators are trained to deliver tailored strategies that address the unique learning needs of dyslexic students, helping them to overcome challenges and succeed academically. This school year we will add a Reading By Design teacher to help support our dsylexia students who are struggling in the Take Flight Program.

To further support our students, we have established a dedicated intervention time known as Bearcat Time. This period is specifically allocated for 45 minutes small group instruction, allowing teachers to focus on individual student needs and provide targeted support in a more personalized setting.

Our school actively participates in Professional Learning Communities (PLCs), which are essential for fostering collaboration among educators. Through PLCs, teachers share best practices, analyze student data, and develop strategies to improve instructional methods, ultimately enhancing student learning outcomes.

We are fortunate to have full-time Instructional Coach support, which plays a crucial role in guiding teachers towards effective instructional practices. The coach provides ongoing professional development, resources, and feedback, ensuring that our educators are well-equipped to meet the diverse needs of our students.

In addition to our reading initiatives, we offer targeted math intervention through the Title 1 Math program. This program is designed to support students who require additional help in mathematics, providing them with the necessary tools and strategies to improve their mathematical understanding and performance. This year we will also incorporate Bluebonnet Math across all grade levels.

Student Learning Strengths

Our school is proud to offer full-time ESL support, ensuring that students who are English language learners receive the dedicated assistance they need to thrive in an English-speaking academic environment. This commitment allows us to cater to the diverse linguistic needs of our student body, fostering an inclusive and supportive learning atmosphere.

Through our targeted reading intervention via the Title 1 Reading program, we are able to provide specialized support to students who require additional help in developing their reading skills. This program is designed to address specific reading challenges, enabling students to achieve literacy proficiency and confidence in their reading abilities.

We have specialized instruction available for students with dyslexia, facilitated by two dedicated teachers. This specialized support is crucial in helping students with dyslexia overcome their unique learning challenges, allowing them to access the curriculum effectively and succeed academically.

Our established intervention time for small groups allows us to provide focused, personalized instruction to students who need additional support. This structured

time is essential for addressing individual learning needs and ensuring that all students have the opportunity to succeed.

Our school will use Map benchmark testing 3 times a year to track and monitor students academic progress.

Active Professional Learning Communities (PLCs) are a cornerstone of our school's professional development strategy. These communities foster collaboration among educators, enabling them to share best practices, analyze student data, and continuously improve instructional strategies to enhance student learning outcomes.

We are fortunate to have full-time Instructional Coach support, which plays a vital role in guiding and mentoring our teachers. This support helps educators refine their teaching practices, implement effective instructional strategies, and ultimately improve student achievement.

Our targeted math intervention through the Title 1 Math program is designed to support students who need additional help in mathematics. By providing focused instruction and resources, we aim to build a strong mathematical foundation for all students, ensuring their success in this critical subject area.

With a commitment to technology integration, we provide each student with a computer, ensuring a 1-to-1 student-to-device ratio. This access to technology enhances learning opportunities, supports digital literacy, and prepares students for the demands of the modern world.

We offer a variety of resources to differentiate instruction, catering to the diverse needs of our students. By providing tailored educational experiences, we help each student reach their full potential and achieve academic success.

The lower grades' participation in Progress Learning has proven to be both beneficial and highly motivating. This program engages young learners, fostering a love for learning and encouraging academic growth from an early age. Additionally, the increased and consistent use of IXL in classrooms has supported personalized learning and skill development across various subjects.

The implementation of the APES writing model has been effective, particularly in terms of vertical alignment. This model ensures consistency in writing instruction across grade levels, helping students develop strong writing skills that are essential for academic success.

Finally, our overall teacher-to-student ratio is below the state average, allowing for more personalized attention and support for each student. This favorable ratio enables our teachers to build strong relationships with their students, understand their individual needs, and provide the guidance necessary for their academic and personal growth.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: We need improvements in our TIER I and TIER II teaching.
Root Cause: Provide continuous PD training throughout the year to support teachers through PLC's.

Problem Statement 2: Grade level benchmarks need to align with STAAR.
Root Cause: Grade levels are creating their own benchmarks using different platforms.

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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Goals

Goal 1: Aligning the PPISD Scorecard, the school will be at 85% Approaches and Above by the year 2029. For the 25-26 school year, this would include the following grade-level and subject goals:
1. Math:
A. 3rd Grade: Increase 8%
B. 4th Grade: Increase 3%
C. 5th Grade: Increase 5%

2. ELAR:
A. 3rd Grade: Increase 4%
B. 4th Grade: Increase 2%
C. 5th Grade: Increase 4%

Performance Objective 1: Develop and systematically implement valid and reliable written, taught, and assessed curriculum and instruction.
Develop and systematically implement a Multi-tiered System of Support, MTSS, with systems and protocols
Develop and systematically implement a Professional Learning Community process with fidelity

High Priority

HB3 Goal

Evaluation Data Sources: Grades 2-12 NWEA Map
K-2 MCLASS
Grades 3-12 STAAR
Grades 2-12 TELPAS

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Goal 2: By May 2026, 100% of TIA eligible teachers at the elementary school will have the training and opportunity to successfully complete their data collection year requirements and be informed on the TIA process.

Performance Objective 1: The elementary school will develop, implement, and host professional learning opportunities for TIA eligible staff. This includes regularly meeting with TIA eligible staff to review targets, growth, and evaluation observation data.

High Priority

Evaluation Data Sources: Percentage increase in participation for Teacher Incentive Allotment program.
Feedback and surveys based on TIA program training and support.
Data from student growth and teacher evaluation observation data.

Goal 3: By May 2026, the Elementary School will foster stronger communication with parents by 100% of classroom teachers utilizing one or more methods of communication.

Performance Objective 1: All teachers will schedule Parent Teacher Conferences
All teachers will send newsletters to parents
All teachers will utilize Parent Square

High Priority

Evaluation Data Sources: Parent Contact Logs
Parent Teacher Conference Meeting Attendance and Schedule
Parent Survey

Goal 4: By May 2026, the campus will ensure that 100% of Title I purchases are aligned to identified needs in the Campus Needs Assessment and Campus Improvement Plan, as evidenced by purchase documentation, impact tracking, and alignment reviews conducted each semester, to promote fiscal solvency, maximize student outcomes, and ensure responsible stewardship of funds within the annual budget.

Performance Objective 1: Monitor and review resources purchased and reflect on student achievement outcomes.
Be transparent with the money that is spent with stakeholders
Develop and implement a campus-specific plan that optimizes funding to enhance school facilities and educational quality while operating within the allocated budget.
Continue to review the budget monthly with key staff.

High Priority

Evaluation Data Sources: Documentation showing each purchase is tied to a specific strategy in the Campus Improvement Plan and Campus Needs Assessment.
Evidence that purchases are addressing identified, data-based needs.
Title I Expenditure Reports / Budget Tracking Logs that monitor spending trends, timelines, and adherence to the approved Title I budget.
Pre/post student performance data, attendance data, or other relevant metrics tied to Title I-funded initiatives.

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Pilot Point Independent School District

Pilot Point Middle School

2025-2026 Campus Improvement Plan

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Mission Statement

Dedicated to Excellence

The school where every student wants to grow, the district where every educator wants to teach, and the community where every family wants to live.

Vision

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Goal 3: Fiscal Responsibility: Determine a plan based on funding that creates safe, pleasant, and cost-effective district facilities and the best education within the District's resources while operating within the annual budget. 5
Goal 4: Communication: Provide positive relationships with students, staff, parents and community by effective communication. 5

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Goals

Goal 1: Aligning with the PPISD Scorecard, PPMS will be at 80% Approaches and Above on the STAAR test by the year 2026.

Performance Objective 1: 2025-2026 Math
6th Grade: Increase by 5%
7th Grade: Increase by 10%
8th Grade: Increase by 7%

High Priority

Evaluation Data Sources: STAAR test; MAP test, Benchmarks

Goal 1: Aligning with the PPISD Scorecard, PPMS will be at 80% Approaches and Above on the STAAR test by the year 2026.

Performance Objective 2: 2025-2026 RLA
6th Grade: Increase by 4%
7th Grade: Increase by 1%
8th Grade: Maintain

High Priority

Evaluation Data Sources: STAAR test; MAP test; Benchmarks

Goal 1: Aligning with the PPISD Scorecard, PPMS will be at 80% Approaches and Above on the STAAR test by the year 2026.

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Performance Objective 3: 2025-2026 Science/Social Studies
8th Science: Increase by 5%
8th Social Studies: Increase by 7%

High Priority

Evaluation Data Sources: STAAR test; Benchmarks

Goal 2: Personnel: Maintain a personnel program to attract, develop, compensate, evaluate and retain quality district staff.

Performance Objective 1: By June 2026, teacher retention will improve 5%, as measured by staff rosters and exit interview data.

High Priority

Evaluation Data Sources: Retention rate

Goal 2: Personnel: Maintain a personnel program to attract, develop, compensate, evaluate and retain quality district staff.

Performance Objective 2: By April 2026, 85% of instructional staff will report satisfaction with professional learning opportunities in the annual district survey.

Evaluation Data Sources: District survey; IC surveys

Goal 3: Fiscal Responsibility: Determine a plan based on funding that creates safe, pleasant, and cost-effective district facilities and the best education within the District's resources while operating within the annual budget.

Performance Objective 1: By June 2026, conduct monthly budget meetings to ensure that 100% of purchases align with campus instructional priorities and needs.

Evaluation Data Sources: Campus budget; meeting agenda

Goal 3: Fiscal Responsibility: Determine a plan based on funding that creates safe, pleasant, and cost-effective district facilities and the best education within the District's resources while operating within the annual budget.

Performance Objective 2: Increase by 10% the number of teachers that apply for a Pilot Point Educational Foundation grant.

Evaluation Data Sources: Campus budget; PPEF grants

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Goal 4: Communication: Provide positive relationships with students, staff, parents and community by effective communication.

Performance Objective 1: By May 2026, parent survey participation will reach 85% and parent communication open rates will increase to 40%.

Evaluation Data Sources: Parent Square analytics; District survey participation rate

Pilot Point Independent School District

Pilot Point High School

2025-2026 Campus Improvement Plan

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Mission Statement

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Goal 3: Communication/Parent and Community Stakeholders: Strengthen partnerships with parents and the community through consistent communication and meaningful engagement. 9
Goal 4: Fiscal responsibility: Ensure efficient use of campus resources to support instruction, safety, and long-term planning. 11

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Goals

Goal 1: Student Achievement: Increase student academic performance and engagement through aligned curriculum, effective instructional practices, and targeted interventions.

Performance Objective 1: By May 2026, the percentage of students in grades 9-12 who meet or exceed standards on STAAR/EOC will increase 4%.

High Priority

Evaluation Data Sources: STAAR Data, NWEA MAP Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use PLC meetings to disaggregate assessment data and plan targeted interventions. **Strategy's Expected Result/Impact:** Increase STAAR EOC results. **Staff Responsible for Monitoring:** Principal, assistant principal, academic dean, teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement small group instruction and tutorials for struggling learners. **Strategy's Expected Result/Impact:** Targeted Tier 1 and Tier 2 instruction. **Staff Responsible for Monitoring:** Principal, assistant principal, academic dean, teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use instructional coaches to support planning and model best practices. **Strategy's Expected Result/Impact:** STAAR EOC **Staff Responsible for Monitoring:** Principal, assistant principal, and academic dean.				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement: Increase student academic performance and engagement through aligned curriculum, effective instructional practices, and targeted interventions.

Performance Objective 2: By May 2026, the percentage of graduating seniors who meet CCMR indicators (AP, Dual Credit, Industry Certification, TSI, ASVAB) will increase from 93% to 95%, with at least a 10% increase in student participation in TSI and CTE certification exams.

Evaluation Data Sources: CCMR Tracker, Dual Credit rosters, IBC tracker

Strategy 1 Details	Reviews			
Strategy 1: Schedule regular TSI boot camps and test prep opportunities.	Formative			Summative
Strategy's Expected Result/Impact: Increase TSI outcomes.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, assistant principal, dean of students, counselors.				

Strategy 2 Details	Reviews			
Strategy 2: Track CCMR indicators monthly and conduct student follow-up.	Formative			Summative
Staff Responsible for Monitoring: Prinicipal and counselor	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide academic advising and postsecondary planning during designated periods.	Formative			Summative
Staff Responsible for Monitoring: Principal, assistant principal, dean of students and counselors.	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Expand AP, Dual Credit, and CTE offerings based on student interest and workforce demand.	Formative			Summative
Staff Responsible for Monitoring: Principal, assistant principal, dean of students and counselors.	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement: Increase student academic performance and engagement through aligned curriculum, effective instructional practices, and targeted interventions.

Performance Objective 3: By May 2026, the average student attendance rate will increase from 93% to 95%, and participation in extracurricular and co-curricular activities will rise by 10%, based on activity rosters and sign-in data.

Evaluation Data Sources: Attendence rates, club sign in sheets and rosters.

Strategy 1 Details	Reviews			
Strategy 1: Implement attendance incentives and tiered interventions for chronic absences. **Staff Responsible for Monitoring:** Principal and assistant principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Monitor attendance biweekly and share data with stakeholders. **Staff Responsible for Monitoring:** Assistant principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Encourage student involvement by promoting clubs, interest surveys, and flexible meeting times. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, club sponsors.	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

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Goal 2: Personnel: Attract, retain, and develop high-quality educators through targeted recruitment, professional learning, and recognition.

Performance Objective 1: By June 2026, teacher retention will improve 10%, as measured by staff rosters and exit interview data, and the campus will implement at least two new recognition programs to support morale.

High Priority

Evaluation Data Sources: Retention rate, recognition programs.

Strategy 1 Details	Reviews			
Strategy 1: Host social and wellness activities that promote team-building and appreciation. **Staff Responsible for Monitoring:** Principal, assistant principal and dean of students.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct stay interviews to address teacher concerns early. **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Launch monthly recognition events and "shout-out" boards. **Staff Responsible for Monitoring:** Principal, assistant principal and dean of students.	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

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Goal 2: Personnel: Attract, retain, and develop high-quality educators through targeted recruitment, professional learning, and recognition.

Performance Objective 2: By April 2026, 85% of instructional staff will report satisfaction with PD opportunities in the annual district survey, with at least 80% attendance at all job-embedded PD sessions.

Evaluation Data Sources: Retetion rates, coaching surveys.

Strategy 1 Details	Reviews			
Strategy 1: Integrate instructional coaching cycles into PD planning. **Staff Responsible for Monitoring:** Principal, assistant principal and dean of students.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide teacher choice menus and micro-credential opportunities. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure follow-up support and classroom modeling after training. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students.	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

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Goal 3: Communication/Parent and Community Stakeholders: Strengthen partnerships with parents and the community through consistent communication and meaningful engagement.

Performance Objective 1: By May 2026, parent survey participation will reach 85%, and parent communication open rates (newsletters, parent square etc.) will increase to 40%, with at least four family engagement events hosted during the year.

Evaluation Data Sources: Parent Square analytics, participation in events based off of sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Use parent square, newsletters, and social media for consistent updates. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, principal secretary.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Host quarterly family engagement nights tied to academic themes. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, and counselors.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide parent workshops on topics like digital safety, curriculum, and testing. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, counselors.	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

201

Goal 3: Communication/Parent and Community Stakeholders: Strengthen partnerships with parents and the community through consistent communication and meaningful engagement.

Performance Objective 2: By June 2026, the campus will establish at least three new community partnerships and maintain the average monthly social media interactions, measured through analytics and logs.

Evaluation Data Sources: social media logs

Strategy 1 Details	Reviews			
Strategy 1: Partner with local businesses for internships, guest speakers, and sponsorships. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, counselors.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Feature student and staff success stories weekly on social media. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, counselors.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Create a "Community in Schools" bulletin board to promote involvement. **Staff Responsible for Monitoring:** Principal, assistant principal, dean of students, counselor.	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

202

Goal 4: Fiscal responsibility: Ensure efficient use of campus resources to support instruction, safety, and long-term planning.

Performance Objective 1: By June 2026, conduct quarterly budget reviews with campus leadership and instructional staff to ensure that 100% of purchases align with instructional priorities, as documented in budget meeting logs and expenditure reports.

Evaluation Data Sources: Budget meeting logs, expenditure reports.

Strategy 1 Details	Reviews			
Strategy 1: Set calendar reminders for quarterly budget reviews with leadership. **Staff Responsible for Monitoring:** Principal and principal secretary	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Maintain documentation logs to track instructional vs. non-instructional expenditures. **Staff Responsible for Monitoring:** Principal and principal secretary	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use a budget alignment rubric during reviews to ensure instructional focus. **Staff Responsible for Monitoring:** Principal and principal secretary	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

203

Goal 4: Fiscal responsibility: Ensure efficient use of campus resources to support instruction, safety, and long-term planning.

Performance Objective 2: By September 2025, launch a budget manager cohort with quarterly meetings, and ensure 100% of department heads attend at least three out of four sessions annually, as measured by attendance logs and agenda documentation.

Evaluation Data Sources: sign in sheets and agenda documentation

Strategy 1 Details	Reviews			
Strategy 1: Identify all department budget managers and provide a training session in August. **Staff Responsible for Monitoring:** Principal and principal secretary	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Develop a quarterly cohort calendar with agendas focused on compliance, planning, and development. **Staff Responsible for Monitoring:** Principal and principal secretary	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Share updates, best practices, and review templates during cohort meetings. **Staff Responsible for Monitoring:** Principal and principal secretary	Formative			Summative
	Nov	Jan	Mar	June

No Progress Accomplished Continue/Modify Discontinue

204

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
Subject: Discuss and Consider Improvements to the Baseball Field
Date: August 13, 2025

Background Information and Rationale:

The Pilot Point ISD High School baseball field is in need of repair for several reasons. First and foremost, the playing surface is uneven, which poses significant safety concerns in the outfield, infield, around the pitching mound, and at home plate. This issue requires immediate attention. In addition, the field has ongoing drainage problems. During the spring, even moderate rainfall results in puddling and pooling—particularly around the base paths and other key areas of the field—which often renders it unplayable. This season, we had seven scheduled home games; however, two of those had to be relocated to neighboring high schools due to flooding. Furthermore, practices were frequently moved to the gym or weight room because the field conditions were unsuitable, even for games originally scheduled at home.

An RFP/RFQ was issued on 7/28/25 and closed on 8/11/2025.

Recommendation:

Based on experience and positive references, the administration recommends that the Board approve entering into an agreement for the baseball field construction as presented.

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
Subject: Discuss and Consider Buy-Down Insurance for 2025-2026
Date: August 13, 2025

Background Information and Rationale:

Buy-down insurance is important for a school district because it helps reduce the financial burden of high deductibles in the event of property damage or loss. It ensures that unexpected costs from events like storms, fires, or other incidents don't strain the district's budget, allowing critical funds to remain focused on students, staff, and educational priorities.

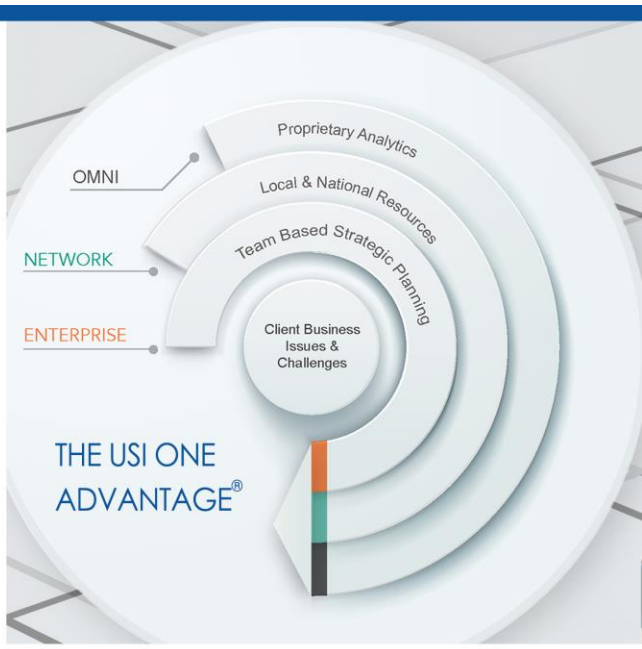
Our current buy-down insurance policy through USI Insurance is attached and stipulates a $50,000 deductible that will be covered under this agreement in the event of a qualifying loss.

Recommendation:

I recommend Board approval of the USI buy-down insurance policy for the 2025-2026 school year.

2025 Deductible Buy Down Insurance Proposal
9/01/2025 – 9/01/2026

Pilot Point Independent School District



Phillip Briscoe
Vice President – El Paso
Account Manager: Marcela Garcia, CISR
Date Prepared: August 07, 2025

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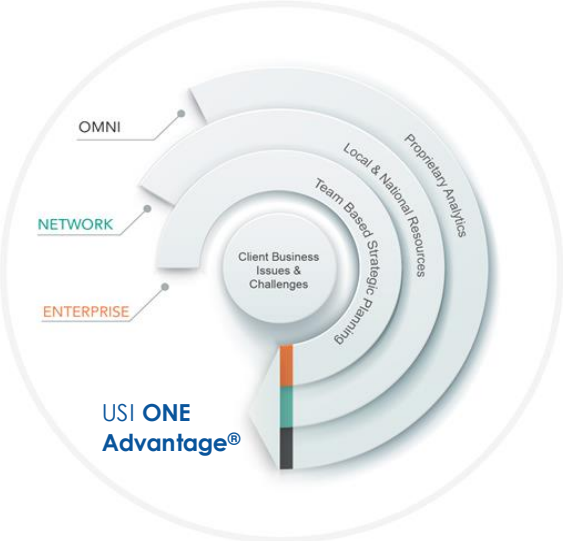
About USI Insurance Services

USI is one of the largest insurance brokerage and consulting firms in the world, delivering property and casualty, employee benefits, personal risk, program and retirement solutions to large risk management clients, middle market companies, smaller firms and individuals. Headquartered in Valhalla, New York, USI connects together over 10,000 industry leading professionals across ~200 offices to serve clients' local, national and international needs. USI has become a premier insurance brokerage and consulting firm by leveraging the USI ONE Advantage®, an interactive platform that integrates proprietary and innovative client solutions, networked local resources and expertise, and enterprise-wide collaboration to deliver customized results with positive, bottom line impact. USI attracts best-in-class industry talent with a long history of deep and continuing investment in our local communities. For more information, visit usi.com.

The USI ONE Advantage

What truly distinguishes USI as a leading insurance brokerage and consulting firm is the USI ONE Advantage, a game-changing value proposition that delivers clients a robust set of risk management and benefit solutions and exclusive resources with financial impact. USI ONE® represents **Omni, Network, Enterprise**—the three key elements that create the USI ONE Advantage and set us apart from the competition.



Omni – USI's Proprietary Analytics

Omni, which means "all," is USI's one-of-a-kind solutions platform—real time, interactive, dynamic and evolving, and customized for each client. Built in-house by USI subject matter experts, Omni captures the experience of more than 500,000 clients, thousands of professionals and over 150 years of business activity through our acquired agencies into targeted, actionable solutions across property & casualty, employee benefits, personal risk and retirement. Omni features over a thousand solutions, case studies, work products and detailed analysis across industry verticals in a single dashboard. USI consultants input the client's personalized data into Omni – highlighting their business, employees, and risks. The results feature client specific recommendations with quantified financial impact and the ability to analyze alternative scenarios with the touch of a button.

Network – USI's Local and National Resources

USI has made a very large investment in local resources and technical expertise, with more than 10,000 professionals networked nationally to build strong vertical capabilities and integrated account teams. Our local and regional experts ensure account team availability, hands-on service, and ongoing diligent follow-through so we can deliver on the solutions we customize for our clients.

Enterprise – USI's Team Based Strategic Planning

USI's enterprise planning is a disciplined, focused, analysis centered on our client's issues and challenges. Highly consultative meetings integrate USI's Omni analytics with our broad resource network to build a risk management strategy aligned with client business needs. Our enterprise process is a proven method for identifying, quantifying and minimizing client risk exposures.

The USI ONE Advantage—our Omni knowledge engine, with our Network of local and national resources, delivered to our clients through our Enterprise planning process gives USI fundamentally different solutions, the resources to deliver, and a process to bring superior results to our clients.

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Service Team

USI Southwest Inc., El Paso

303 N. Oregon, Ste 310, El Paso, TX 79901

(915) 544-3111 www.usi.com

Producers

Your **CL Producer** is **Phillip Briscoe**

Direct Number: (915) 534-9412

E-Mail: Phillip.Briscoe@usi.com

Account Management Team

Your **CL Account Manager** is **Marcela Garcia**

Direct Number: (915) 534-9461

E-Mail: Marcela.Garcia@usi.com

Your **CL Sr Associate Acct Rep** is **Anapaula Rodriguez**

Direct Number: (915) 534-9424

E-Mail: anapaula.rodriguez@usi.com

Claims Department

Your **Claims Manager** is Mike Rogers at USI Insurance

USI Phone Number: (915) 534-9463

E-Mail: Mike.Rogers@usi.com

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Schedule of Named Insureds

Windstorm Buy Back

Insurance Company: Underwriters at Lloyds, London
Policy Term: 09/01/2025 to 09/01/2026

Named Insureds
Pilot Point Independent School District

Location
829 South Harrison Street, Pilot Point, TX 76258

Only the Named Insureds shown above are included in this proposal. If any Named Insureds are not shown above and should be included for coverage, please notify us immediately.

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Premium Summary

Coverage	Expiring Premium	Renewal Premium
Wind and Hail Deductible Buy Down	$82,600.88	$82,600.88

- 100% Minimum Earned Premium
- Premiums include taxes/fees

Binding Requirements:

- Signed Client Authorization to Bind Form
- Signed Non-Admitted Carrier Notification

Payment Terms:

- Agency Bill – Full Pay

Note:

In evaluating your exposure to loss, we have been dependent upon information provided by you. If there are other areas that need to be evaluated prior to binding of coverage, please bring these areas to our attention. Should any of your exposures change after coverage is bound, such as your beginning new operation, hiring employees in new states, buying additional property, etc., please let us know so proper coverage(s) can be discussed.

Higher limits may be available. Please contact us if you would like a quote for higher limits.

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Deductible Buy Down (Wind and Hail)

Insurance Company: Underwriters at Lloyds, London
Policy Term: 09/01/2025 to 09/01/2026

Coverage	Limit & Retention
Deductible for the Perils:	$500,000 Per occurrence
Limit of this Policy	This Policy shall pay the difference between the Deductible of the Policy/ies of the Overlying Insurer(s) stated in the Schedule, and the Insured's Retention, subject always to the Underwriter's Maximum Amount Payable.
Maximum Amount Payable	$450,000 Per occurrence
Insureds's Retention	$50,000 Per occurrence
Perils Insured: Wind and hail only	

Excluded coverage or other coverages sought may be available: please discuss with USI

Other exclusions and policy limitations may apply. Please refer to the actual policies for specific terms, conditions, limitations, exclusions and sublimits that will govern in the event of a loss.

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Agency Bill Payment Options

We sincerely appreciate the opportunity to service your insurance needs. We believe good credit relationships are established by making our clients aware in advance of the terms of our payment procedures.

OUR BASIC PAYMENT PLAN IS THAT ALL PAYMENTS ARE DUE ON OR BEFORE THE EFFECTIVE DATE OF COVERAGE. THERE ARE THREE METHODS OF PAYMENT AVAILABLE:

....CASH ON EFFECTIVE DATE
....PREMIUM FINANCING BY A PREMIUM FINANCE COMPANY
....INSURANCE COMPANY PAYMENT PLAN, IF AVAILABLE

Please note that USI Insurance Services LLC and its subsidiaries and affiliates do not provide customer financing.

In some instances, you will receive invoices covering additions or changes to your coverage, endorsements. These invoices are payable upon receipt. You will receive a monthly statement of your account as a reminder as we realize that it is occasionally possible to miss a payment through oversight. Accounts with payments past due are subject to cancellation for non-payment. This is a serious situation as your insurer may refuse to reinstate coverage even if payment is made later. Accounts are subject, but not limited to, reasonable attorney fees, interest, collection fees and/or court costs incurred in connection with collection of past due balances.

PAYMENTS: Please remember to return the remittance copy of the invoice with your payment in the provided envelope. Otherwise, all payments will be applied to your oldest balance or left as unapplied if we cannot identify the applicable invoice being paid.

CREDITS: Credit invoices may be applied against other invoices due us. Please indicate in your remittance or contact us as to where to apply credit invoices on your account.

These payment procedures will apply for any and all policy renewals or future business written.

If you have any questions concerning our payment procedures or any other matters pertaining to account payments, please contact your insurance representative.

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USI Disclosures

Surplus Lines DISCLOSURE: Insurance is issued pursuant to the Surplus Lines Laws. Persons insured by Surplus Lines Carriers do not have the protection of the Insurance Guaranty Act to the extent of any right of recovery for the obligation of an insolvent unlicensed insurer. Surplus Lines policies that are subject to audit provide for additional premium charges, but may not allow for return premium.

Information Concerning Our Fees: As a licensed insurance producer, USI is authorized to confer with or advise our clients and prospective clients concerning substantive benefits, terms or conditions of insurance contracts, to sell insurance and to obtain insurance coverages for our clients. Our compensation for placement of insurance coverage, unless otherwise specifically negotiated and agreed to with our client, is customarily based on commission calculated as a percentage of the premium collected by the insurer and is paid to us by the insurer. We may also receive from insurers and insurance intermediaries (which may include USI affiliated companies) additional compensation (monetary and non-monetary) based in whole or in part on the insurance contract we sell, which is contingent on volume of business and/or profitability of insurance contracts we supply to them and/or other factors pursuant to agreements we may have with them relating to all or part of the business we place with those insurers or through those intermediaries. Some of these agreements with insurers and/or intermediaries include financial incentives for USI to grow its business or otherwise strengthen the distribution relationship with the insurer or intermediary. Such agreements may be in effect with one or more of the insurers with whom your insurance is placed, or with the insurance intermediary we use to place your insurance. You may obtain information about the nature and source of such compensation expected to be received by us, and, if applicable, compensation expected to be received on any alternative quotes pertinent to your placement upon your request.

Document Delivery DISCLOSURE: USI strives to make your interactions with us easy and efficient. Therefore, we intend to deliver your policy and all policy-related documents electronically through our InsurLink client portal or through email. If you do not wish to receive these documents electronically or if you would like a paper copy of any or all documents at no cost to you, please notify your client service representative in writing. If your email or electronic contact information changes, please notify your client service representative in writing.

Reviewing Client Contracts DISCLOSURE: As a service to our clients, upon their request, USI will review those portions of your contract regarding the insurance and indemnity requirements as they relate to your insurance program and provide comments and/or recommendations based upon such review. This service should not be taken as legal advice and it does not replace the need for review by the insured's own legal counsel.

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USI Privacy Notice

Our Privacy Promise to You

USI provides this notice to you, our customer, so that you will know what we will do with the personal information, personal financial and health information (collectively referred to as the "protected information") that we may receive from you directly or receive from your health care provider or receive from another source that you have authorized to send us your protected information. We at USI are concerned about your privacy and assure you that we will do what is required of us to safeguard your protected information.

What types of information will we be collecting?

USI collects information from you required both for our business and pursuant to regulatory requirements. Without it, we cannot provide our products and services for you. We will be collected protected information about you from:

- Applications or other forms, such as name, address, Social Security number, assets and income, employment status and dependent information;
- Your transactions with us or your transactions with others, such as account activity, payment history, and products and services purchased;
- Consumer reporting agencies, such as credit relationships and credit history. These agencies may retain their reports and share them with others who use their services;
- Other individuals, businesses and agencies, such as medical and demographic information; and
- Visitors to our websites, such as information from on-line forms, site visitorship data and on-line information collection devices, commonly called "cookies."

What will we do with your protected information?

The information USI gathers is shared within our company to help us maximize the services we can provide to our customers. We will only disclose your protected information as is necessary for us to provide the insurance products and services you expect from us. USI does not sell your protected information to third parties, nor does it sell or share customer lists.

We may also disclose all of the information described above to third parties with which we contract for services. In addition, we may disclose your protected information to medical care institutions or medical professionals, insurance regulatory authorities, law enforcement or other government authorities, or to affiliated or nonaffiliated third parties as is reasonably necessary to conduct our business or as otherwise permitted by law.

Our Security Procedures

At USI, we have put in place the highest measures to ensure the security and confidentiality of customer information. We will handle the protected information we receive by restricting access to the protected information about you to those employees and agents of ours who need to know that information to provide you with our products or services or to otherwise conduct our business, including actuarial or research studies. Our computer database has multiple levels of security to protect against threats or hazards to the integrity of customer records, and to protect against unauthorized access to records that may harm or inconvenience our customers. We maintain physical, electronic, and procedural safeguards that comply with federal and state regulations to safeguard all of your protected information.

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Our Legal Use of Information

We retain the right to use ideas, concepts, know-how, or techniques contained in any nonpublic personal information you provide to us for our own purposes, including developing and marketing products and services.

Your Right to Review Your Records

You have the right to review the protected information about you relating to any insurance or annuity product issued by us that we could reasonably locate and retrieve. You may also request that we correct, amend or delete any inaccurate information by writing to us at the above address.

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Insurance Carrier Ratings

As a service to our clients, USI is furnishing an assessment by a financial rating service of the insurance companies included in our proposal. We are including the legends used by this service.

All ratings are subject to periodic review, therefore, it is important to obtain updated ratings from each service. Should you desire further information concerning the financial statements of any of the insurance companies being proposed, so that you can make your own assessment of the financial strength of the companies being offered, it is available from USI at your request.

USI has made no attempt to determine independently the financial capacity of the insurance companies that we are including in our proposal as we believe the nationally recognized services are better equipped to comment.

A. M. BEST RATINGS

A++ & A+	Superior	**D**	Poor
A & A-	Excellent	**E**	Under Regulatory Supervision
B++ & B+	Good	**F**	In Liquidation
B & B-	Fair	**S**	Rating Suspended
C++ & C+	Marginal	**NR**	Not Rated

FINANCIAL SIZE CATEGORY
(In $ Thousands)

Class I	Less than		1,000
Class II	1,000	to	2,000
Class III	2,000	to	5,000
Class IV	5,000	to	10,000
Class V	10,000	to	25,000
Class VI	25,000	to	50,000
Class VII	50,000	to	100,000
Class VIII	100,000	to	250,000
Class IX	250,000	to	500,000
Class X	500,000	to	750,000
Class XI	750,000	to	1,000,000
Class XII	1,000,000	to	1,250,000
Class XIII	1,250,000	to	1,500,000
Class XIV	1,500,000	to	2,000,000
Class XV	2,000,000	to	or greater

RATING "NOT ASSIGNED" CLASSIFICATIONS

NR-1 Insufficient Data
NR-2 Insufficient Size and/or Operating Experience
NR-3 Rating Procedure Inapplicable
NR-4 Company Request
NR-5 Not Formally Followed

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InsurLink Client Portal

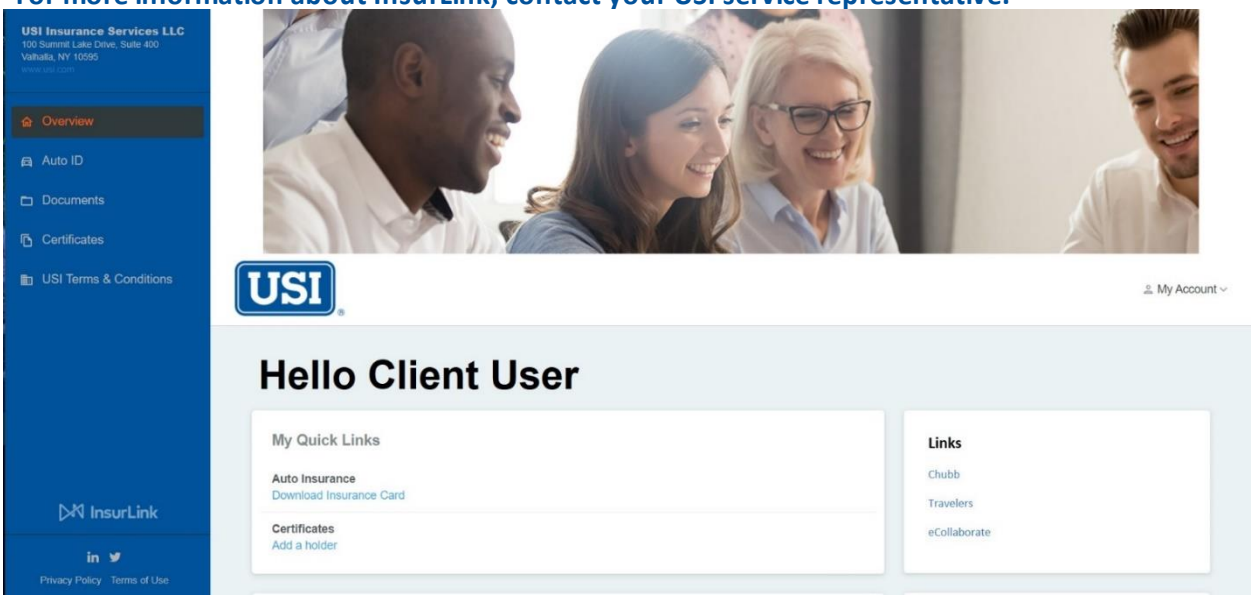
InsurLink, USI's secure, interactive portal for client collaboration and self- service resources, helps streamline the administration of your insurance program with efficient, environmentally friendly, paperless transactions.

InsurLink enables you to manage your program online in seamless collaboration with your USI service team 24 hours a day, 7 days a week.

With our user-friendly, intuitive software you can:

- View and reprint Certificates of Insurance.
- View policies, endorsements and other key documents.
- Generate and issue Certificates of Insurance quickly and accurately.
- Share documents with your USI service team
- Reprint and replace Auto ID cards.*

For more information about InsurLink, contact your USI service representative.



Get our mobile app for Android or Apple and access your InsurLink client portal on the go!

**Limitations in NY and NJ*

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CertVault℠ for Certificate Delivery

USI utilizes CertVault℠, a cloud-based system for storage and secure delivery of certificates of insurance to your certificate holders.

Benefits of CertVault℠

- ✓ Supports USI's go-green initiative by eliminating printed and mailed certificates.
- ✓ Provides faster delivery than standard printing and mailing.
- ✓ Reduces your contact with Holders by providing them with self-service access to obtain issued certificates.
- ✓ Provides USI with a reliable reporting mechanism to identify Holders that have taken delivery of certificates, as well as Holders that have not retrieved their issued certificates. *(This data can be used to facilitate a review of the Holder list prior to renewal).*
- ✓ Protects your information by delivering your certificates securely with Blockchain Technology to ensure authenticity.

Certificate Delivery Process for Holders

When USI issues a certificate for one of your Holders, they are sent a CertVault℠ registration letter via email or regular mail.

After registration is completed, the Holder representative can view only their certificate on the CertVault℠ platform.

Client Copies of Certificates

You will continue to receive copies of certificates issued on your behalf via the method requested (email or regular mail).

For More Information

If you have any questions, please contact your USI Account Management Team.

For more information about CertVault℠, contact your USI service representative.

"CertvaultSM" is a service mark of Patra Corporation

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Proposal date: 08/07/2025 Prepared for Pilot Point Independent School District
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Non-Admitted Carrier Notification

Events of the past several years have brought many changes and challenges to the international insurance market. These changes in the market have affected the ability of all brokers to locate insurance coverage at a scope and cost of insurance placed in prior years. In addition, insurance carriers have suffered significant losses that may jeopardize their financial stability.

As a matter of policy, USI endeavors to obtain quotations and indications from insurance companies who meet or exceed the USI minimum guidelines for A. M. Best Ratings of companies. Due to the current insurance market conditions, USI has increased its minimum standard for insurers to A-.

Certain of your insurance coverages are placed with Underwriters at Lloyd's, London. We placed these coverages for you with Underwriters at Lloyd's, London, which is not admitted to do business in the state of **Texas**, because the coverages could not be obtained through an insurer licensed to do business here. The Insurance Code permits placement of coverage with such non-admitted or surplus lines carriers, as long as it is in accordance with the conditions set forth in the insurance code for that state.

Surplus Lines insurers are not covered by the State's Guaranty Fund, which covers certain losses due to insolvency of insurance companies licensed to do business in our state. We are providing you with the above information so that you can make an informed decision as to whether you wish to continue your coverage with Underwriters of Lloyd's.
.

In the event you choose to stay with Underwriters at Lloyd's, London, please sign below and return this letter to our office. If we do not hear from you within 10 days, we will assume that you do not request any changes in your coverages. If you do need to request changes, please contact our office.

Pilot Point Independent School District, has reviewed and acknowledged the above.

By: _____ Date: _____

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Client Authorization to Bind

Important Information - Coverage cannot be bound when severe weather is threatening regardless of the expiration date.

After careful consideration of your proposal dated August 07, 2025, we accept your insurance program as presented with the following exceptions, changes, and/or recommendations:

☐ Please bind $82,600.88 Premium / $50,000 Retention / $450,000 Maximum Amount Payable

Client Signature Date Signed

Pilot Point Independent School District

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Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
Subject: Discuss and Consider Property and Casualty Insurance
Date: August 13, 2025

Background Information and Rationale:

Each year the District has to renew their Property and Casualty Insurance. Please see the attached policy in Boardbook.

Recommendation:

I recommend Board approval of the 2025-2026 Property and Casualty Insurance policy, as presented.

SUMMARY OF PROPOSAL

Pilot Point ISD

09-01-2025 to 09-01-2026

COVERAGE	DEDUCTIBLE	TOTAL CONTRIBUTION
General Liability	Various See Proposal Page	$2,675
School Board Legal Liability	$25,000 Per Claim	$4,986
Law Enforcement	$5,000 Each and Every Claim	$2,633
Auto Liability	Various See Proposal Page	$26,932
Physical Damage	Various See Proposal Page	$18,019
Property	Refer to Property Proposal	$256,351
Electronic Data, Media and Hardware	$1,000 Per Occurrence	Included
Contractor's Equipment	$1,000 Per Occurrence	Included
Musical/Band Instruments & Uniforms	$1,000 Per Occurrence	Included
Equipment Breakdown	$10,000 Per Accident	Included
Crime	Refer to Crime Proposal	$598
Cyber Liability	Refer to Highlights	$2,690
Crisis Management	Refer to Highlights	Included at no charge
Foreign & Domestic Terrorism	$10,000 Per Occurrence	Applies to Property coverage only
	Total Contribution	**$314,884**

SPECIAL CONDITIONS:

Please note that TPS has revised the Property Casualty Interlocal Agreement effective 1/1/25. A copy has been included with the Proposal. A signed copy will be required upon binding.
Crisis coverage is contingent upon receipt of an updated Schedule of Values (SOV) prior to binding. (Only locations listed in the SOV are covered, except as it relates to an off-site event.) Newly acquired/constructed locations should be reported to TPS as soon as possible.

Pricing contemplates TPS writing all lines of coverage quoted.
This proposal shall automatically expire as of the effective date.
Coverage must be bound prior to the inception date and all contributions are due according to the terms of our billing invoice .

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

GENERAL LIABILITY

Pilot Point ISD

09-01-2025 to 09-01-2026

Proposal

	LIMITS / DEDUCTIBLES
General Aggregate	$2,000,000
Products & Completed Operations Aggregate	$2,000,000
Each Occurrence	$1,000,000
Personal & Advertising Injury	$1,000,000
No Deductible Applies to the Above	
Fire Damage to Rented Premises	$50,000
Employee Benefits (Not Claims-Made)	Included in General Liability Each Occurrence Limit of Self-Insurance
Employee Benefits Aggregate	Included in General Liability General Aggregate Limit (Subject to a Maximum Annual Aggregate of $1,000,000)
Employee Benefits Deductible Limit	$1,000
General Liability	$2,675
Cyber Liability	$2,690
Total Contribution	**$5,365**

INCLUDED COVERAGES	EXCLUDED COVERAGES
Occurrence Form	Employee-Related Claims
Bodily Injury	Polution
Property Damage	Asbestos
Personal Injury	Coverage for:
Advertising Injury	All Hospital Operations
Additional Coverage for:	Contractors
Elected and Appointed Officials	Law Enforcement Professional Liability (including security guard operations)
Members of Boards or Commissions	School Board Legal Liability
Employees & Volunteers	
	Terrorism
Incidental Medical Malpractice	Mold
Employee Benefits Liability	
Corporal Punishment	

Applicable Addenda:
130, 140

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

SCHOOL BOARD LEGAL LIABILITY

Pilot Point ISD

09-01-2025 to 09-01-2026

Proposal

Limits of Self-Insurance		
	Annual Aggregate	$1,000,000
	Per Claim	$1,000,000
	Per Claim Deductible	$25,000
	Retro Date	None - Full Prior Acts
	Total Contribution	**$4,986**

HIGHLIGHTS	EXCLUDED COVERAGES	CONDITIONS of PROPOSAL
Claims-Made Coverage Defense costs in additions to limits Pays on Behalf of Duty to Defend 60 Day Notice of Cancellation Sexual Misconduct Limited Non-Percuniary Defense	Punitive or Exemplary Damages Student-Student Sexual Abuse	Coverage must be written in conjunction with General Liability coverage.

Applicable Addenda:
405

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

LAW ENFORCEMENT LEGAL LIABILITY

Pilot Point ISD

09-01-2025 to 09-01-2026

Proposal

Limits of Self-Insurance		
Maximum Limit of Self-Insurance Each Claimant:		$1,000,000
Maximum Limit of Self-Insurance, Each Law Enforcement Occurrence:		$1,000,000
Maximum Aggregate Limit of Self-Insurance, all Claims for all covered Law Enforcement Occurrences		$1,000,000
Deductible (each and every Claim)		$5,000
	Total Contribution	**$2,633**
HIGHLIGHTS	EXCLUDED COVERAGES	CONDITIONS of PROPOSAL
Pays of behalf of Occurrence Duty to Defend Defense costs in addition to limits Broad definition of Covered Party Wrongful Acts including Civil Rights 60 Day Notice of Cancellation	Intentional Acts Punitive Damages	Coverage must be written in conjunction with General Liability coverage.

Applicable Addenda:

702

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

AUTOMOBILE

Pilot Point ISD

09-01-2025 to 09-01-2026

COVERAGE	LIMITS	DEDUCTIBLE
Liability:	$1,000,000 Combined Single Limit	Combined BI & PD $5,000 Each Accident
Collision	Actual Cash Value	$1,000
Comprehensive	Actual Cash Value	$1,000
HIRED Collision	$50,000	$1,000
HIRED Comprehensive	$50,000	$1,000

	Contributions:
Liability	$26,932
Physical Damage	$17,175
Hired Car Physical Damage	$844
Total Contribution:	**$44,951**

HIGHLIGHTS	EXCLUDED COVERAGES	CONDITION of PROPOSAL
60 day notice of cancellation Broad definition of Covered Party Hired PhysDam on a EXCESS Basis All owned, hired and non-owned vehicles for liability, including vehicles under long-term lease. Automatic coverage on vehicles acquired during policy term subject to annual self-audit.	Refer to coverage document for details. Personal Injury Protection Medical Payments Uninsured/Underinsured Motorists Terrorism Mold	This proposal contemplates **54 vehicles** based on the schedule provided. Anuual Payment ONLY Contribution adjusted at anniversary to reflect unit changes

Applicable Addenda:
216a

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

Deletion of any coverage is subject to Underwriter approval prior to binding.
Automobile coverage may be written on a monoline basis subject to Underwriter approval

PROPERTY

Pilot Point ISD

09-01-2025 to 09-01-2026

Limit of Self-Insurance	
Property	$64,720,211
Equipment Breakdown	$64,720,211
Causes of Loss	All Risk of Direct Physical Loss or Damage
Basis of Coverage	**Blanket**
Valuation	Replacement Cost except ACV on Contractor's Equipment & Other IM Coverages
Deductibles:	
Any Other Coverage Loss	$50,000 Per Occurrence
Windstorm/Hail	$500,000 Per Occurrence
Earth Movement	$150,000 Per Occurrence
Flood	$150,000 Per Occurrence
Equipment Breakdown	$10,000 Per Accident
Basic Contribution	$255,498
Electronic Data, Media and Hardware	$524
Contractor's Equipment	$235
Musical/Band Instruments & Uniforms	$94
Total Contribution:	**$256,351**

OTHER COVERAGES	BASIC LIMITS
Newly Acquired Property	$10,000,000
Extra Expense	$5,000,000
Valuable Papers and Records	$5,000,000
Property In Transit	$1,000,000
Accounts Receivable	$5,000,000
Demolition Cost & ICC (Coverage A, B & C)	A-Included B-$1,000,000 & C-$1,000,000
Flood & Earth Movement	$10,000,000
Spoilage	$250,000
Outdoor Property (max per item may apply)	$1,000,000
Miscellaneous Unnamed Locations	$5,000,000
Unscheduled Tracks & Fields	$2,500,000

Applicable Addenda:
303, 304, 343, 365a

The coverages and exclusions described above are not intended to be a complete listing but rather a sampling of some of the more important coverages provided. Please refer to the Coverage Document & addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

By binding this coverage, the Member consents to the survey of some or all of the Member's buildings and /or property by drone videos/photos utilizing a drone operated by a commercially licensed sUAS Remote Pilot.

Please review the proposal carefully, as some deductibles have changed.

TEXAS POLITICAL SUBDIVISIONS JOINT SELF-INSURANCE FUND

SPECIAL EQUIPMENT

Pilot Point ISD

09-01-2025 to 09-01-2026

Proposal

COVERAGE	Values:	Causes of Loss	Valuation:	Deductible: Per Occurence	Contribution
Electronic Data, Media and Hardware	$1,000,000	All risk of Direct Physical Loss or Damage	RCV	$1,000	$524
Contractor's Equipment	$100,000	All risk of Direct Physical Loss or Damage	ACV	$1,000	$235
Musical/Band Instruments & Uniforms	$100,000	All risk of Direct Physical Loss or Damage	ACV	$1,000	$94

Total Contribution: Included in Property Proposal

SPECIAL CONDITIONS:

Coverage will not be written without Property Coverage.

Please refer to the Coverage Document for complete coverages and exclusions.

CRIME

Pilot Point ISD

09-01-2025 to 09-01-2026

Proposal

Crime Coverages:	**Single Loss Limit of Self-Insurance**	**Single Loss Deductible Amount**
Coverage A - Fidelity/Employee Dishonesty Limit	$100,000	$1,000
Coverage B - Forgery or Alteration	$50,000	$1,000
Coverage C - On Premises	$50,000	$1,000
Coverage D - In Transit	$50,000	$1,000
Coverage E - MO & Counterfeit Money	$50,000	$1,000
	Total Contribution	**$598**

Applicable Addenda & Coverage Forms:

Please refer to the Coverage Document, Coverage Forms & Addenda for complete coverages and exclusions.

SPECIAL CONDITIONS:

TEXAS POLITICAL SUBDIVISIONS JSIF CYBER LIABILITY HIGHLIGHTS

GENERAL TERMS	
Carrier	Chubb
A.M. Best Rating	A++ (Superior)
Consultants	Chubb Vendors & Partners: TPS utilizes an approved Chubb list for members Cyber Breach Coach, Forensics & Investigations, Notification & Monitoring and Public Relations to provide cyber management services.
Policy Number	EON G29012052 005
Territory	Territory is Worldwide unless amended with Excluded Countries
Deductibles	$25,000 for members with revenues below $50,000,000, $50,000 for members with revenues between $50,000,000-$250,000,000 & $100,000 for members with revenues greater than $250,000,000 ***social engineering deductible is $100,000 per member*** ***Member deductibles do not erode Chubbs limit. After a member deductible is satisficed the member has access to full limits***
Annual Aggregate	$1,000,000 for All Other $2,000,000 available to members with total revenues of $100,000,000+ with underwriting approval. $100,000 for Social Engineering Fraud & Payment Card
Ransomware Encounter Endorsement	If the proximate cause of a ransom loss were directly related to the member not having MFA implemented, the member's deductible would be $100,000. Endorsement only applies if a member does not have MFA implemented for access to Email or Network. Additionally, the endorsement does not apply to any other type of loss, only ransom losses.
Neglected Software Exploit Endorsement	If a member knew (first known date) a patch, fix, or mitigation technique was available but did not implement it and had a loss directly related to not implementing the patch, fix, or mitigation technique 46 days after the first known date, the members limit for that loss would be reduced, and a coinsurance percentage would apply per this Period of Neglect chart. Period of Neglect - % of Coinsurance - Limit: 46-90 days - 5%/95% - $500k, 91-180 days - 10%/90% - $250k, 181-365 days - 25%/75% - $150k or 365+ days - 50%/50% - $100k. Coinsurance defined: If a loss of this type occurred, the normal member deductible would apply, then the member shares in the coinsurance limit split (member/Chubb) up to the limit for that period of neglect.

COVERAGE	LIMIT/WAITING PERIOD		COVERAGE DESCRIPTION
First Party Coverage			
CYBER INCIDENT RESPONSE FUND			
Notification	**Limit**	$1,000,000	Provides coverage for drafting notification letters and reports and communicates as required with any regulatory, administrative, or supervisory authority. Retaining call center and other related services for notification as required by law. Notifying a natural person whose PI has been wrongfully disclosed or otherwise compromised, including retaining a notification service.
Credit Monitoring	**Limit**		Provides credit monitoring, credit freezing, credit thawing, healthcare record monitoring (where available), social media monitoring, password management service, or fraud alert services.
Public Relations	**Limit**		Provides expenses related to retaining the services of a public relations or crisis communications firm for the purpose of protecting or restoring the reputation of or mitigating financial harm to the insured.
Forensics Investigation	**Limit**		Provides expenses for retaining the services of a third-party computer forensics firm to determine the cause and scope of a cyber incident.
Criminal Reward	**Limit**		Provides any reasonable amount to an informant or information not otherwise available which leads to the arrest and conviction of a natural person or an entity responsible.
Limits for Non-Panel Providers $250,000/$250,000			
BUSINESS INTERRUPTION LOSS & EXTRA EXPENSES			
Business Interruption Loss & Extra Expenses	**Limit**	$1,000,000	Provides coverage for continuing normal operating and payroll expenses (net profit before tax) that would have been earned had no interruption in service of an Insured's computer system occurred.
	Waiting Period	< $250M Revenues = 12 Hours & > $250M Revenues = 18 Hours	
CONTINGENT BUSINESS INTERUPTION LOSS & EXTRA EXPENSES			
Contingent Business Interruption Loss & Extra Expenses	**Limit**	$1,000,000	Provides coverage for continuing normal operating and payroll expense (net profit before tax) that would have been earned had no interruption in service of a shared computer system occurred.
	Waiting Period	< $50M Revenues = 12 Hours, > $50M- < $250M Revenues = 18 Hours & > $250kM Revenues = 24 Hours	
DIGITAL DATA RECOVERY			
Data Recovery	**Limit**	$1,000,000	Provides reasonable & necessary costs incurred by an insured to replace, restore, recreate, re-collect or recover digital data from written records or form partially or fully matching electronic records. Includes loss from fraudulent infiltration & manipulation of Telephone System.
NETWORK EXTORTION THREAT			
Network Extortion	**Limit**	$1,000,000	Provides reasonable & necessary expenses incurred, including money, cryptocurrencies (including Bitcoin), or other considerations surrendered as payment.
CYBER CRIME			
Social Engineering Fraud	**Limit**	$100,000	Covers payment for loss of money or securities sustained directly from Social Engineering Fraud committed by a person purporting to be a vendor, client, or employee.
Third Party Liability Coverage			
CYBER, PRIVACY & NETWORK SECURITY LIABILITY			
Liability	**Limit**	$1,000,000	Covers any error, misstatement, misleading statement, act, omission, neglect, breach of duty, or other offense actually or allegedly committed or attempted by any insured.
PAYMENT CARD LOSS			
Payment Card Loss	**Limit**	$100,000	Covers monetary assessments, fines, penalties, chargebacks, reimbursements, and fraud recoveries due to the actual or alleged failure of payment card loss.
REGULATORY PROCEEDINGS			
Regulatory Proceedings	**Limit**	$1,000,000	Covers regulatory fines of any civil monetary fine or penalty imposed by a federal, state, local, or foreign governmental entity in such entity's regulatory or official capacity.
ELECTRONIC, SOCIAL & PRINT MEDIA LIABILITY			
Electronic, Social & Print Media	**Limit**	$1,000,000	Covers damages and claim expenses related to any error, misstatement, misleading statement, act, omission, or neglect of breach of duty actually or allegedly committed or attempted by an insured. Or posted on the insured's website, printed material, or posted on any social media site or anywhere on the internet.

CLAIMS PROCESSING PROCEDURE

Immediately report all claims directly to TPS at claims@tpspool.org, 800-588-0013 or directly to the Director of Claims at 972-835-5221

This is a summary of coverage. Please refer to the policy form & endorsements for specific policy details and exclusions. Full policy & endorsement details are available on the TPS website at www.tpspool.org

Revised on May 29, 2024

TEXAS POLITICAL SUBDIVISIONS JSIF
CRISIS MANAGEMENT (Workplace Violence) HIGHLIGHTS

TPS SERVING TEXAS SINCE 1983

GENERAL TERMS	
Carrier	Beazley Group (Lloyd's Syndicate 2623/0623)
Insured	TPS Property and Liability Members (Insured person means a human third party individual, who is in or on the location(s), except when specifically excluded under any Section of this Policy. Insured person does not include the assailant of any deadly weapon event.)
A.M. Best Rating	A+ (Superior)
Consultants	CrisisRisk Strategies LLC: Crisis Response (Event Responder) Firm approved to provide crisis management services (www.crisisrisk.com).
Policy Number	B0507NU2502855
Deductible	$0 for Crisis Management Services, Event Responder, and AD&D. $10,000 for each Deadly Weapons Event.
Type	Occurrence and in the Aggregate
Limits	$2,250,000 each occurrence w/$2,250,000 Aggregate (see below for sub-limits)
Purpose	Provided as a value added service to assist TPS member's in the event of a workplace violence or similar crisis event. Submission of member's most recent property Statement-of-Values (SOV) is required upon renewal.
Triggering Event	Deadly weapon event means any event involving an assailant where a weapon has been used or brandished on any member location(s) that was provided to TPS in the member's SOV.

COVERAGE	LIMIT/INDEMNITY/WAITING PERIOD		COVERAGE DESCRIPTION
PROPERTY DAMAGE			
Property Damage	Limits	$2,250,000 w/$2,250,000 AGG	Indemnifies against physical loss or physical damage to insured property caused by a deadly weapon event. In the event that fire or sprinkler leakage ensues from a deadly weapon event, then physical loss or physical damage to insured property directly caused by that ensuing fire or sprinkler leakage is included. Additionally: A. The costs incurred to put up temporary plates or board up openings if repair or replacement of damaged glass is delayed; B. The costs incurred in the removal of debris, including biological cleaning and sanitizing; C. The costs incurred in re-filling, recharging or replacing any fire extinguishers, local or fixed fire suppression or gas flooding systems, sprinkler installations and sprinkler heads, and in having any fire or intruder alarms, or closed circuit television equipment re-set; D. The costs incurred in replacing locks to external doors if security at the location(s) is compromised in consequence.
ACCIDENTAL DEATH & DISMEMBERMENT			
AD&D	Per Person Limit	$50,000	Benefit for loss of limb, mutilation, loss of sight, loss of speech, loss of hearing, permanent total disability or death.
	Aggregate Limit	$2,250,000	
MEDICAL EXPENSES			
Medical Expenses	Limits	$25,000 w/$2,250,000 AGG	Reimburses for payments made to an eligible person, regardless of fault, in respect of medical expenses necessarily incurred solely and directly by the eligible person as a result of identifiable physical injury due to an accident directly caused by a deadly weapon event occurring at any of the location(s).
	Indemnity Period	356 Days	
CRISIS MANAGEMENT SERVICES			
Crisis Management Services	Limits	$2,250,000 w/$2,250,000 AGG	Provides for the reasonable & necessary expense, in connection with a deadly weapon event, incurred in the provision of crisis management services directly after such deadly weapon event. Includes, but not limited to, emergency travel & accommodation for eligible person(s) & their immediate family member(s), child care for the immediate family member(s) of eligible person(s), brand rehabilitation, public relations, media management, legal, crisis counselling, site security, remediation, recovery & restoration.
		$250,000 w/$1,000,000 AGG	Additionally at underwriters sole and entire discretion, they will consider other expense costs not listed above which are directly incurred.
	Indemnity Period	90 Days & 1st Anniversary	
CIRCUMSTANCE - EVENT RESPONDER			
Event Responder	Limit	Unlimited (outside limit)	Provides for event responder fees associated with the provision of Prevention Services and Crisis Response by the event responder following any specific circumstance.
COUNSELLING SERVICES			
Counselling Services	Limits	$350,000 Each Event	Provides for reasonable and necessary expense incurred in the provision of counselling services to any eligible person and their immediate family member(s) in connection with a deadly weapon event that occurs during the period of insurance at any of the location(s).
		$15,000 Each Person	
		$1,000,000 AGG	
FUNERAL EXPENSES			
Funeral Expenses	Limits	$350,000 Each Event	Provides for reasonable and necessary funeral expenses incurred in connection with a deadly weapon event that occurs during the period of insurance at any of the location(s).
		$15,000 Each Person	
		$1,000,000 AGG	
EXTRA EXPENSE EXTENSION FOR THREAT ENDORSEMENT			
Extra Expense Extension for Treat	Limits	$350,000 Each Event	Additionally insures for the reasonable and necessary extra expense incurred following a threat.
		$1,000,000 AGG	
EXTRA EXPENSE EXTENSION ENDORSEMENT			

Extra Expense Extension	**Limits**	$350,000 Each Event	Provides for the reasonable and necessary extra expense incurred in order to continue as nearly as practicable the normal conduct of business services following a deadly weapon event.
		$1,000,000 AGG	
	Indemnity Period	356 (all other) or 30 (prevention of access) Days	
LOSS OF TUITION FEES EXTENSION ENDORESMENT			
Loss of Tuition Fees	**Limits**	$250,000 Each Loss	In the event of a deadly weapon event that occurs during the period of insurance, provides for the actual loss sustained resulting directly from the reduction in tuition fees during the period of indemnity.
		$2,250,000 AGG	
	Indemnity Period	356 Days	
DEMOLITION, CLEARANCE & MEMORIALIZATION COSTS EXTENTION ENDORSEMENT			
Demolition, Clearance & Memorialization Costs	**Limits**	$250,000 Each Event	Provides for reasonable and necessary costs, for demolition, removal, memorial, incurred as a direct result of a deadly weapon event.
		$10,000 Each Loss for Memorial Plaques	
		$1,000,000 AGG	
OFF-SITE COVERAGE EXTENSION ENDORSEMENT			
Off-Site Coverage	**Limits**	$250,000 Each Event	Off-site incident means a deadly weapon event which occurs during the period of insurance at a location in the United States other than the insured location, to an employee or insured person who was participating in a sporting event sanctioned or acting within the scope of his or her employment at the time of the off-site incident. If a deadly weapon event occurs at an off-site location that has not previously been agreed prior to the event and where such event / activity was being conducted under your care, custody and control then only liable to pay the event responder fees.
		$1,000,000 AGG	
CHILD ABDUCTION EXTENSION ENDORSEMENT			
Child Abduction	**Limits**	$250,000 Each Event	In the event of an Abduction of a Covered Child that occurs during the Period of Insurance, the Underwriters shall be liable for the loss sustained by the Named Insured directly attributable to, either, the Abduction or to the Named Insured's efforts to counter or mitigate the effects of the Abduction, and which will comprise.
		$1,000,000 AGG	
	Indemnity Period	Varies	
SWATTING ENDORSEMENT			
Swatting Endorsement	**Limits**	$250,000 Each Event	Anonymous threat coverage means a situation, action, event, behavior, or information containing a threat made against you or a report of a fictitious Deadly Weapon Event, either to an emergency service provider or to you directly, which does not come from an identifiable assailant. We will only be liable to provide crisis management support and counselling services as defined in the policy and its endorsements.
		$1,000,000 AGG	
BUSINESS INTERRUPTION EXTENSION ENDORSEMENT			
Business Interruption Extension	**Limits**	$2,250,000 Each Loss	A direct result of the necessary interruption of your business services due to prevention of access to any of your location(s) by order of a civil or military authority, provided that such order is a sole and direct result of a deadly weapon event occurring at such location(s) and for a period of time not exceeding thirty (30) consecutive days from the date of such deadly weapon event.
		$2,250,000 AGG	
	Indemnity Period	356 Days	

CLAIMS PROCESSING PROCEDURE

Immediately report all claims directly to TPS at claims@tpspool.org, 800-588-0013 or directly to the Director of Claims at 972-835-5221

Should you require immediate assistance with an incident or possible incident, contact the CrisisRisk Strategies LLC Event Responder 24-hour/7-day @ 860-677-3790 or DWP@crisisrisk.com

This is a summary of coverage, please refer to the policy form for specific policy details and exclusions. Full policy & endorsement details are available on the TPS website at www.tpspool.org

Revised on March 14, 2025

TEXAS POLITICAL SUBDIVISIONS JSIF TERRORISM HIGHLIGHTS

GENERAL TERMS	
Carrier	Ironshore Insurance Service LLC (A Liberty Mutual Company)
Insured	TPS Property Members
A.M. Best Rating	A (Excellent)
Policy Number	3642600
Territory	United States
Deductibles	$10,000 (24 hour Ingress/Egress/Service Interruption)
Limit	$100,000,000 Per Occurrence & In The Aggregate
Type	Foreign & Domestic Terrorism/Sabotage (real property)
Purpose	Provided to assist TPS members in the event of a Property Terrorism Event

COVERAGE	LIMIT/INDEMNITY PERIOD/MILES		COVERAGE DESCRIPTION
			Underlying Sublimits
ACCOUNTS RECEIVABLE			
Accounts	Limit	$250,000	As per property coverage document.
BUSINESS INTERRUPTION			
Business	Limit	$1,000,000	Available if applied for.
CIVIL OR MILITARY AUTHORITY			
Civil or Military Authority	Limit	$1,000,000	Actual loss sustained during the period of time when access to real or personal property is prohibited by an order of civil or military authority.
	Indemnity Period	30 days	
	Miles	1	
DEBRIS REMOVAL EXPENSES			
Debris Removal Expenses	Limit	$1,000,000	Covers the necessary and reasonable expense of removal from locations of debris.
DECONTAMINATION COSTS EXCLUDING NCBR			
Decontamination Costs	Limit	$250,000	Covers decontamination costs excluding nuclear, chemical, biological and radiological.
DEMOLITION & ICC			
Demolition & ICC	Limit	$1,000,000	Covers enforcement of any law, ordinance, governmental directive or standard in effect at the time of loss or damage regulating the construction, repair or use and occupancy of the property.
ELECTRONIC DATA PROCESSING EQUIPMENT MEDIA (Physical Damage Only)			
Electronic Data Processing	Limit	$1,000,000	As per property coverage document.
ERROR & OMISSIONS			
Error & Omissions	Limit	$1,000,000	Covers direct physical loss or damage due to any error or unintentional omission.
FINE ARTS			
Fine Arts	Limit	$250,000	Covers breakage of art, glass, windows, statuary, sculptures, marble, glassware, porcelain, bric-a-brac, antique furniture: antique jewelry or similar fragile articles, unless such breakage.
FIRE PROTECTIVE SYSTEMS			
Fire Protective	Limit	$10,000	As per property coverage document.
INGRESS/EGRESS			
Ingress/Egress	Limit	$1,000,000	Provides coverage for actual loss sustained during the period of time when ingress to or egress from the real or personal property is prohibited.
	Indemnity Period	30 days	
	Miles	1	
KEY & LOCK EXPENSE			
Key & Lock	Limit	$250,000	Covers necessary key & lock expenses.
LANDSCAPING			
Landscaping	Limit	$10,000	Covers minimal landscape expense.
LEASEHOLD INTEREST			
Leasehold Interest	Limit	$1,000,000	Available if applied for.
MISSCELLANEOUS UNNAMED LOCATIONS			
Miscellaneous Unnamed	Limit	$1,000,000	As per property coverage document.
	Indemnity Period	30 days	
NEWLY ACQUIRED LOCATIONS			
Newly Acquired Locations	Limit	$10,000,000	As per property coverage document.
	Indemnity Period	90 days	
PRESERVATION OF PROPERTY			
Preservation of Property	Limit	$250,000	Reimburses expenses incurred in taking reasonable and necessary actions for the temporary protection and preservation of property.
PROFESSIONAL FEES			
Professional Fees	Limit	$250,000	Covers reasonable and necessary expenses incurred to accountants, architects, auditors, engineers, or other professionals or employees to prepare and certify particulars or details of claims.
RELOCATION EXPENSE			
Relocation	Limit	$1,000,000	Covers necessary relocation expense.
RENTAL INCOME			
Rental Income	Limit	$1,000,000	Available if applied for.

SERVICE INTERRUPTION			
Service Interruption	**Limit**	$1,000,000	Covers physical loss or damage to property and/or time element coverage arising form physical loss or damage.
	Indemnity Period	30 days	
	Miles	1	
SOFT COSTS			
Soft Costs	**Limit**	$250,000	Covers necessary soft costs.
TRANSIT			
Transit	**Limit**	$250,000	Covers loss resulting from loss or damage to property in transit.
VALUABLE PAPERS			
Valuable Papers	**Limit**	$250,000	As per property coverage document.

CLAIMS PROCESSING PROCEDURE

Immediately report all claims directly to TPS at claims@tpspool.org, 800-588-0013 or directly to the Director of Claims at 972-835-5221

This is a summary of coverage, please refer to the policy form for specific policy details and exclusions.

Revised on October 31 2018

TEXAS POLITICAL SUBDIVISIONS PROPERTY/CASUALTY JOINT SELF-INSURANCE FUND INTERLOCAL AGREEMENT CONTRACT NUMBER F0737

(Guaranteed Cost Plan For Pooled Political Subdivisions)

This Interlocal Agreement entered into by and between the Texas Political Subdivisions Property/Casualty Joint Self-Insurance Fund (hereinafter referred to as "Fund") and the undersigned political subdivision of the State of Texas (hereinafter referred to as "Fund Member") is for the purpose of providing property, casualty and/or liability coverage, and other risk management services as needed for the "Fund Member" and their employees.

WITNESSETH:

The undersigned Fund Member, in accordance with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code and the interpretations thereof, along with other authorizing statutes, including Chapter 2259, Subchapter B of the Texas Government Code pertaining to other risks or hazards, and in consideration of other political subdivisions executing similar Interlocal Agreements, does hereby agree to become a Member of the Fund. The conditions of membership agreed upon by and between the parties are as follows:

SECTION I. - DEFINITIONS

Throughout the Texas Political Subdivisions Joint Self-Insurance Fund Interlocal Agreement, words and phrases that appear in bold have special meaning. They are defined below.

a. **Allocated Loss Expense -** the costs incurred in processing claims, including but not limited to court costs, expenses for investigation and adjustment of claims, legal expenses, cost containment services (such as PPO discounts, rehabilitation services, medical management services), costs in protection and pursuit of subrogation/recovery rights, and similar expenses chargeable to a particular claim (excluding ordinary overhead expenses of the Fund and/or its designee such as salaries and other fixed expenses which shall be deemed unallocated expenses).

b. **Board -** the Board of Trustees of the Texas Political Subdivisions Property/Casualty Joint Self-Insurance Fund.

c. **Coverage Document(s) -** the annual document or documents for each line of coverage selected by the Fund Member, setting forth in exact detail the coverages, limits of self-insurance, deductibles, exclusions and conditions. The lines of coverage available to the Fund Member may include Property, General Liability, Automobile Liability and Physical Damage, School Board Legal Liability, Law Enforcement Legal Liability, Public Officials Legal Liability, Crime, Cyber, Crisis, and/or such other coverages that the Fund may offer.

d. **Loss -** the sums actually paid or payable by the Fund in the settlement or satisfaction of any claim or suit for which a Fund member is liable either by adjudication or settlement made with the written consent of the Fund.

SECTION II. - TERMS AND CONDITIONS

1. **Non-Assessable.** The Fund is a non-assessable self-insurance pool.

2. **Risk Sharing Agreement.** The Fund is a self-insurance risk pool through which its Members agree to share risk and actively participate in their contractual obligations to lessen the risk and cost for all Members. This document and any **Coverage Document(s)** are not contracts of insurance. The Fund is not an insurance company. Rather, this Interlocal Agreement is an agreement between the Fund and the Fund Member to pay all covered **Losses** subject to all provisions, including the definitions, terms, and conditions of this Interlocal Agreement, along with any **Coverage Document(s)** issued pursuant hereto.

3. **Program Participation.** At the Fund's discretion, each Fund Member may adopt any or all of the self-insurance coverages offered by the Fund. Whichever self-insurance coverage(s) the Fund Member accepts, the Fund Member agrees to adopt and accept the coverages, provisions, terms, conditions, exclusions and limitations of the applicable **Coverage Document(s)**. The limits of self-insurance, optional coverages and deductibles selected by the Fund Member will be shown on the Declarations of each **Coverage Document**.

   The Fund Member should examine the deductible provisions of the **Coverage Document(s)** selected to determine the Fund Member's obligations to reimburse the Fund if the Fund pays part or all of any deductible in handling a **Loss**, claim or suit. The Fund Member should also examine the deductible provisions to determine the expenditures that the Fund may make that apply to and may exhaust any deductible selected.

4. **Non-Waiver of Texas Tort Claims Act.** If the Fund Member adopts one or more of Fund's self-insurance plan(s) which cover liability exposures, it is understood that by participating in this self-insurance pool, the Fund Member does not intend to waive any of the immunities that its officers or employees now possess. The Fund Member recognizes the Texas Tort Claims Act and its limitations to certain governmental functions as well as its monetary limitations, and that by executing this Agreement does not agree to expand those limitations.

5. **Contributions.** The Fund Member agrees to pay contributions to the Fund based on the Fund's rating system. Contributions are payable to the Fund on an annual basis in advance of the Fund Members' effective date, and subsequently, in advance of the anniversary of the Fund Member's effective date.

6. **Failure to Pay Contributions.** In the event the Fund Member fails or refuses to make payments of contributions on a timely basis as herein provided, the Fund reserves the right to terminate such Fund Member by giving ten (10) days written notice and to collect any and all contributions that are earned pro rata for the period(s) preceding contract termination. Any Fund Member that is terminated hereunder shall forfeit any of the refunds that have not been paid prior to the date of termination.

7. **Self-Audits.** Prior to each anniversary of the effective date of this Agreement, the Fund may obtain from the Fund Member data as requested by the Fund in the form of a self-audit that may be used to determine the final contribution for the previously ended coverage period unless otherwise waived by the Fund. Based on the data submitted, a final contribution by the Fund Member or return of contribution to the Fund Member will be calculated. The Fund reserves the right to audit the relevant records of any Fund Member.

8. **Exposure Summary.** Commensurate with the execution of this Agreement and annually thereafter, the Fund Member shall complete the appropriate exposure summary. Intentional misstatements on the exposure summary shall be grounds for cancellation.

9. **Loss Control Services.** Loss control services will be supplied by the Fund and/or its designee to Fund Members to assist them in following a plan of loss control that may result in reduced **Losses**. The undersigned Fund Member agrees that it will cooperate in instituting any and all reasonable loss control recommendations for the purpose of eliminating or minimizing hazards that would contribute to **Losses**. The Fund Member's failure to cooperate with reasonable loss control recommendations shall constitute a material breach of this Agreement. In the event that the recommendations submitted on behalf of the Fund seem unreasonable, the Fund Member shall have the right to appeal to the **Board**, and the decision of the **Board** shall be final. The Fund makes no warranty on Fund loss prevention recommendations.

10. **Administration of Claims.** Pursuant to the terms and conditions of the applicable self-insurance **Coverage Documents**, the Fund and/or its designee agrees to administer any and all claims after notice of claim has been given and to provide a defense where appropriate. The Fund Member hereby appoints the Fund and/or its designee as its agent to act in all matters pertaining to processing and handling of all claims and shall cooperate fully in supplying any information needed or helpful in the administration of those claims. The Fund and/or its designee shall carry on all negotiations with any third parties or their representatives and negotiate within authority granted by the Fund, including, without limitation, decisions concerning claim values, payment due on claims, settlement, subrogation, litigation, and/or appeals. The Fund and/or its designee shall retain and supervise legal counsel on behalf of and at the expense of the Fund (subject to any applicable deductible) as necessary for the prosecution and defense of any litigation.

11. **Choice of Defense Counsel.** At the sole option of the Fund and/or its designee, a Fund Member may be allowed to choose the legal counsel it deems most appropriate for the handling of any individual claim.

12. **Decisions on Individual Claims.** All decisions on individual claims shall be made by the Fund and/or its designee, which includes the decision to appeal or not to appeal a final adjudication at the trial court level. However, any Fund Member shall have the right to consult with the Fund and/or its designee on any claim and have the right to appeal any decision made by the Fund and/or its designee to the **Board**. Any suit brought or defended by the Fund shall be brought or defended only in the name of the Fund Member and/or its officers or employees.

13. **Claims Data.** Periodically each Fund Member will be provided data including a statement of claims cumulative for said Fund Member by Effective Date of that Fund Member.

14. **Claims Handling After Termination for Failure to Pay Contributions.** If this Agreement is terminated as provided for in Section II, Paragraph 6, those claims handling services provided by the Fund and/or its designee as described in Section II, Paragraphs 10 and 11 will continue on those claims occurring prior to the termination of this Interlocal Agreement until they are ultimately and finally disposed of and closed. All other obligations under this Interlocal Agreement will end on the date of termination or expiration.

15. **Case Reserves.** The Fund shall maintain case reserves and supplemental reserves computed in accordance with generally accepted actuarial principles, taking into account historical and other data, designed to measure claims development and claims incurred but not yet reported, so that funds will be available to meet these claims as they become due.

16. **Unencumbered Monies.** The Fund shall invest unencumbered monies in accordance with **Board** approved guidelines. All monies that are on deposit with the Fund, and the investment earnings from these particular monies, shall be used for the benefit of the Fund Members until such time as the **Board** may deem that it is financially prudent to declare excess contribution refunds. No current or former Fund Member is entitled to an individual allocation or portion of Members' Equity (Fund "surplus").

17. **Sufficient Insurance and/or Reinsurance.** The Fund shall at all times maintain adequate insurance and/or reinsurance to protect the financial integrity of the Fund. This insurance and/or reinsurance is provided so that Fund Members will have no joint or several liability other than their required contribution and to insure that the Fund Member shall at no time be on an assessable basis beyond the amount set forth in this Interlocal Agreement. The **Board**, however, reserves the right to adjust the insurance and/or reinsurance coverage

18. **Annual Audit of Fund.** The Fund agrees that all Fund transactions will be audited annually by an independent certified public accounting firm.

19. **Rating Mechanisms.** In order to have a complete and well-understood basis for required contributions to the Fund, various rating mechanisms have been utilized as a guide. There is no intention to bestow rating authority over this plan of self-insurance upon the Texas Department of Insurance or any other regulatory authorities. Any word or phrase used in this Interlocal Agreement, which is ordinarily used in the insurance context, but not in the self-insurance context, shall be construed as consistent with the self-insurance concept except where the context clearly indicates no other possible construction.

20. **Annual Actuarial Report and Operational Responsibility.** As the parties responsible for the Fund, the **Board** and the Administrative Staff shall primarily and constantly keep foremost in its deliberations and decisions in operating the Fund that each of the participating Fund Members is a "self-insured." In conjunction with the annual Actuarial Report, the Fund and/or its designee shall carefully review, study and consider the actual claims or loss experience (including reserves for future claims payments) of each of the Fund Members in order to maintain as nearly as possible an equitable and reasonable administration of the Fund as applied to each Fund Member.

21. **Fund Member to Appoint Coordinator.** The Fund Member agrees that it will appoint a Coordinator of department head rank or higher and that the Fund and/or its designee shall not be required to contact any other individual except this person. Any notice to or any agreements with the Coordinator shall be binding upon the Fund Member. The Fund Member may change the Coordinator by giving written notice to the Fund. The appointment of a Coordinator does not prohibit the Fund from contacting other employees of the Fund Member.

22. **Fund Member to Abide by Bylaws and Policies.** The Fund Member acknowledges that it has received a copy of the Bylaws of the Fund, and it agrees to abide by these Bylaws and any amendments thereto and any and all policies and procedures of the Fund.

23. **Duty to Notify Fund of Changes.** The Fund Member shall have a duty to notify the Fund of any material changes to its operations or exposures. The Fund Member further agrees to timely provide all necessary information to the Fund and/or its designee and to timely execute all necessary documents as may be needed or required for the administration of the Fund.

24. **Right of Appeal to Board of Trustees.** The Fund Member shall have the right to appeal any decision or recommendation of the Fund and/or its designee to the **Board**, whose determination will be final. Any appeal shall be made in writing to the Fund Secretary within 60 days of decision or recommendation of the Fund and/or its designee.

25. **Right to Recovery.** The Fund Member shall take no action to release, discharge or impair its right to seek recovery of any amounts paid under this Agreement from any person or entity legally responsible for the property damage, bodily injury, or death for which such payment is made. Nor may the Fund Member assign such rights without the express, written approval of the Fund.

26. **Dissolution of the Fund.** Upon dissolution of the Fund formed pursuant to this and similar Agreement(s) with Fund Members, any assets of the Fund shall be used to pay its debts and obligations, and any remaining assets shall be distributed to the Fund Members or used for any other lawful purpose, as determined by the **Board**.

27. **Entire Agreement.** This Interlocal Agreement, together with all the Amendments, Supplements and other attachments hereto, constitutes the entire agreement between the parties and supersedes all previous Interlocal Agreements, promises, representations, understandings and negotiations, whether written or oral, between the parties with respect to the subject matter hereof.

28. **Severability; Interpretation.** If any portion of this Interlocal Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions hereof shall continue in full force and effect. Any questions of particular interpretation shall not be interpreted against the drafter of this Agreement, but rather in accordance with the fair meaning thereof.

29. **Responsibility for Negligence, Errors or Omissions.** It is the intent of the Parties that the Fund and/or its designee and the Fund Member each shall bear responsibility for any of its own negligence or its own error or omission, including, but not limited to claims alleging violations of the Texas Insurance Code, the Deceptive Trade Practices and Consumer Protection Act, and the common law duty of good faith.

30. **Fund Accountability.** The Fund and/or its designee shall not be held accountable for any increased cost or expense to the Fund Member involving payments of claims under any contention by the Fund Member that a claim service, risk management service, loss control service, or administrative service could have been handled differently.

31. **Dispute Resolution.** This Interlocal Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to conflict of laws principles that would require the application of the laws of another state. The Fund retains its governmental immunity except to the extent it is waived by the legislature. The parties agree that the following adjudication procedures apply to any legal dispute, and that the Fund Member's right to file suit against the Fund is contingent upon compliance with these procedures pursuant to the Texas Local Government Code:

    a. Prior to filing suit, the Fund Member must comply with all of its obligations under this Interlocal Agreement including an appeal to the Fund's **Board** as described by Section II, Paragraph 12 hereinabove. A good-faith appeal to the **Board** is a pre-suit adjudication procedure that is required before litigation by a Fund Member against the Fund.

    b. Prior to filing suit, the Fund Member will participate in good faith in mediation in Dallas County, Texas before a mediator approved by both parties; and

    c. Any suit against the Fund must be brought in Dallas County, Texas.

    In the event of a lawsuit or formal adjudication between a Fund Member and the Fund, the prevailing party is entitled to recover reasonable and necessary attorneys' fees and expenses, including expert fees, that are equitable and just.

32. **Waiver and Estoppel.** No provision of this Interlocal Agreement will be deemed waived by either party unless expressly waived in writing by the waiving party. No waiver shall be implied by delay or any other act or omission. No waiver by either party of any provision of this Agreement shall be deemed a waiver of such provision with respect to any subsequent matter relating to such provision. Estoppel may not be asserted against either party so as to prevent that party from enforcing or insisting on the other party's compliance with any provision of this Agreement.

33. **Amendment by Notice.** The Fund may amend this Interlocal Agreement upon renewal for any reason including changes to the terms. The Fund shall provide the Fund Member written notice of such amendment, which shall only apply prospectively. If Fund Member fails to give the Fund timely written notice of termination, Fund Member shall be deemed to have consented to the Fund's amendment and agrees to abide by and be bound by the amendment, without necessity of obtaining Fund Member's signature.

34. **Assignment.** This Interlocal Agreement or any duties or obligations imposed by this Agreement shall not be assignable by Fund Member without the prior written consent of the Fund. The Fund Member shall not transfer any interest in Fund claim-related payments to any third party, including, but not limited to, litigation finance companies, attorneys, banks, public adjusters, architects, engineers, or contractors. Any action by the Fund Member which grants or attempts to grant to any third party an interest in or control over any claim payment, including, but not limited to, the Member's entry into a contingent fee contract, will immediately suspend any obligation by the Fund to make any claim payment under this Agreement. The obligation of the Fund to make any such claim payments shall not be restored unless and until the Fund Member provides the Fund with evidence reasonably satisfactory to the Fund that any such transfer or attempt to transfer an interest in or control over such claim payment to a third party has effectively been terminated.

35. **Authorization.** By the execution of this Interlocal Agreement, the undersigned individuals warrant that they have been authorized by all requisite governance action to enter into and to perform the terms and conditions of this Agreement and that the Fund Member authorizes the Chief Executive Officer or equivalent, or the designated Coordinator named pursuant to Section II, Paragraph 21 hereinabove, to approve and bind the Fund Member to any current or future **Coverage Document(s)** entered into pursuant to this Agreement.

36. **Notice.** Unless expressly stated otherwise in this Interlocal Agreement, any notice required or provided under this Agreement by either party to the other party shall be in writing and shall be sent by first class mail, postage prepaid or by a carrier for overnight service or by electronic means typically used in commerce. Notice to the Fund shall be sufficient if made or addressed as follows: TPS Self-Insurance Fund, P.O. Box 803356, Dallas, TX 75380. The Fund's required notice address may be updated through explicit written or electronic notice to Fund Members. Notice to a Fund Member shall be sufficient if addressed to the Fund Member's Chief Executive Officer or equivalent, or the designated Coordinator, and mailed to the Fund Member's physical or electronic address of record on file with the Fund.

37. **This Interlocal Agreement shall commence at 12:01 a.m. on the date shown as "effective date" on the signatory page of this Agreement, and shall remain in force and effect until terminated as hereinafter provided. This Agreement may be terminated by (a) mutual consent or by (b) either party by giving sixty (60) days prior written notice of termination to the other party or (c) as otherwise specified in this Interlocal Agreement or the Bylaws of the Fund.**

TO BE COMPLETED BY FUND MEMEBER

Pilot Point ISD	
Fund Member Name	Signature of Authorized Official
Date	Type Name
	Title

THE PROPERTY CASUALTY COORDINATOR FOR THE FUND MEMBER IS:

Coordinator Name & Title:	Brant Perry
Mailing Address:	829 South Harrison, Pilot Point, TX 76258
Street Address:	
Telephone Number:	940-686-8700
Fax Number:	

TO BE COMPLETED BY TPS FUND OFFICE

September 01, 2025	F0737
Effective Date of Agreement	Contract Number
Julie Whiteman	
	7/31/2025
Signature of Fund Secretary	Date

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Brant Perry, Assistant Superintendent of Administrative Services & Operations
Subject: Discuss and Consider Student Code of Conduct
Date: August 13, 2025

Background Information and Rationale:

In compliance with state legislation and local Board Policy, the District Student Code of Conduct serves as our official response to the requirements outlined in Chapter 37 of the Texas Education Code. This chapter mandates that school districts establish clear standards for student behavior and define the disciplinary actions that may be taken in response to violations of these standards.

The 2025–2026 Student Code of Conduct is included in your BoardBook packet for review. While the majority of the content mirrors the previous year's code, necessary updates have been incorporated to reflect changes stemming from the 89th Texas Legislative Session (2025).

Upon Board approval, this revised document will be implemented districtwide and serve as the foundational framework for each campus's Discipline Management Plan.

Recommendation:

I recommend Board approval of the proposed 2025-2026 Student Code of Conduct.

Student Code of Conduct

2025-26

Pilot Point

Independent School District

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at Dr. Brant Perry or 972-686-8700.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Pilot Point ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37of the Education Code.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006, 37.007, or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC.

Pilot Point Early Childhood - Andrea Kennedy

Pilot Point Elementary - Deeann Woolison

Pilot Point Middle School - Delicia Pennington

Pilot Point High School - Eliseo Moreno

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

The board utilizes Pilot Point ISD Police Officers to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are

assigned to these persons. Provisions addressing the various types of security personnel can be found at CKE(LOCAL).

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [See Glossary]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [See Glossary]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;

- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students will not be permitted to use personal communication devices during the school day. Personal communication devices must be stored in a backpack that is maintained in the front of the classroom, a locker, or another secure location not on the student's person during the school day. Personal communication devices must be turned off during the entirety of the school day. [See Glossary]

In the event that parents or guardians need to contact their student, parents or guardians can always reach the school office, and we will ensure that messages are relayed to your child.

If a device is visible, vibrates, or rings, it is subject to disciplinary consequences.

- First Offense: Device will be confiscated; the student may pick up the device at the end of the school day.
- Second Offense: Device will be confiscated; parents may pick up the device at the end of the school day.
- Third Offense: Device will be confiscated and will not be returned until a parent meeting has occurred. School consequences in accordance with the enforcement of campus rules and Student Code of Conduct may also apply.
- Fourth Offense or More: School consequences in accordance with the enforcement of campus rules and Student Code of Conduct.

In the event that parents or guardians do not pick up the confiscated personal communication device by the end of the school year, it will be disposed of by the school.

The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for "paraphernalia."]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. [See Glossary for "abuse."]
- Abuse over-the-counter drugs. [See Glossary for "abuse."]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for "under the influence."]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others,

or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.

- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code.

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.

- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at ***www.pilotpointisd.com.***

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.0.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;

3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for the following conduct violations:

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]
- Involvement in criminal street gang activity. [see Glossary]
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see Glossary]
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault [see Glossary] under Penal Code 22.01(a)(1).
    - Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for

low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.

- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).

- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual

assault or aggravated sexual assault against another student on the same campus; and

- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting

a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established

district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL).

Appeals shall begin at Level One with the campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including

seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to

believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later

than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to

register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the

Health and Safety Code does not violate this provision. [See Glossary for "under the influence."]

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. [see Glossary]
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Kidnapping or aggravated kidnapping.
    - Burglary, robbery or aggravated robbery.

- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom.

- ISS.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the district hearing officer authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the hearing officer shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older; or
    b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town;
        (2) Knowing that it is insured against damage or destruction;
        (3) Knowing that it is subject to a mortgage or other security interest;
        (4) Knowing that it is located on property belonging to another;
        (5) Knowing that it has located within it property belonging to another; or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or

3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another; or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an

adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon; or
    b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its

membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;

- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Discuss and Consider 89th Legislative Updates
Date: August 13, 2025

Background Information and Rationale:

TASB and/or Abernathy, Roeder, Boyd Hullett, PC recommends that the district address this update on the agenda as follows:

- *(LOCAL) policies*

(LOCAL) policies: Board action on the (LOCAL) policies included in the update must occur within a properly posted, open meeting of the board.

The (LOCAL) policy changes — each addition, deletion, or replacement — should be listed in alphabetical order by policy code, title, and subtitle.

Recommendation:

I recommend Board approval of the 89th Legislative updates to the board policy as presented.

2025 Legislative Updates for Board Members

1. **Cell Phones (H.B. 1481) – Action Required Before Sept. 1.**
    a. Requires boards to adopt a policy prohibiting student use of cell phones and other electronic devices while on school property during the school day.
        i. Allows school districts to comply by adopting a policy that either prohibits students from bringing such devices to school or to provide a storage area while on school property.
2. **UIL Homeschool (S.B. 401) – Action Required Before Sept. 1.**
    a. Requires districts to allow homeschool students to participate in UIL activities unless the board of trustees takes a record vote and declines to grant non-enrolled students access.
3. **Personal Services Performed by Administrators (H.B. 3372) – The Board Can Expect to Have to Accept/Deny Contracts At Board Meetings Held Before Sept. 1.**
    a. Prohibits certain school district administrators from performing personal services or receiving financial benefit for performing services for any business entity that conducts or solicits business with the school district, an education business that provides services regarding curriculum or administration of any school district, or with another school district.
        i. An exception to this rule is allowed for administrators that are not board of managers members, superintendents, or assistant superintendents. Exception requires administrators that perform services for education entities or other school districts to get contract approval from the board prior to resuming services.
4. **Board Meeting Votes and Minutes (S.B. 413) – Applies to any board meetings held starting Sept. 1.**
    a. Requires the minutes of a board meeting to describe the votes of the board members on any items the board voted on.
    b. Requires the minutes and any resolutions to be posted within seven (7) days after the meeting.
    c. Requires all school board meetings to be recorded and made available to the public within seven (7) days of the meeting.

5. **Cybersecurity Measures (H.B. 3112) – No action – may have closed sessions starting immediately.**
    a. Discussions of cybersecurity measures are confidential and allowable for closed session.
    b. Requires governmental entities that disclose information relating to cybersecurity provide notice to the party that owns the critical infrastructure no later than five (5) business days before disclosure.
6. **Rights for Governing Board Members (H.B. 4310) – Applies starting Sept. 1.**
    a. A member of the governing board of a governmental body has a special right to access public information of the governing body and shall be provided with such information without charge.
        i. A governmental body may require a member of the governing board to sign a confidentiality agreement prior to providing confidential information.
7. **SPED Discussion at Board Meetings (S.B. 568) & (H.B. 2) – Need to ensure it is discussed once a year, starting immediately.**
    a. Requires the board of trustees to discuss the performance of students receiving special education services at the district at least once a year.
8. **Discipline Management Conditions (H.B. 6) – Action Required Before Sept. 1.**
    a. Requires school boards to specify conditions that authorize an administrator to transfer a student to DAEP, which must expressly provide that an appropriate administrator may place a student in DAEP for a first-time offense of possession or use of nicotine products.
    b. The Board will also need to adopt a policy for parental involvement in disciplinary measures (See section 7 of H.B. 6 for requirements).
9. **Period of Prayer (S.B. 11) – Action Required Before Sept. 1.**
    a. Requires the board to take a record vote on a policy to designate a period of prayer and reading religious text on every campus.
        i. The policy must ensure that only employees who have given written consent or students whose parents have provided written consent may participate.
            1. Time must not be substituted for instructional time.

10. Reporting Requirements for Misconduct (S.B. 571) – Action Required Before Sept. 1.

a. Requires the board to adopt a policy to provide notice to a parent of a student with whom a person employed by or acting as a service provider for the district is alleged to have engaged in misconduct.

    i. Misconduct has been expanded to include inappropriate communications with a student or minor and failing to maintain appropriate boundaries with a student or minor.

11. Board Meeting Times (S.B. 12) – Applies to any board meetings held starting Sept. 1.

a. Requires board meetings to be held outside of typical work hours and for public comments at the beginning of each board meeting.

12. Social transitioning (S.B. 12) – Action Required Before Sept. 1.

a. Requires the board to adopt a policy prohibiting an employee from assisting a student in social transitioning and allows parents to report a suspected violation to the board.

13. Grievances (S.B. 12) – Action Required Before Sept. 1.

a. Grievance hearings before the board must now take place no later than the 60th day after the date on which the previous decision was made.

b. Parental grievance filings now have a 60-day timeline based on when the parent knew or should have known of the conduct giving rise to the grievance.

    i. Parents have 90 days to file if an informal attempt to resolve the grievance took place.

c. The board must adopt a grievance policy that provides for:

    i. Review by the principal or administrator at the school district's central office;

    ii. An appeal to an administrator at the school district's central office;

    iii. An appeal to the superintendent;

    iv. An appeal to the board.

d. The policy must:

i. Prohibit retaliation by the board or a school district employee against a parent;

ii. Require a person involved in reviewing a grievance recuse themselves if they are the subject of the grievance;

iii. Provide for a higher level of review if the person who would otherwise review the grievance is required to recuse themselves;

iv. Provide for the creation and retention of a record;

v. Allow the person who filed the grievance to supplement the record;

vi. Allow for a board member to file a grievance;

vii. Allow for a remand to a lower level;

viii. Allow the district to direct grievances to the appropriate administrator;

ix. Require the school district to issue a decision on the merits;

x. Allow for a hearing or meeting to discuss the grievance;

xi. For a meeting before the board, require that:

1. 5-day notice is given to the person who filed the grievance;
2. A description of any information the board intends to rely on that is not contained in the record is given;
3. The meeting is recorded by video or audio.

e. The board must make publicly available the procedures for resolving grievances, the standardized forms for grievances, and the method by which a grievance may be filed.

14. Parental Engagement Policy (S.B. 12) – Action Required Before Sept. 1.

a. The board must develop a parental engagement policy that provides for an internet portal for parents to submit comments, requires the board to prioritize public comments at the beginning of each board meeting, and requires the board to hold meetings outside of typical work hours.

15. FMLA Leave (H.B. 2) – Action Required Before Sept. 1.

a. The board of trustees of a school district must adopt a policy that provides a classroom teacher employed by the district the option to elect not to take the teacher's paid personal leave concurrently with unpaid leave the teacher is

entitled to take under the FMLA for an absence due to pregnancy or the birth or adoption of a child.

16. Teacher Salaries (H.B. 2) – Discretionary.

a. The board may adopt minimum salaries to satisfy the requirements set out in Section 2.14 of H.B. 2.

17. SBOE Training (S.B. 204).

a. Requires trustees to complete training developed by the State Board of Education (SBOE) on the rights of a parent regarding the education of their child by September 2026.

18. School District Contracting (H.B. 210) – No action needed, an FYI.

a. Prohibits vendors from bidding on or receiving a contract from a school district if a board member or board member's immediate family, grandchild, grandparent, or spouse of any of those owns more than 10% voting interest in the vendor or one of its subcontractors or has a participating interest in more than 10% of the profits of the vendor, or one of its subcontractors.

b. Prohibits vendors from bidding on or receiving a contract from a school district if a board member has received or has been promised a gift or in-kind services with a value greater than $250.

    i. Classifies an offense as a class C misdemeanor for the first offense, class B for the second, class A for the third, and a state jail felony for a fourth or subsequent offense; classifies an offense as a state jail felony if the vendor directly or indirectly compensated a board member as consideration for the district entering into a contract with the vendor

19. Armed Security Officers (H.B. 1458) – Discretionary.

a. Allows school boards to authorize the chief of the school district police department to appoint reserve police officers to the school district police department.

20. Board Meeting Notice (H.B. 1522) - Applies to any board meetings held starting Sept. 1.

a. Requires public meeting notices to be posted in a publicly accessible place at least three business days before the meeting.

b. Requires budget meeting notices to include a copy of the proposed budget unless it is clearly posted on the homepage, and a taxpayer impact summary comparing the current year's tax bill for a median-valued home to the estimated bill under the proposed budget and under a balanced budget using the no-new-revenue tax rate.

21. Library Materials (S.B. 13) - Applies starting Sept. 1.

a. Requires the acquisition of new library materials to be approved by the board of trustees of a school district only after the list of new materials has been posted for public review for at least 30 days.

   i. The board approval requirement does not apply to additional or replacement copies of materials already in the school library materials.

22. Registered Sex Offenders (H.B. 3629) – No action but effective immediately.

a. Prohibits a person from serving as a trustee if they are required to register as a sex offender.

b. Requires applications to run for trustee to include a statement for the applicant to confirm they are aware that a person required to register as a sex offender is not eligible.

23. Virtual / Hybrid Courses (S.B. 569) – Action Required Before Sept. 1.

a. Requires boards to set participation criteria for credit and grades for virtual and hybrid courses, programs, and campuses.

PROPOSED REVISIONS

Note: For searches of personal ~~telecommunications~~communication devices or other personal electronic devices, see FNF.

Personal ~~Use~~ ~~Telecommunications~~ Communication Devices

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee ~~may~~shall confiscate a student's personal ~~telecommunications~~communication device~~, including a mobile telephone,~~ that is used in violation of this policy or any applicable ~~campus rules~~regulations.

~~A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the student handbook, the student or the student's parents may retrieve the device after paying the fee.~~

If a personal ~~telecommunications~~communication device is not retrieved, the District shall dispose of the device after providing the notice required by law.

~~Other Electronic Devices~~

~~Guidelines regarding other personal electronic devices shall be addressed in the student handbook.~~

~~**Instructional Use**~~

~~A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]~~

Exceptions

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or

	3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.
Implementation	The Superintendent shall develop regulations to implement this policy.
Compliance	Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.

PROPOSED REVISIONS

Persons Age 21 and Over

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. The District may investigate stated residency as necessary.

Minor Living Apart

Person Standing in Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

Students Not Enrolled

A student enrolled in a private school, including a homeschool, who resides within District boundaries shall be eligible for participation in the following curricular or extracurricular activities: ***[insert activities – i.e. athletics, fine arts, band, choir, academic UIL activities]***. Any other student enrolled in a private school, including a homeschool, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities. [See EEL and FM]

Nonresident Student in Grandparent's After-School Care

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited nonpublic school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information

to ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

PROPOSED REVISIONS

Extracurricular Activity Absences

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board.

The District shall not limit an eligible student's absences related to participation in extracurricular activities. [See Record of Absences in FM(LEGAL)]

[For eligibility of a private school student, including a homeschool student, to participate in extracurricular activities, see FD(LOCAL).]

Use of District Facilities

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

PROPOSED POLICY

Note: For information related to the selection of instructional materials, see EFA.

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

Collection Development Policy

In this policy, “library materials” is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District’s collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.

5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation and Procurement of Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall develop recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.

2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.

3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.

4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.

2. Consultation with District teachers and library staff.

3. Consultation with library staff from other districts.

4. Extensive review of the library material.

5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and

state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The Board shall consider the list of library materials that have been donated or proposed by the administration for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and Proposed Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member

designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from Inappropriate Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Challenge of Library Material

A District employee, a parent or guardian of a District student, or District resident may challenge library material maintained in the District's library program.

Guiding Principles

The following principles shall guide the review of a challenge of library material:

1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.
2. Access to challenged material shall be restricted during the challenge process.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal Challenge

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and the form to request a formal challenge of the library material.

Formal Challenge

The District shall make the Texas Education Agency form to challenge library material available on the District's website.

If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.

After a challenge form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

Challenge Committee

The principal shall appoint a challenge committee and notify committee members in accordance with administrative procedures.

The challenge committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

The District shall provide members of the committee the relevant materials to review in accordance with the deadlines established in administrative procedures and in accordance with law.

Any meeting of the committee must comply with the meeting requirements under Education Code 33.024(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the committee's report.

Appeal

An individual who submitted a challenge may appeal the decision to the Board. The individual must provide the notice of appeal in accordance with administrative procedures.

The Board shall hear the appeal and render a decision in accordance with the timelines established in law.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

Immediate Family

The term “immediate family” is defined as:

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that

requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

7. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;

8. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or

9. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

Request for Leave

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Local Leave

Each employee shall earn five paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 50 leave days.

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995–96 school year, except that an employee may donate local leave to a sick leave pool. [See DEC(LEGAL)]

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury may request the establishment of a sick leave pool, to which District employees may donate local leave or state personal leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

10. Procedures to request the establishment of a sick leave pool;
11. The maximum number of days an employee may donate to a sick leave pool;
12. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
13. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Mental Health Leave

A District peace officer who experiences a traumatic event in the scope of employment shall be granted a maximum of three days of mental health leave per traumatic event. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding mental health leave that address the following:

14. Circumstances or reasons under which an eligible employee may use mental health leave;
15. Procedures for requesting mental health leave and maintaining the anonymity of the requester;
16. The administrator authorized to approve requests for mental health leave; and
17. Other procedures deemed necessary for administering this provision.

Quarantine Leave

A District peace officer shall be granted quarantine leave when ordered by the local health authority or the peace officer's supervisor to quarantine or isolate due to possible or known exposure to a communicable disease while on duty. Such leave shall be provided in accordance with administrative regulations and shall not be deducted from the employee's pay or leave balance.

The Superintendent shall develop regulations regarding quarantine leave that address the following:

18. Continuation of all employment benefits and compensation for the duration of the leave;

19. Reimbursement for reasonable costs related to the quarantine; and

20. Other procedures deemed necessary for administering this provision.

Line of Duty Illness or Injury Leave of Absence

Following a leave of absence with full pay as required by law, the District shall not extend the leave of absence for a police officer's line of duty illness or injury. In accordance with law, the police officer may use accumulated leave.

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable. Classroom teachers who are absent due to the pregnancy, birth, or adoption of a child may elect by providing written notice to the District to not take FMLA and paid leave concurrently.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

Temporary disability leave shall apply after all paid leave and any applicable compensatory time are exhausted, and all shall run concurrently with FMLA leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Payment for Accumulated Leave Upon Retirement

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated local leave under the following conditions:

21. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
22. The employee provides advance written notice of intent to retire at least two weeks before the last day of employment.
23. The employee has at least 10 years of continuous service with the District.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 50 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee and board member complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with the DIA series.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with the DIA series.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with the DIA series.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees and board members to discuss their concerns with their supervisor, principal, or other appropriate

administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Direct Communication with Board Members

Employees and board members shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

Formal Process

An employee or board member may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, employees and board members are encouraged to seek informal resolution of their concerns. An employee or board member whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against an employee or board member for bringing a concern or complaint.

Whistleblower Complaints

Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee or board member and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]

Complaints Against Supervisors

Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee. Board members may file a grievance directly to the Board, but may not vote on the matter.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences ~~at a mutually agreeable time~~within 10 days of the filing date. If the employee or board member fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the~~ employee's~~ir absence.

Response

At Levels One and Two, “response” shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee’s email address of record, or sent by U.S. Mail to the employee’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

Representative

“Representative” shall mean any person who or an organization that does not claim the right to strike and is designated by the employee or board member to represent him or her in the complaint process.

The employee or board member may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee or board member designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may

reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, but a written decision on the merits of the concern shall be issued, regardless of the procedural errors or type of relief requested. ~~on written notice to the employee, at any point during the complaint process.~~ The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. ~~Such appeal shall be limited to the issue of timeliness.~~

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee or board member does not have copies of these documents, they may be presented at the Level One conference. ~~After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.~~

A complaint or appeal form that is incomplete in any material aspect may be ~~dismissed but may be refiled with all the required~~

~~information if the refiling is within the designated time for filing.~~remanded to a lower level to complete the record.

Audio Recording

As provided by law, an employee or board member shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee or board member's~~s~~ complaint is discussed. The employee or board member shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

8. Within 15 days of the date the employee or board member first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

9. With the lowest level administrator who has the authority to remedy the alleged problem.

   In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor. Board members shall file their grievances with the Board and will follow Level Three procedures.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator. The appropriate administrator will then consider the grievance within the applicable time frames from the initial filing date.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider

information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

10. The original complaint form and any attachments.
11. All other documents submitted by the employee at Level One.
12. The written response issued at Level One and any attachments.
13. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. ~~The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision.~~ The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, new information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 days of the date of the written Level Two response or, if no response was received, within ~~ten~~ 20 days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board. The Board meeting will be held no later than the 60th day after the date on which the previous decision was made.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.

The Level Two record shall include:

14. The Level One record.
15. The notice of appeal from Level One to Level Two.
16. The written response issued at Level Two and any attachments.
17. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.¶~~

The Board will provide at least 5 business days notice of any information the Board intends to rely on that is not contained in the record.

The ~~District~~ grievant shall determine whether the complaint will be presented in open or closed meeting, unless otherwise required by ~~in accordance with~~ the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal

and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record ~~of~~for the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing ~~at any time up to and including the next regularly scheduled Board meeting~~within 30 days after the hearing. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.~~

Teaching About Religion

The inclusion of religion in the study of history, culture, literature, music, drama, and art is essential to a full and fair presentation of the curriculum. The inclusion of religious elements is appropriate as long as the material included is intrinsic to the field of study in which it is presented and as long as it is presented objectively.

The District's approach to teaching about religion shall be academic, not devotional. Emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and thorough study of these areas. Such studies shall not foster any particular religious tenet nor demean any religious beliefs, but shall attempt to develop mutual respect among students and advance their knowledge and appreciation of the role that religious heritage plays in the social, cultural, and historic development of civilization.

Religious Texts

Use of religious texts in instruction shall be guided by the principles set forth above. Other than texts used in an appropriate course of study, the District shall not distribute religious texts or materials to students. Such materials may be indexed, shelved, and circulated as library materials. [See FNAA regarding student distribution of nonschool literature and GKDA regarding nonstudent distribution of nonschool literature]

Students shall be permitted to read religious text and pray before the school day, given that written parental consent is provided to the District. Student are not permitted to replace instructional time with the reading of religious text or prayer, notwithstanding applicable law.

Religious Music

District music groups may perform or receive instruction regarding religious music as part of the secular program of instruction. The primary purpose of the inclusion of religious music in performances or instruction shall be academic, not devotional. Performances and instruction shall reflect religious diversity when appropriate.

Religious Symbols

Religious symbols may be displayed as a teaching aid. Their display shall be temporary and limited to specific teaching activities; such displays shall not be permitted for devotional purposes.

Religious Elements in Student Work

Students may choose to include religious elements in their schoolwork, such as papers, presentations, or artwork; however, students' work must fulfill the purpose of the assignment and be evaluated by secular academic standards.

The District shall address controversial topics in an impartial and objective manner. Teachers shall not use the classroom to transmit personal beliefs regarding political or sectarian issues. Teachers shall not teach, assist, or provide information to students regarding social transitioning. Students and educators shall ensure that, to the extent possible, discussions are conducted fairly and courteously.

Selection of Topics

A teacher selecting topics for discussion in the classroom shall be adequately informed about the issue and capable of providing instruction on the subject, free from personal bias. In addition, the teacher shall be certain that:

1. The issue in question is within the range, knowledge, maturity, and comprehension of the students.
2. The issue is current and educationally significant.
3. The consideration of the issue does not interfere with required instruction.
4. Sufficient relevant information on all aspects of the issue is provided.

If a teacher is unsure about a topic of discussion or about the methods to employ, the teacher may discuss the issue with the principal.

Classroom Discussion

In guiding classroom discussion of controversial issues, teachers shall:

5. Foster students' critical thinking skills.
6. Encourage discussion based on rational analysis.
7. Create an atmosphere in which students learn to respect others' opinions and disagree courteously.
8. Ensure that multiple viewpoints about the issue are presented by introducing an unexpressed viewpoint when necessary.
9. Avoid any attempt to coerce or persuade students to adopt the teacher's point of view.

Student or Parent Concerns

A student or parent with concerns regarding instruction about controversial issues shall be directed to the complaint policy at FNG.

Parental Engagement

Each parent has the right to make decisions regarding their student's education and moral teachings. The District values parental involvement and engagement with District activities, and encourages parents to voice their opinions to the District whenever appropriate.

Public Comments

The District shall prioritize public comments at the beginning of each Board meeting in order to encourage parents to voice their opinions to the District.

Board Meeting Times

Board meetings will be held outside of typical work hours to allow for parents and members of the community to participate in public comment.

Comment Portal

Parents of enrolled students may alternatively submit questions or comments to their campus, District administrators, or directly to the Board through the Parent Portal.

Comments submitted directly to the Board by parents will be screened by District to ensure that questions and comments are not duplicative, inappropriate, and to ensure that proper procedures are followed per District policy.

Parents may not submit grievances directly to the Board through the Parent Portal and must follow applicable procedures set forth in District policy FNG (LOCAL). Grievances submitted to the Board through the Parent Portal will be dismissed, with the option to refile following the FNG procedures. [See FNG for procedures for student and parent grievances.]

Extracurricular Activity Absences

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board.

The District shall not limit an eligible student's absences related to participation in extracurricular activities. [See Record of Absences in FM(LEGAL)]

Use of District Facilities

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

Concussion Response Policy

If a student is believed to have sustained a concussion while on school property or while participating in a school-sponsored or school-related activity on or off school property, they shall be immediately removed from said activity. Notice will be sent to the student's parent or guardian with authority to make medical decisions. The student will not return until concussion protocols have been met.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint. A person who is the subject of a grievance is required to recuse themselves from review of the grievance.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences ~~at a mutually agreeable time~~within 10 days of the filing date. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student’s or parent’s absence.

Response

At Levels One and Two, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, ~~on written notice to the student or parent, at any point during the complaint process.~~but a written decision on the merits of the concern shall be issued, regardless of the procedural errors or type of relief requested. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. ~~Such appeal shall be limited to the issue of timeliness.~~

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. ~~After the Level One conference, no new~~

~~documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.~~

A complaint or appeal form that is incomplete in any material aspect may be ~~dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.~~remanded to a lower level to complete the record.

Level One

Complaint forms must be filed:

15. Within ~~15 days~~60 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; or~~and~~

If the parent engaged in informal attempts to resolve the grievance, within 90 days of the date the parent first knew, or should have known of the action giving rise to the grievance or within 30 days of the date the District provided the parent information on how to file a grievance, whichever is later.

16. With the lowest level administrator who has the authority to remedy the alleged problem.

    In most circumstances, students and parents shall file Level One complaints with the campus principal.

    If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator. The appropriate administrator will then consider the grievance within the applicable time frames from the initial filing date.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and

any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

17. The original complaint form and any attachments.
18. All other documents submitted by the student or parent at Level One.
19. The written response issued at Level One and any attachments.
20. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. ~~The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision.~~ The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ~~ten~~ 20 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, new information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 days of the date of the written Level Two response or, if no response was received, within ~~ten~~ 20 days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board. The Board meeting will be held no later than the 60th day after the date on which the previous decision was made.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

21. The Level One record.
22. The notice of appeal from Level One to Level Two.
23. The written response issued at Level Two and any attachments.
24. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.¶~~

The Board will provide at least 5 business days notice of any information the Board intends to rely on that is not contained in the record.

The ~~District~~ grievant shall determine whether the complaint will be presented in open or closed meeting, unless otherwise required ~~in accordance with~~ by the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide

rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record ~~of~~for the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing ~~at any time up to and including the next regularly scheduled Board meeting~~within 30 days after the hearing. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.~~

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of

extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

3. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.

4. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:

    a. The seriousness of the offense;

    b. The student’s age;

    c. The frequency of misconduct;

    d. The student’s attitude;

    e. The potential effect of the misconduct on the school environment;

    f. Requirements of Chapter 37 of the Education Code; and

    g. The Student Code of Conduct adopted by the Board.

5. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

6. Protect a person, including the person using physical restraint, from physical injury.
7. Obtain possession of a weapon or other dangerous object.
8. Protect property from serious damage.
9. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator will notify the parent if their student has been placed in a disciplinary alternative education program or has been expelled. The administrator will also notify the parent of their right

to request a behavioral agreement that specifies the responsibilities or the parent and student to be developed.

Behavioral Agreement

If the parent requests a behavioral agreement, the principal, campus behavior coordinator, or other appropriate administrator will create terms for both the student and parent to comply with. These terms may include, but are not limited to: required training for parent, student following school behavior rules, parent dropping student off at school on time, student following technology rules, etc.

If both student and parent comply with the terms of the behavioral agreement, the student will receive a reduction in the disciplinary placement period. The amount in reduction will vary and shall be up to the sole discretion of the principal, campus behavior coordinator, or other appropriate administrator. A reduction in the disciplinary placement period does not entitle student to be placed in a different disciplinary placement. The reduction time will be clearly stated on the behavior agreement. Failure to comply with terms will result in the student serving the entirety of their disciplinary period.

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Discuss & Consider Resolution Prohibiting Non-Enrolled Students Located Outside the Pilot Point ISD Boundary from Participation in UIL Activities
Date: August 13, 2025

Background Information and Rationale:

The district currently allows homeschooled students to participate in UIL activities. Based on the new law HB547, Homeschool students may participate in UIL activities at the school closest to the student's residential address that does allow homeschool participation, if the school to which they are zoned OPTS-OUT of homeschool participation.

Recommendation:

The district administration recommends that the Board of Trustees prohibit non-enrolled students from outside Pilot Point ISD from participating in UIL activities.

PILOT POINT INDEPENDENT SCHOOL DISTRICT

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE PILOT POINT INDEPENDENT SCHOOL DISTRICT, HEREBY PROHIBITING NON-ENROLLED STUDENTS LOCATED OUTSIDE THE PILOT POINT ISD BOUNDARY FROM PARTICIPATION IN UIL ACTIVITIES

WHEREAS, under Section 33.0832 of the Texas Education Code, non-enrolled student(s) may participate in University Interscholastic League Activities ("UIL") absent an opt out from the District's Board of Trustees;

WHEREAS, "Non-enrolled student" means a student who receives instruction as described by Section 29.916(a)(1) of the Texas Education Code from a nonpublic school;

WHEREAS, the District recognizes the rights of enrolled students and residents to participate in highly competitive UIL activities;

WHEREAS, the District is not able to accurately measure and hold non-enrolled students located outside the Pilot Point ISD boundary accountable for grades or standards of behavior in the same manner as resident, enrolled students;

WHEREAS, the number of students enrolled in the District continues to grow and is anticipated to grow rapidly moving forward;

WHEREAS, the District may incur additional costs associated with the administration of nationally recognized, norm-referenced assessment instruments to verify a non-enrolled student located outside the Pilot Point ISD boundary is grade-level proficient;

WHEREAS, the Board determines the District does not receive basic allotment funding for non-enrolled students located outside the Pilot Point ISD boundary; and

WHEREAS, the Board concludes that allowing non-enrolled students located outside the Pilot Point ISD boundary to participate in District UIL activities does not serve the best interest of the enrolled students.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE PILOT POINT INDEPENDENT SCHOOL DISTRICT:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. The Board of Trustees of Pilot Point Independent School District adopt Board Policy FM (LOCAL), prohibiting non-enrolled students located outside the Pilot Point ISD boundary from participating in UIL activities within the District.
3. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Pilot Point ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this

meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Pilot Point ISD Board further ratifies, approves and confirms such written notice and posting thereof.

4. This Resolution shall take effect immediately upon its passage

PASSED AND ADOPTED this 13th day of August, 2025.

By:_____
Renee Polk, President
Board of Trustees
Pilot Point Independent School District

ATTEST:

By:_____
Mandy Kirby, Secretary
Board of Trustees
Pilot Point Independent School District

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Consider and act on the termination of contingent fee legal services contract to the extent one exists with McCreary, Veselka, Bragg & Allen, P.C. - said contract being for the collection of delinquent government receivables owed to Pilot Point Independent School District.
Date: August 13, 2025

Background Information and Rationale:

Recommendation:

I recommend Board approval to terminate the contingent fee legal services contract to the extent one exists with McCreary, Veselka, Bragg & Allen, P.C. - said contract being for the collection of delinquent government receivables owed to Pilot Point Independent School District.

NOTICE PURSUANT TO GOVERNMENT CODE SEC. 2254.1036

WHEREAS, the Pilot Point Independent School District ("District"), wishes to enter into a contingent fee contract with the law firm of Abernathy, Roeder, Boyd & Hullett, P.C. ("Firm") and hereby posts this notice pursuant to Sec. 2254.1036 of the Government Code.

WHEREAS, this notice shall be posted before or at the time of giving the written notice required by Government Code Sec. 551.041 for a meeting described by Sec. 2254.1036(2) of the Government Code and shall announce the following:

A. The District is pursuing a contract with the Firm for the collection of delinquent property taxes owed to the District and through this contract the District seeks to increase recovery of its delinquent debts in the most effective and efficient manner. The desired outcome is the efficient collection of delinquent property taxes, penalties, and interest. GOVT. CODE § 2254.1036(1)(A).
B. The District believes the Firm has the qualifications, competency, and experience necessary to fulfill the contract. GOVT. CODE § 2254.1036(1)(B). The Firm and its predecessor, Gay, McCall, Isaacks, & Roberts, PC, have collected delinquent tax and government receivables for nearly 40 years. The Firm is local, with its principal office located in McKinney, Texas. It employs more than 50 individuals, including 22 attorneys. Its collection team consists of long-term Firm employees, including attorneys, paralegals, law clerks, legal secretaries, collection support personnel and information technology experts.
C. The nature of any relationship between the District and the Firm is as follows. GOVT. CODE § 2254.1036(1)(C).
    i. The Firm has represented the District in general school law matters for over ten (10) years.
D. The District is unable to perform or efficiently collect its own delinquent taxes. GOVT. CODE § 2254.1036(1)(D). The services involve filing a high volume of cases each month and performing the services in-house would require the taxing units to invest in additional technology, personnel, and other resources to provide adequate support services incidental to the legal services.
E. These collection services cannot be provided for an hourly fee. GOVT. CODE § 2254.1036(1)(E). The Tax Code allows the assessment of a percentage-based fee to recover the costs of collecting delinquent taxes (Texas Tax Code Sections 6.30, 33.07, 33.08, 33.11, and 33.48). This percentage-based fee is assessed only against the debtor and not the District or non-delinquent taxpayers of the District. The collection of delinquent taxes is a high-volume practice, requiring a significant amount of research, mailing, and handling of outbound/inbound calls. An hourly fee for such work will likely exceed the amount of delinquent taxes due and represent an additional cost to the District. The Tax Code does not expressly authorize the District to pay for collection services based on an hourly fee.
F. The District believes this contingent fee contract is in its best interest. GOVT. CODE § 2254.1036(1)(F). Under the contingent fee contract, the Firm will be paid the amount of the percentage-based collection fee, regardless of the number of hours the Firm spends to collect the delinquent debt. Additionally, the percentage-based collection penalty is a pass-through expense to the debtor and not an expense to the District or non-delinquent taxpayers in the District. This contract will allow the Taxing Entities to recover delinquent property taxes, penalties and interest that are essential revenue.

Posted by the Pilot Point ISD Board the 8th day of August, 2025.

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Consider and act on a contingent fee contract with Abernathy, Roeder, Boyd Hullett, PC pursuant to the Texas Tax Code, Section 6.30, and Government Code 2254.1036 - said contract being for the collection of delinquent government receivables owed to Pilot Point Independent School District
Date: August 13, 2025

Background Information and Rationale:

Recommendation:
I recommend Board approval to enter into a contingent fee contract with Abernathy, Roeder, Boyd Hullett, PC pursuant to the Texas Tax Code, Section 6.30, and Government Code 2254.1036 - said contract being for the collection of delinquent government receivables owed to Pilot Point Independent School District.

CONTRACT FOR THE COLLECTION OF DELINQUENT TAXES

THE STATE OF TEXAS §
§
COUNTY OF COLLIN §

THIS CONTRACT is made and entered into by and between the **PILOT POINT INDEPENDENT SCHOOL DISTRICT,** (hereafter referenced as the "District") a political subdivision of the State of Texas, acting by and through its Board of Trustees, as evidenced below by the signature of the President of the Board of Trustees, on the one hand, and **ABERNATHY, ROEDER, BOYD & HULLETT, P.C.**, McKinney, Texas, (hereafter referenced as the "Firm").

I.
RECITALS

District is an independent public school district and a political subdivision of the State of Texas with the right and obligation to collect certain taxes;

The Firm is a law firm which, among other legal services, provides services relating to the collection of Delinquent Taxes (as defined herein);

The District desires to retain the Firm to assist in the collection of Delinquent Taxes owed by taxpayers to the District;

The Firm desires to assist the District in the collection of Delinquent Taxes owed to the District by its taxpayers;

Therefore, the District and Firm agree as follows:

II.
RETENTION OF FIRM BY DISTRICT

1. District and the Firm acknowledge that through this Agreement they have an attorney-client relationship.

2. In return for the Firm providing the services described below, the District shall compensate the Firm as provided herein and shall perform the duties set forth herein.

III.
DELINQUENT TAXES SUBJECT TO THIS AGREEMENT

1. District authorizes the Firm to collect all delinquent taxes, penalties and interest and all other recoverable costs allowed by law (which collectively are referred to herein as “Delinquent Taxes”) owing to District which the District’s tax collector or other authorized representative refers to the Firm, which are or become delinquent during the Term (as defined below) or are otherwise properly subject to legal action for purposes of collection during the Term.

2. Among other Delinquent Taxes, during the Term the following shall be subject to collection by the Firm:

(a) Taxes that become delinquent during the Term that are not delinquent for any prior year. These Delinquent Taxes shall become subject to collection by the Firm on the first day of the month in which penalties and interest attach to the taxes pursuant to Section 33.07, 33.08, and/or 33.11 of the Texas Property Tax Code;

(b) Delinquent Taxes that are required to be included in a suit pursuant to Texas Property Tax Code § 33.42(a) on the date any lawsuit is filed with respect to the recovery of the tax;

(c) Taxes, on the date of filing of any application for tax warrant, where recovery of the tax or estimated tax is sought and where the filing of an application for tax warrant by the Firm is at the request of the District's authorized representative;

(d) Delinquent Taxes secured by property, even if the property is also subject to Delinquent Taxes which pre-existed the Term, if (i) the property securing the Delinquent Taxes is under litigation, or comes under litigation, or (ii) if referred to the Firm for collection by District's tax collector;

(e) Delinquent Taxes owed on personal property shall become subject to this Contract sixty days after the delinquency date for said taxes. (For taxes owed on personal property, a 20% penalty shall be assessed as provided by Section 33.11, Texas Property Tax Code. All collection penalties or attorney fees collected on those taxes are the property of the Firm and shall be paid in the same manner as all other collection penalties or attorney fees under this Contract.);

(f) Taxes, including but not limited to current taxes, on the date of taxpayer filing an application for bankruptcy relief, where recovery of the tax or estimated tax is sought by the District; and

(g) any other Delinquent Taxes which the District requests the Firm to pursue under Texas Property Tax Code Sections 33.21 or 33.48, et. seq. or other applicable law.

3. Notwithstanding anything herein, the Superintendent or his/her designee has the right to make any decisions regarding the timeline and method of collection of Delinquent Taxes including the final decision whether to collect Delinquent Taxes through a lawsuit, provided that the District has communicated its decision to the Firm in writing.

IV.
INTELLECTUAL PROPERTY RIGHTS

1. The District recognizes and acknowledges that the Firm owns all right, title and interest in certain proprietary software that the Firm may utilize in conjunction with performing the services provided in this Agreement. The District agrees and hereby grants to the Firm the right to use and incorporate any information provided by the District ("District Information") to update the databases in this proprietary software, and, notwithstanding that District Information has been or

shall be used to update the databases in this proprietary software, further stipulates and agrees that the District shall have no rights or ownership whatsoever in and to the software or the data contained therein, except that the District shall be entitled to obtain a copy of such data that directly relates to the District's accounts at any time.

2. The Firm agrees that it will not share or disclose any specific confidential District Information with any other company, individual, organization or agency, without the prior written consent of the District, except as may be required by law or where such information is otherwise publicly available. It is agreed that the Firm shall have the right to use District Information for internal analysis, purposes of improving the proprietary software and database, and to generate aggregate data and statistics that may inherently contain District Information. These aggregate statistics are owned solely by the Firm and will generally be used internally, but may be shared with the Firm's affiliates, partners or other third parties for purposes of improving the Firm's software and services.

V.
TERM

1. This Agreement shall be effective as of September 1, 2025 (the "Effective Date").

2. This Agreement shall remain in effect until September 1 of the fifth year following the Effective Date (the "Term").

3. If at any time during the initial term of this Agreement or any extension hereof, the District determines that the Firm's performance under this Agreement is unsatisfactory, the District shall notify the Firm in writing of the District's concern. The notice from the District shall specify the particular deficiencies that the District has observed in the Firm's performance. The Firm shall have thirty (30) days from the date of the notice to cure any such deficiencies. If at the conclusion of that thirty-day remedial period, the District remains unsatisfied with the Firm's performance, the District may terminate this Agreement effective upon the expiration of thirty (30) days following the date of written notice to the Firm of such termination ("Termination Date").

4. For up to six (6) months following the expiration or termination of this Agreement, the Firm shall continue to pursue collection efforts for any matter referred by the District pursuant to this Agreement prior to the expiration of the Agreement. The District shall compensate the Firm according to the terms of this Agreement for Delinquent Taxes collected in relation to the Firm's services, even if those Delinquent Taxes are paid after termination or expiration of this Agreement.

VI.
SERVICES OF THE FIRM

In Consideration of the compensation to be provided by the District to the Firm, the Firm shall provide the following services during the Term:

(i) on behalf of the District, take appropriate, lawful, and ethical actions to attempt to collect Delinquent Taxes referred to the Firm;

(ii) represent the District in legal action for the purpose of collecting Delinquent Taxes;

(iii) intervene on behalf of District in suits for taxes filed by any taxing unit on property located within its taxing jurisdiction;

(iv) make progress reports to District on any collection matter referred to the Firm within a reasonable time following written request from the District;

(v) inform the District's tax collector or other designated officials of any errors, double assessments or other discrepancies it discovers in the course of the Firm's work;

(vi) attempt to promptly advise District of all cases where investigation reveals taxpayers to be financially unable to pay their Delinquent Taxes;

(vii) any other services deemed by the Firm to be reasonably necessary to collect the Delinquent Taxes; and

(viii) obtain and carry Professional Liability Coverage, and Errors and Omissions coverage.

VII.
DUTIES OF THE DISTRICT

In addition to timely paying the Firm the compensation described below, the District shall have the following duties:

(i) refer to the Firm any and all matter subject to collection under this Agreement, including but not limited to Delinquent Taxes which come due during the Term or matters which are otherwise identified in Article III, Section 2 above;

(ii) provide to the Firm any and all data and information which the Firm may require or request to pursue the Delinquent Taxes, including but not limited to:

(a) the name of the Taxpayer;
(b) the last known address(es) for the Taxpayer;
(c) the years and the amount of Delinquent Taxes;
(d) specification of additional interest and penalties for a reasonable number of months following referral; and
(d) a legal description of the property the subject of the Delinquent Taxes or which secures the Delinquent Taxes.

(iii) cooperate with the Firm in collection efforts, including but not limited to:

(a) updating information by furnishing a list of paid accounts and adjustments to the tax roll as appropriate and to assist the Firm in the collection of the Delinquent Taxes;
(b) promptly providing updated information when requested for accounts subject to collection efforts, including but not limited to accurate calculations of Payoff Amounts;
(c) promptly considering and responding to requests for decisions – such as whether to pursue litigation with regard to a particular matter, or what offers to tender, if any, to taxpayers who cannot pay Delinquent Taxes;

(d) accepting calls from the Firm, and promptly returning calls and written communications from the Firm if the authorized representative of the District is not available; and

(e) if appropriate and requested, ensuring a qualified representative of the District is available to appear at court hearings or other proceedings.

(iv) promptly inform the Firm of any notices it may receive during the Term in relation to collection of Taxes, including but not limited to:

(a) notices related to bankruptcy filings;

(b) demand letters from taxpayers or their counsel;

(c) writs or subpoenas received in relation to tax collection efforts; or

(d) other documents or notices which may, directly or indirectly, relate to the collection efforts of the Firm; and

(v) The District's tax collector or other designated official agrees to promptly investigate and report in relation to any errors, double assessments, or other discrepancies which may be reported to it. Upon verification by the District of the error, double assessment or other inaccuracy, the portion improperly assessed, if any, shall no longer be subject to collection efforts by the Firm.

VIII.
COMPENSATION

1. For the Firm's services provided hereunder, District agrees to pay to Firm as compensation (20%) percent of the amount of all Delinquent Taxes (including current year and prior taxes, penalty and interest) subject to the terms of this Contract and collected and paid to District's tax collector, when collected. District shall pay the Firm its compensation within thirty (30) days of receipt of payment by the District tax collector.

2. Section 33.48(a) (4) of the Texas Property Tax Code provides: "In addition to other costs authorized by law, a taxing unit is entitled to recover reasonable expenses that are incurred by the taxing unit in determining the name, identity and location of necessary parties and in procuring necessary legal descriptions of the property on which a delinquent tax is due." The Firm agrees to advance on behalf of District such costs and expenses. In consideration of the advancement of such costs and expenses by the Firm, District assigns its right to recover the same to the extent approved by the Court and/or customarily and usually approved by the Court. The Firm expressly waives any claim against District for uncollected costs or expenses.

3. Compensation to the Firm for collecting delinquent tax accounts subject to bankruptcy protection shall be limited to any additional penalty (as defined by Texas Property Tax Code Sections 33.07 and 33.08), attorney fees awarded by the Court, or amounts designated as attorney fees by the debtor, if and only when actually collected. For purposes of awarding attorneys' fees in bankruptcy proceedings in connection with the collection of taxes (delinquent or otherwise), the parties have agreed that attorneys' fees shall be a contingency fee of twenty (20%) of delinquent base taxes, penalties and interest due to the District and that such contingency fee is reasonable and appropriate for such services. Nonetheless, the District shall be under no obligation to compensate the Firm for its services out of the amounts identified as base taxes, penalties or interest and paid to the District or its tax assessor-collector.

IX.
ADDITIONAL TERMS

1. Before any controversy between the parties involving the construction or application of any of the terms, covenants, or conditions of this Agreement may proceed to any other forum for adjudication, the parties, within sixty days the written request of one party served on the other, shall mediate through an agreed neutral mediator. If mediation is not successful, the parties agree that any controversy involving the construction or application of any of the terms, covenants, or conditions of this Agreement, shall be submitted to arbitration, and such arbitration shall comply with and be governed by the provisions of the Texas General Arbitration Act.

2. This Agreement shall be exclusively governed by and construed according to the laws of the State of Texas and venue for any dispute shall be in Collin County, Texas.

3. This Agreement may only be amended or modified by a written document executed by the Parties and which unequivocally indicates the Parties' intention to modify this Agreement.

4. The Parties agree that the captions and headings contained in this Agreement are for convenience only and shall not be deemed to constitute a part of this Agreement.

5. This Agreement may be executed in counterparts, each of which shall constitute an original but all of which shall constitute one and the same document. A facsimile executed copy of this Agreement, which has been executed by all of the Parties, shall have the same force and effect as an original.

6. The Parties have participated or been provided an opportunity to participate in the drafting of this Agreement, and have presented or been provided the opportunity to present this Agreement to counsel of their choosing for review. Accordingly, in the event of any ambiguity or conflict, the parties agree this Agreement shall not be construed against the drafter.

7. This Agreement contains the entire agreement between the parties hereto and may only be modified in a written amendment, executed by both parties.

8. The persons signing below represent that they are authorized representatives of the respective entities on whose behalf they purport to execute this Agreement.

Effective this day of _____ ___, 2025.

Pilot Point ISD	**Abernathy, Roeder, Boyd, & Hullett, PC**
By: _____	By: _____
Title: _____	Title: Director
Date: _____	Date: _____

Written Findings as to the Collections Contract with Abernathy, Roeder, Boyd & Hullett, P.C.:

The governing body for the District, in support of its decision to contract with Abernathy, Roeder, Boyd & Hullett, P.C. and pursuant to Section 2254.1036, of the Government Code, hereby finds the following to be true:

1) there is a substantial need for the legal services specified in said contract;
2) these legal services cannot be adequately performed by the attorneys and supporting personnel of the District; and
3) these legal services cannot reasonably be obtained from attorneys in private practice under a contract providing only for the payment of hourly fees, without regard to the outcome of the matter, because of the nature of the matter for which these services will be obtained or because District does not have funds to pay the estimated amounts required under a contract providing only for the payment of hourly fees.

APPROVED and EXECUTED this the ____ day of _____, 2025.

_____

Title: _____

Pilot Point Independent School District

Pilot Point
Independent School District

To: Board of Trustees
From: Dr. Shannon Fuller, Superintendent
Subject: Consideration and possible approval of an order calling a bond election to be held on November 4, 2025
Date: August 13, 2025

Background Information and Rationale:

The Bond Steering Committee presented to the board on January 8, 2025. The Pilot Point ISD Bond Planning Committee recommends that the Pilot Point ISD Board of Trustees call a Bond Election for November 4, 2025.

Recommendation:
I recommend that the board approve the recommendation from the Pilot Point ISD Bond Planning Committee calling a Bond Election for November 4, 2025.

Committee Update

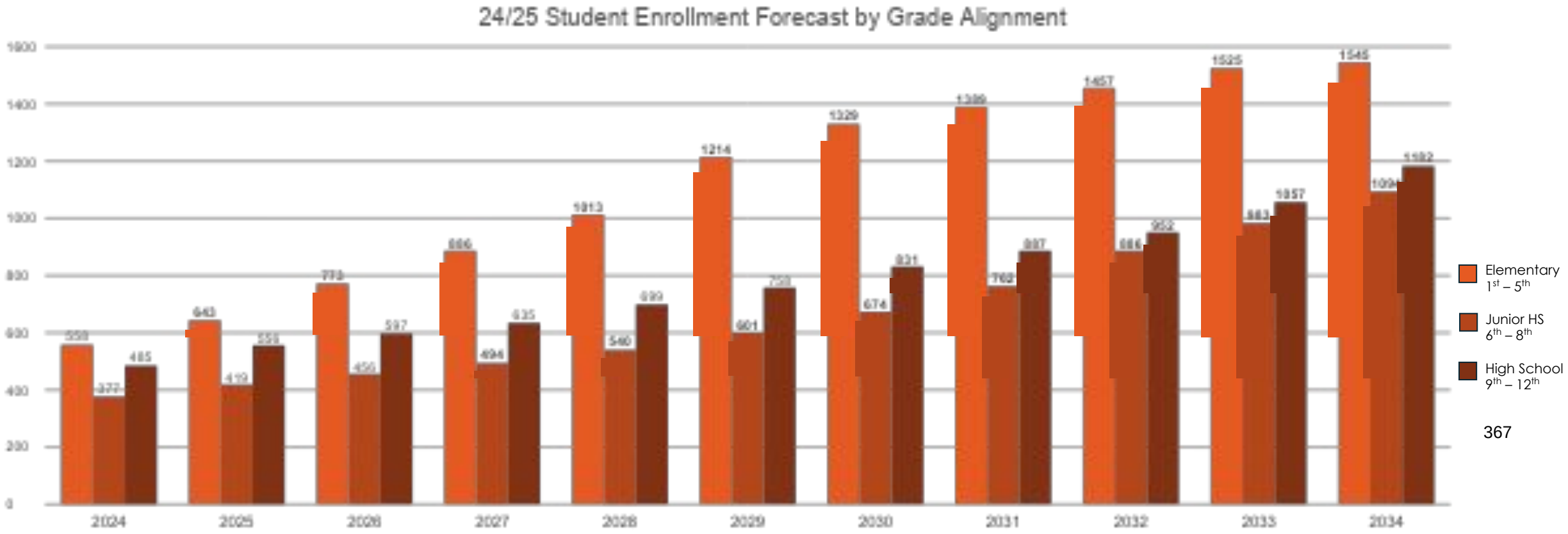
Committee reviewed district needs last fall (2024)

- December 2024 – Committee voted for new ES - $73.37 million*
- January 2025 – Committee presented to board and recommend calling for bond for November 2025 - $73.37 million*
- July 29, 2025 - Committee Update
  - Revised estimate of new ES - $69.95 million
  - Current financial outlook – Bonding capacity $80 million
  - Discussed idea of HS Phase 1 Design in Bond - $9.86 million

Tonight – review and propose November election

Enrollment Growth & Capacity Caps

Pilot Point ISD is Preparing for Significant Student Growth



Elementary Hits Capacity (615 students)

Junior HS Hits Capacity (479 students)

High School Hits Capacity (784 students)

SY 2024-2025 All Forecasted Students - **Projected Functional capacity**

Grade	Historic			Current	Forecasted									
	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
	Students Not Included in the Forecast													
PK-K	15	18	7	14.0	16.9	18.9	19.7	23.5	21.6	2				
1-5	30	38	33	32	36.9	44.4	50.8	58.1	69.6	7				
6-8	17	15	21	21.0	23.4	25.4	27.5	30.1	33.5	3				
9-12	29	23	26	36	41.3	44.4	47.2	51.9	56.3	6				
PK-12	**91**	**94**	**87**	**103**	**118.4**	**133.1**	**145.2**	**163.6**	**181.0**	**19**				
	Total Students													
PK-K	170	183	183	197.0	237.9	266.0	277.1	331.2	303.5	314.2	320.9	335.2	347.8	360.2
1-5	486	518	547	558	642.9	773.6	885.7	1,012.7	1,214.0	1,329.1	1,388.3	1,457.3	1,525.8	1,545.1
6-8	328	331	362	377.0	419.4	456.8	494.0	540.2	601.8	673.5	762.4	886.5	982.6	1,093.9
9-12	446	451	459	485	556.1	597.7	635.6	699.2	758.9	830.4	886.9	951.4	1,057.1	1,182.0
PK-12	**1,430**	**1,483**	**1,551**	**1,617**	**1,856.2**	**2,094.1**	**2,292.4**	**2,583.3**	**2,878.2**	**3,147.3**	**3,358.5**	**3,630.4**	**3,913.3**	**4,181.3**
	Year-to-Year Net Change													
PK-K		13	0	14	40.9	28.1	11.1	54.1	-27.8	10.8	6.7	14.3	12.6	12.4
1-5		32	29	11	84.9	130.7	112.1	127.0	201.3	115.1	59.2	69.0	68.5	19.3
6-8		3	31	15	42.4	37.5	37.2	46.2	61.6	71.7	88.8	124.1	96.2	111.3
9-12		5	8	26	71.1	41.6	37.9	63.6	59.7	71.5	56.5	64.5	105.6	125.0
PK-12		**53**	**68**	**66**	**239.2**	**237.9**	**198.3**	**290.9**	**294.9**	**269.1**	**211.2**	**271.9**	**282.9**	**268.0**

Functional capacity
Elem 614
MS 479
HS 784

Notes

Forecast based on student data as of 10/25/2024

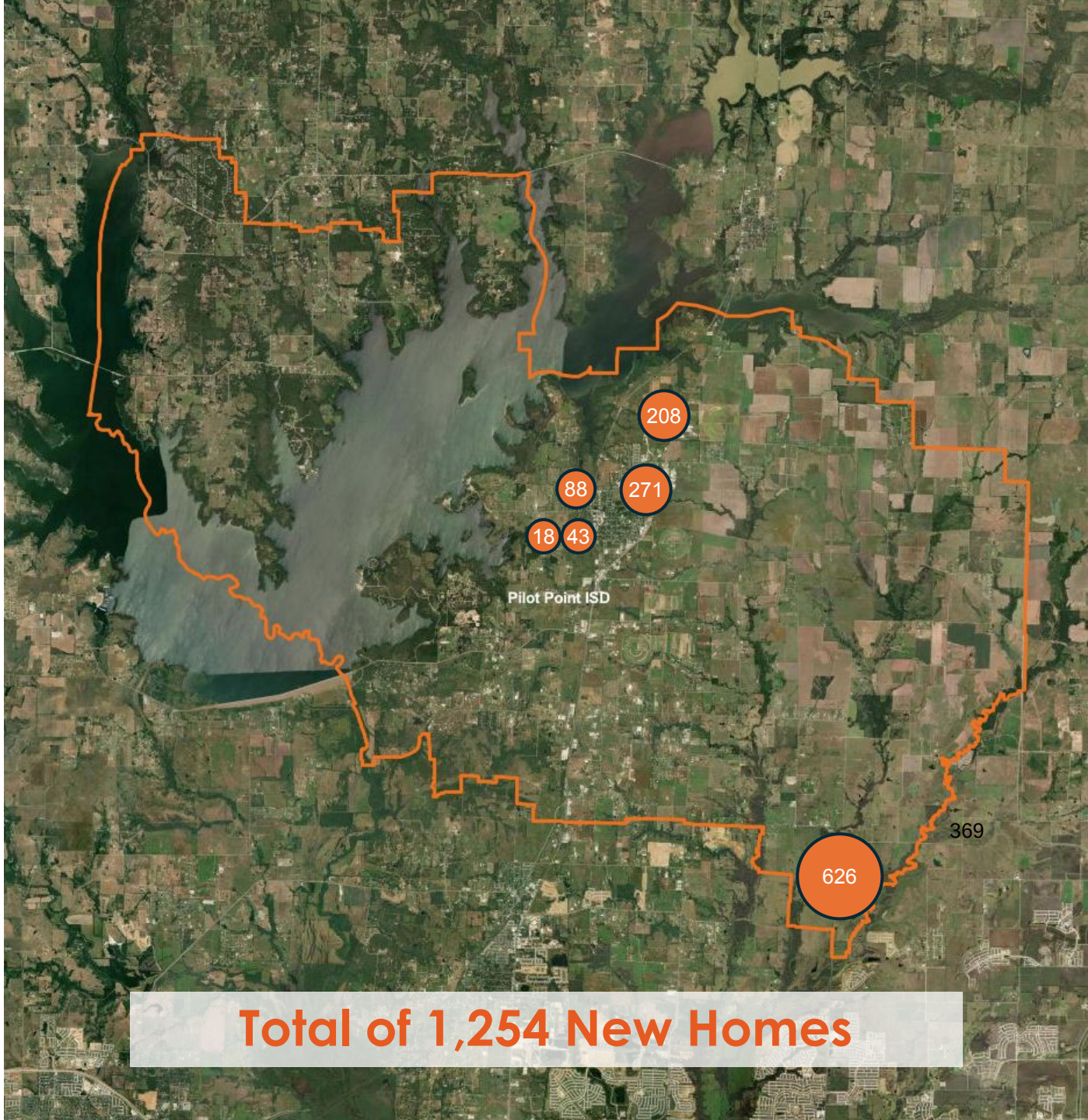
Resident students refer to students who reside within the district boundary. Students not included in the forecast: Non-Resident Students (94), Incomplete Address (4), and 5 Early Education.

A rate-of-change trend line was used to estimate anticipated students not included in the forecast.

Regional Growth

New Homes in PPISD Since 2021

- Pilot Point 113 = 208 Homes
  (neighborhood nearly 60% complete)
- Yarbrough Farms = 271 Homes
- Mustang Creek and Surrounding Streets = 88 Homes
- Hills at Pilot Point = 18 Homes
- Lakeview Estates = 43 Homes
- Mobberly Farms = 626 Homes
  (neighborhood nearly 40% complete)



Cost Savings Benefits

Reduced Design Fees

Efficiencies when design starts early

+

Lower Construction Escalation

Avoiding annual cost increases

+

Earlier Occupancy

Address capacity needs a year sooner

Proposals for Consideration

- November 4, 2025 Election
- Bonding Capacity up to $80 million

- Elementary #2 - $69.95 million
- High School Phase 1 Design - $9.86 million

- Proposal 1 – ES #2 - $70 million
- Proposal 2 – ES #2 and HS Phase 1 Design - $80 million

Draft of 8.7.25

AN ORDER CALLING A BOND ELECTION TO BE HELD BY THE PILOT POINT INDEPENDENT SCHOOL DISTRICT, MAKING PROVISION FOR THE CONDUCT OF THE ELECTION, AND RESOLVING OTHER MATTERS RELATED TO THAT ELECTION

WHEREAS, the Board of Trustees (the *Board*) of the PILOT POINT INDEPENDENT SCHOOL DISTRICT (the *District*), located in Denton, Grayson, and Cooke Counties, Texas (individually, the *County*, collectively, the *Counties*), finds and determines that a special election (the *Election*) should be held to determine whether the District will be authorized to issue bonds in the amount and for the purposes identified in this order (the *Order*); and

WHEREAS, the District will contract with the county clerk of Cooke County, the elections administrator of Denton County and the elections administrator of Grayson County (individually, the *Election Official*; together, the *Election Officials*) to conduct all aspects of the Election, as necessary or desirable and further depending on whether one or more counties have registered voters as of the deadline for registering to vote, that is, 30 days before the Election; and

WHEREAS, the Election may be conducted by each County and held jointly with other political subdivisions for which each County is also conducting their elections (collectively, the *Participants*) pursuant to a joint election agreement according to the Texas Election Code, as amended (the *Code*); and

WHEREAS, the Board hereby finds and determines that the anticipated capital improvements identified in Measure A and corresponding Proposition A may be submitted to the eligible voters of the District as a single measure and corresponding proposition pursuant to Section 45.003(g) of the Texas Education Code because these capital improvements will be predominantly used for educational and administrative purposes, none of which are the type of facilities described in Section 45.003(g)(1-6) of the Texas Education Code; and

WHEREAS, the Board hereby finds and determines that the actions described above are in the best interests of the residents of the District; now, therefore,

BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE PILOT POINT INDEPENDENT SCHOOL DISTRICT THAT:

SECTION 1. Election Ordered; Purpose; Amount. The Election will be held in the PILOT POINT INDEPENDENT SCHOOL DISTRICT on November 4, 2025 (*Election Day*), which is a uniform election date under the Code and is 78 or more days from the date of the adoption of this Order, for the purpose of submitting the following legal questions to the eligible voters of the District:

Measure A

Should the Board of Trustees of the Pilot Point Independent School District be authorized to issue and sell bonds of the District, in one or more series, in the aggregate principal amount not to exceed $_____ for the purposes

of designing, constructing, renovating, improving, upgrading, updating, modernizing, acquiring, and equipping school facilities (and any necessary or related removal of existing facilities), with the bonds to mature, bear interest, and be issued and sold as permitted by law, and will the Board of Trustees of the District be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds?

SECTION 2. Method of Voting; Ballots. The Board authorizes voting electronically, by paper, or any combination thereof. Voters will vote on the official ballots by marking "FOR" or "AGAINST" the measure above with the following ballot language:

Pilot Point Independent School District Proposition A

THIS IS A PROPERTY TAX INCREASE; the issuance of bonds in the amount of $_____ for school facilities and the levy of taxes sufficient to pay the principal of and interest on the bonds.

SECTION 3. Polling Details.

A. One or more District election precincts are established for Election Day from 7:00 a.m. to 7:00 p.m. with one or more corresponding polling places as identified on Exhibit A to this Order. As permitted by the Code, polling places may be changed without further Board action; any changes will not affect this Order or subsequent notice of election.

B. Exhibit A also includes the places, dates, and hours for early voting in person. As permitted by the Code, these details may be changed without further Board action; any changes will not affect this Order or subsequent notice of election. Applications for voting by mail should be received no later than the close of business on October 24, 2025. Applications should be sent to the Early Voting Clerks named below. If an application for ballot by mail is faxed or emailed (or if a federal postcard application is faxed), the applicant must also mail the original.

SECTION 4. Election Officials.

A. The Election Officials will appoint poll workers in compliance with legal requirements, including access to Spanish translators and any other applicable languages.

B. The Early Voting Clerk for Denton County is Frank Phillips, Elections Administrator; mailing address: P.O. Box 1720, Denton, Texas 76202; physical address: 701 Kimberly Dr. A100 Denton, TX 76208; phone: (940) 349-3200; fax: (940) 349-3201; and email: elections@dentoncounty.gov. The Early Voting Clerk for Cooke County, County Clerk, is Pam Harrison; mailing and physical address: 101 S. Dixon, Gainesville, Texas 76240; phone: (940) 668-5420; fax: (940) 668-5486; and email: pam.harrison@co.cooke.tx.us. The Early Voting Clerk for Grayson County is Julie Phillips, Elections Administrator; mailing and physical address: 115 W.

Houston St., Sherman, Texas 75090; phone: (903) 893-8683; fax: (903) 891-4370; and email: elections@co.grayson.tx.us. The Early Voting Clerk will appoint the Deputy Early Voting Clerks.

C. Each Election Official is authorized to establish an Early Voting Ballot Board for their respective counties and to designate their respective Presiding Judges and, if needed, their respective members of the Signature Verification Committee.

D. The Board authorizes each Election Official to utilize a Central Counting Station (the *Stations*) if needed. Each Election Official or their designee is appointed as the Manager of their respective Station with the authority to appoint the Tabulation Supervisor, the Programmer, and any Clerks for their respective Stations.

SECTION 5. Legal Compliance. The Election and notice of Election will be held and conducted according to the Code and other applicable law. To the extent required by law, materials relating to the Election will be printed in English, Spanish, and any other required language.

SECTION 6. Debt Obligations. The following information is calculated based on bond market conditions as of the date of the adoption of this Order; is further explained in one or more voter information documents attached to this Order as exhibits; and is not intended to serve as a cap or other restriction should the bonds be authorized at the Election.

A. The aggregate amount of the outstanding principal of the District's debt totaled $x (including maintenance tax debt, if any).

B. The aggregate amount of the interest owed on the District's debt obligations, through respective maturity, totaled $x.

C. The District levied an ad valorem debt service tax rate for its outstanding debt obligations of $x per $100 of taxable assessed valuation.

D. The maturity date of the proposed bonds will not exceed the maximum number of years authorized by law.

E. The maximum interest rate for any series of bonds authorized at the Election is x% (expressed as a net effective interest rate).

SECTION 7. Contracting Authority. The Board authorizes the District's President of the Board, the Superintendent of Schools, or their designees to negotiate and enter into one or more joint election agreements, election services contracts, or similar contracts with the Counties, acting by and through the Election Officials, and any Participants if desired or if required to comply with applicable law.

SECTION 8. Modifications. The Board acknowledges that information required to complete the Exhibits to this Order may not be available when the Election is ordered, and the Board therefore authorizes the District's Superintendent of Schools, the President of the Board,

or their designees to correct, modify, or change the Exhibits. Additionally, the Board authorizes these individuals to make technical modifications to this Order that are necessary for compliance with applicable law or to carry out the intent of the Board as evidenced in this Order.

SECTION 9. Findings. The recitals in this Order are found to be true.

SECTION 10. Conflicts. All orders and resolutions, or parts thereof, which are in conflict or inconsistent with any provision of this Order are hereby repealed to the extent of such conflict, and the provisions of this Order will be and remain controlling as to the matters ordered herein.

SECTION 11. Controlling Law. This Order will be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

SECTION 12. Open Meetings. It is found that the meeting at which this Order is adopted was open to the public, and public notice of the time, place, and subject matter of the public business to be considered at the meeting, including this Order, was given.

SECTION 13. Severability. If any provision of this Order or the application of this Order to any person or circumstance is held invalid, then the remainder of this Order remains effective.

SECTION 14. Effective Date. This Order is effective immediately upon its approval.

* * *

PASSED AND APPROVED on August 13, 2025 .

PILOT POINT INDEPENDENT SCHOOL DISTRICT

_____

Renee Polk
President, Board of Trustees

ATTEST:

_____

Mandy Kirby
Secretary, Board of Trustees

(DISTRICT SEAL)

[Signature Page to Bond Election Order]

Exhibit A *(Anexo A)*

Polling, places, dates and times to be determined at a later date.

CERTIFICATE OF BOARD SECRETARY TO BOND ELECTION ORDER

THE STATE OF TEXAS	§
COUNTIES OF DENTON, GRAYSON, AND COOKE	§
PILOT POINT INDEPENDENT SCHOOL DISTRICT	§

THE UNDERSIGNED HEREBY CERTIFIES that:

On August 13, 2025, the Board of Trustees (the *Board*) of the Pilot Point Independent School District (the *District*) convened in regular session at its regular meeting place in the District (the *Meeting*), the duly constituted members of the Board being as follows:

Renee Polk	President	Amy McEvoy	Trustee
Jacob Stuckly	Vice President	Lora Renfro	Trustee
Mandy Kirby	Secretary	Justin Chance	Trustee
		Craig Bickers	Trustee

and all such persons were present, except the following: _____, thus constituting a quorum. Among other business considered at the Meeting, the attached Order (the *Order*) entitled:

> AN ORDER CALLING A BOND ELECTION TO BE HELD BY THE PILOT POINT INDEPENDENT SCHOOL DISTRICT, MAKING PROVISION FOR THE CONDUCT OF THE ELECTION, AND RESOLVING OTHER MATTERS RELATED TO THAT ELECTION

was introduced for the Board's consideration. After presentation and discussion, a motion was made by Trustee _____ that the Order be passed. The motion was seconded by Trustee _____ and carried by the following vote as shown in the official minutes of the Board:

_____ voted "For" _____ voted "Against" _____ abstained

The attached Order is a true and correct copy of the original on file in the official records of the District. Each member of the Board was given actual notice of the time, place, and purpose of the Meeting and had actual notice that the Order would be considered. The Meeting and deliberation of the aforesaid public business was open to the public, and written notice of the Meeting, including the subject of the Order, was posted in compliance with the provisions of Chapter 551, as amended, Texas Government Code.

SIGNED AND SEALED on _____, 2025.

_____
Mandy Kirby
Secretary, Board of Trustees

(DISTRICT SEAL)

McCALL PARKHURST & HORTON

Focused on Public Finance since 1919.

Pilot Point Independent School District

Timetable for a Bond Election on November 4, 2025 – to be ordered by August 18

Event	Time Required for MPH	Date Done
District explores polls & projects with FA & counsel	as soon as possible before August 15	
Counsel provides initial drafts	after the kickoff call	
Board adopts an order calling the election **(exhibits may be completed later)**	no later than August 18	August 13
Counsel provides ethics training in person or remotely	to be determined	
District starts education effort; counsel reviews.	ethics rules apply once election is ordered	
Counsel orders translations (Spanish etc.) and sends ballot language to the election official	determined by the election official	
District sends contracts & ballot proofs to counsel	when available	
Counsel emails notice of election to county	September 5	
National Voter Registration Day	September 23	
Counsel provides a "notice packet" and will send county notices for polling places if needed	by October 1	
District sends counsel newspaper proofs	when available	
District publishes notice of election	October 5-27; *submit by noon on Tuesday before Friday publication*[1]	
Last day to register to vote	October 5	
District updates the District's homepage with: 1. sample ballot 2. order of election (in all applicable languages) 3. notice of election (in all applicable languages)	October 5	
District physically posts notice of election (in all applicable languages) at: 1. Board's bulletin board 2. 3 public places in the District	October 5	
Early voting period	October 20-31	
Last day to submit application for ballot by mail	October 24	
Election day	November 4	
Board canvasses election returns	3-11 days after election if all ballots have been processed (likely Nov. 16-17)	
District posts canvass order to district website	as soon as possible after canvass	
Bonds can be sold after the contest period	contest ends 30 days after canvass posted	

[1] *The Pilot Point Post-Signal* is published every Friday; submit by noon on the Tuesday before before publication.

Pilot Point
Independent School District

To: Board of Trustees
From: Brittany Floyd, Chief Financial Officer
Subject: Discuss and Consider Contract for Excess Local Revenue
Date: August 13, 2025

Background Information and Rationale:

Each year Pilot Point ISD has to Approve the decision to Purchase Attendance Credits from the State due to our Excess Local Revenue.

Pilot Point ISD chooses Option 3 which gives the State the authority to take the amount we owe for Excess Local Revenue out of our State Payments.

Recommendation:

I recommend Board approval of the Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to delegate contractual authority to the Superintendent.

Pilot Point
Independent School District

To: Board of Trustees
From: Brittany Floyd, CFO
Subject: Discuss and Consider District Contribution to Employee Health Insurance
Date: August 13, 2025

Background Information and Rationale:

Discuss the contribution the district pays towards employee health insurance.

Recommendation:

Consider District Contribution towards employee health insurance.

EXPENSE IF PILOT POINT CONTRIBUTION IS INCREASED

Contribution	Yearly Expense	Increase
310.00	420,360.00	-
325.00	440,700.00	20,340.00
350.00	474,600.00	54,240.00
375.00	508,500.00	88,140.00
400.00	542,400.00	122,040.00

Pilot Point Independent School District
Donation Summary
August 13, 2025

Date	Donor Name	Donor Requested Purpose	Value
District-Wide			
	None reported		
High School			
	PPHS Cheer Parents	Tarps, Paint & Paint Brushes	
	Sarah Daniels	3 Uniform Tops	$ 306.10
Middle School			
	None reported		
Elementary School			
	PTO	Chairs for Teachers Lounge	$ 1,104.09
	PTO	Fridge for Teachers Lounge	$ 350.00
Early Childhood Center			
	None reported		
Total Donations			$ 1,760.19

Note:
Acceptance of a donation does not constitute district endorsement or approval of any product, service, organization, or issue and shall not determine whether the district will purchase goods or services from a vendor.

Pilot Point
Independent School District

To: Board of Trustees
From: Brittany Floyd, Chief Financial Officer
Subject: Discuss and Consider Monthly Financial Reports
Date: August 13, 2025

Background Information and Rationale:

The Business Office staff is committed to being a good steward of taxpayer dollars. We serve the needs of the Pilot Point ISD staff, students, and community, as well as follow the goals set forth by the Board of Trustees.

Amendments: Public funds of the district may not be spent in any manner other than as provided for in the budget adopted by the board, but the board may amend the budget when a change is made to increase/decrease any one of the functional spending categories or increase/decrease revenue object accounts and other resources; most often amendments are requested to cover necessary unforeseen expenses.

Donations: The Donation Summary is presented on a monthly basis to inform the Board of donations to campuses or programs within the district.

Financial Reports: The financial reports are presented on a monthly basis to inform the Board on the financial health of the district and how the budget (revenues & expenditures) is progressing through the fiscal year.

Check Payments: The Check Payment Summary is presented on a monthly basis to inform the Board of checks written as payment during the preceding month.

Investment Report: The investment officer shall monitor the investment portfolio and keep the Board informed at least quarterly.

Recommendation:

Approve Budget Amendment as Presented: Budget Amendments - None

Approve Donation Summary as Presented: Donation Summary

Approve Monthly Financial Reports as Presented: Funds Summaries for General Fund (199), Child Nutrition (240), & Interest & Sinking (599); Cash Position by Bank Account; Investment Report

Informational Report - Check Summary

PILOT POINT INDEPENDENT SCHOOL DISTRICT

Budget Summary

For the month ended July 31, 2025

General Fund

		Original Budget	Revised Budget	YTD Actual	YTD Encumb	Variance	Percent to Total
Revenues							
5700	Local and Intermediate Sources	$ 14,512,370	$ 14,512,370	$ 192,435	$ -	$ (14,319,935)	1.33%
5800	State Program Revenues	7,747,467	7,747,467	58,089	-	(7,689,378)	0.75%
5900	Federal Program Revenues	295,000	295,000	-	-	(295,000)	0.00%
7900	Flow Through	-	-	-		-	#DIV/0!
	TOTAL REVENUES	$ 22,554,837	$ 22,554,837	$ 250,524	$ -	$ (22,304,313)	1.11%
Expenditures							
11	Instruction	10,372,739	10,372,739	270,176	95,219	10,007,344	3.52%
12	Instructional Resources and Media Serv	111,551	111,551	7,306	450	103,795	6.95%
13	Curriculum and Instructional Staff Dev.	69,250	69,250	1,442	26,528	41,280	40.39%
21	Instructional Leadership	143,359	143,359	10,068	-	133,291	7.02%
23	School Leadership	1,130,155	1,130,155	37,035	4,997	1,088,123	3.72%
31	Guidance, Counseling & Evaluation Serv	334,416	334,416	12,187	113	322,116	3.68%
32	Social Work Services	7,986	7,986	-	-	7,986	0.00%
33	Health Services	293,481	293,481	65	-	293,416	0.02%
34	Student Transportation	1,258,962	1,258,962	291	155,902	1,102,769	12.41%
35	Food Services	-	-	-	-	-	#DIV/0!
36	Cocurricular & Extracurricular Activities	1,208,629	1,208,629	59,949	33,080	1,115,600	7.70%
41	General Administration	1,575,530	1,575,530	95,990	100,806	1,378,734	12.49%
51	Plant Maintenance and Operations	2,749,579	2,749,579	60,135	90,663	2,598,781	5.48%
52	Security and Monitoring Services	785,264	785,264	40,366	22,603	722,294	8.02%
53	Data Processing Services	990,726	990,726	220,181	140,888	629,657	36.44%
61	Community Services	271,742	271,742	98	8,053	263,591	0.00%
71	Debt Service	-	-	-	-	-	#DIV/0!
81	Facilities Acquisition and Construction	-	-	-	56,034	(56,034)	#DIV/0!
91	Recapture Payments	-	-	-	-	-	#DIV/0!
93	Other Uses	1,160,000	1,160,000	-	-	1,160,000	0.00%
95	Juvenile Justice Alt Ed	15,000	15,000	-	-	15,000	
99	Other Intergovernmental Charge	160,000	160,000	-	-	160,000	0.00%
00	Indirect Costs	386,859	386,859	-	-	386,859	
1100	TOTAL EXPENDITURES	$ 23,025,228	$ 23,025,228	$ 815,288	$ 735,336	$ 21,474,603	6.73%
1200	Excess Rev Over/(Under) Expenses	(470,391)	(470,391)	(1,300,100)			
Summary of Budgeted Fund Balance Deficit							
	Pre-Paid Items	5,068	5,068	5,068			
	Retirement of Long-Term Debt	805,000	805,000	805,000			
	Designated for Construction	125,200	125,200	125,200			
	Designated for Claims & Judgements	100,000	100,000	100,000			
	Designated for Capital Exp for Equipment	180,000	180,000	180,000			
	Other Assigned Fund Balance	2,777,188	2,777,188	2,777,188			
	Undesignated Fund Balance	5,416,061	5,416,061	5,416,061			
Budgeted Total fund Balance 07/01/24		9,408,517	9,408,517	9,408,517			
Budgeted Total fund Balance 06/30/24		$ 8,938,126	$ 8,938,126	$ 8,108,417			

Debt Service Fund
Funds 5XX

		Original Budget	Revised Budget	YTD Actual	YTD Encumb	Variance	Percent to Total
Revenues							
5700	Local and Intermediate Sources	$ 5,059,756	$ 5,059,756	$ 54,297	$ -	$ (5,005,459)	1.07%
5800	State Program Revenues	-	-	-	-	-	
5900	Federal Program Revenues	-	-	-	-	-	
	TOTAL REVENUES	$ 5,059,756	$ 5,059,756	$ 54,297	$ -	$ (5,005,459)	1.07%
Expenditures							
71	Debt Services	3,275,175	3,275,175	1,020,490	-	2,254,685	31.16%
1100	TOTAL EXPENDITURES	$ 3,275,175	$ 3,275,175	$ 1,020,490	$ -	$ 2,254,685	31.16%
1200	Excess Rev Over/(Under) Expenses	1,784,581	1,784,581	(966,193)			
Budgeted Total fund Balance 07/01/23		4,310,343	4,310,343	4,310,343			
Budgeted Total fund Balance 06/30/24		$ 6,094,924	$ 6,094,924	$ 3,344,150			

Food Service
Fund 240

		Original Budget	Revised Budget	YTD Actual	YTD Encumb	Variance	Percent to Total
Revenues							
5700	Local and Intermediate Sources	$ 275,000	$ 275,000	$ 1,802	$ -	(273,198)	0.66%
5800	State Program Revenues	$ 1,745	$ 1,745	$ -	$ -	(1,745)	0.00%
5900	Federal Program Revenues	$ 393,500	$ 393,500	$ 27,505	$ -	(365,995)	6.99%
	TOTAL REVENUES	$ 670,245	$ 670,245	$ 29,307	$ -	$ (640,938)	4.37%
Expenditures							
35	Food Services	764,681	764,681	3,450	738	760,493	0.55%
1100	TOTAL EXPENDITURES	$ 764,681	$ 764,681	$ 3,450	$ 738	$ 760,493	0.55%
1200	Excess Rev Over/(Under) Expenses	(94,436)	(94,436)	25,857			
Summary of Budgeted Fund Balance Deficit							
	Reserved for Food Service	320,273	320,273	320,273			
	less funds transferred for construction						
Budgeted Total fund Balance 07/01/23		320,273	320,273	320,273			
Budgeted Total fund Balance 06/30/24		$ 225,837	$ 225,837	$ 346,130			

PILOT POINT INDEPENDENT SCHOOL DISTRICT

Statement of Position - By Fund

For the Month Ended July 31, 2025

Fund	Beginning Market Value	Net Change	Interest	Ending Market Value	Interest Rate
General Fund					
Point Bank Checking	9,057,603.39	(3,782,337.97)	29,447.25	5,304,712.67	4.53%
Lone Star General Operating	7.91	0.00	0.03	7.94	4.30%
Logic General Operating	1.39	0.00	0.00	1.39	4.50%
Point Bank Checking Workers Comp	355,902.37	(1,704.78)	1,328.45	355,526.04	4.53%
Point Bank Student Account	35,043.31	1,868.73	139.85	37,051.89	4.53%
Point Bank Child Nutrition	439,411.54	(37,951.73)	1,583.58	403,043.39	4.53%
Point Bank Scholarship	20,955.31	578.36	0.89	21,534.56	0.05%
Lone Star Scholarship	0.02	0.00	0.00	0.02	4.30%
Total Investments General Fund	**9,908,925.24**	**(3,819,547.39)**	**32,500.05**	**6,121,877.90**	
Interest and Sinking Funds					
Point Bank	5,811,610.69	(340,700.93)	21,819.63	5,492,729.39	4.53%
Total Interest and Sinking Fund	**5,811,610.69**	**(340,700.93)**	**21,819.63**	**5,492,729.39**	
Construction Funds					
Point Bank	3,636,707.53	(934,971.69)	11,898.96	2,713,634.80	4.53%
Lone Star	3,107.49	0.00	10.98	3,118.47	4.30%
Total Internal Service Fund	**3,639,815.02**	**(934,971.69)**	**11,909.94**	**2,716,753.27**	
Total Investments	**$ 19,360,350.95**	**$ (5,095,220.01)**	**$ 66,229.62**	**$ 14,331,360.56**	

Pilot Point Independent School District
Investment Strategy Statement
For the Investment Period
July 2025

The portfolio maintained by the Pilot Point Independent School District is in compliance with the investment strategy as expressed in the local Investment Policy and with H.B. 2459 regarding types of investments allowed to be purchased by school districts. The current portfolio is made up of checking accounts and investments with LOGIC and Lone Star, all authorized investment pools as specified in H.B. 2459.

Investment strategies for the General Fund, Special Revenue Funds, Internal Service Funds, Construction Funds and Debt Service Funds shall have as their primary objective to assure that there is adequate investment liquidity to meet anticipated cash flow needs. This will be accomplished through careful preparation of cash flow forecasts which will be used a guide for the purchase of investments whose maturity closely matches the cash requirements. The opportunity to earn additional yield will be considered in making investment decisions but will at no time be the primary reason for an investment decision.

This investment strategy statement and the following investment reports represent the investment position of the District as of July 31, 2025 in compliance with the Board approved Investment Policy and the Public Investment Act (Texas Government Code 2256).

Prepared by: Brittany Floyd Brittany Floyd, Chief Financial Officer

Approved by: Dr. Shannon Fuller Dr. Shannon Fuller, Superintendent

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
003269	05-14-2025	CAS-CLAIMS ADMINISTR	060103		199-00-2110.00-000-600000	WOKERS COMP/ STRIPLIN-MAY 2	428.06	N
003270	05-27-2025	CAS-CLAIMS ADMINISTR	060131	WORKERS	753-41-6499.00-999-699000	WORKER COMP/ STRIPLIN	694.78	N
003271	07-25-2025	CAS-CLAIMS ADMINISTR	060307		753-41-6499.00-999-699000	WORKER COMP/ STRIPLIN	270.61	N
006519	07-07-2025	US BANK	060078	2934533	599-71-6521.00-999-699023	DEBT SERVICE PAYMENT - 2022A	163,825.00	N
006520	07-07-2025	US BANK	060076	2935652	599-71-6521.00-999-699022	DEBT SERVICE PAYMENT - 2022	477,025.00	N
006521	07-28-2025	CAS-CLAIMS ADMINISTR	060101	JUNE 2025	199-00-2110.00-000-600000	WORKERS COMP -END OF JUNE	297.00	N
006522	07-28-2025	MUSTANG SPECIAL UTIL	060083	JUNE 2025	199-51-6255.29-999-699000	WATER/SEWER/ MAY-JUNE 2025	266.74	N
006523	07-29-2025	CITIBANK CORPORATE	060180		199-00-1412.00-000-600000	REPLENISHMENT AMOUNT	750.00	N
			060183		199-00-2110.00-000-600000	TEACHER APPRECIATION	329.50	N
			060195		199-00-2110.00-000-600000	JUDGING CARD CONTEST REGIS	380.00	N
			060184		199-00-2110.00-000-600000	STARLINK INTERNET SERCVICES	290.00	N
			060185		199-00-2110.00-000-600000	DRY DOCK & LOCK/ STORAGE	418.00	N
			060196		199-00-2110.00-000-600000	TEAMSNAP ANNUAL SUBSCRIPTI	149.99	N
			060186		199-00-2110.00-000-600000	AP CALC SUMMER INST/ REGIST	895.00	N
			060197		199-00-2110.00-000-600000	UHUAL TOLL FEES	2.98	N
			060197		199-00-2110.00-000-600000	UHUAL TOLL FEES	2.98	N
			060187		199-00-2110.00-000-600000	TEA CONFERENCE/REG/HOTEL	671.36	N
			060188		199-00-2110.00-000-600000	PRINCIPAL INTERVIEWS SUPPLIE	22.97	N
			060189		199-00-2110.00-000-600000	BOARD MEETING SUPPLIES	133.00	N
			060190		199-00-2110.00-000-600000	BOARD MEETING SUPPLIES	47.92	N
			060192		199-00-2110.00-000-600000	BOARD MEETING SUPPLIES	96.67	N
			060191		199-00-2110.00-000-600000	BOARD MEETING SUPPLIES	10.98	N
			060056		199-36-6412.02-001-622000	STATE FFA CONV./HOTEL/FUEL	49.24	N
			060056		199-36-6412.02-001-622000	STATE FFA CONV./HOTEL/FUEL	17.98	N
			060056		199-36-6412.02-001-622000	STATE FFA CONV./HOTEL/FUEL	3,568.53	N
			060122		255-11-6399.00-999-611000	DYSLEXIA SUPPLIES	65.76	N
			060052		461-36-6399.50-001-691000	FOOTBALL COACH RETREAT/ HO	1,195.17	N
						Totals for Check 006523	**9,098.03**	
006524	07-30-2025	US BANK	060214		599-71-6511.00-999-699018	DEBT SERVICE -8/15/2025	185,000.00	N
			060215		599-71-6521.00-999-699016	DEBT SERVICE -8/15/2025	151,775.00	N
			060214		599-71-6521.00-999-699018	DEBT SERVICE -8/15/2025	42,275.00	N
						Totals for Check 006524	**379,050.00**	
006525	07-30-2025	POINT BANK	060114		199-00-1102.50-750-600000	START-UP MONEY/RESERV TICK	200.00	N
006526	07-31-2025	POINT BANK	060254		199-23-6499.23-102-699000	PETTY CASH - STARTUP	200.00	N
044414	07-03-2025	AXON ENTERPRISE INC	060066	INUS346680	199-52-6299.94-999-699000	PD-SUPPLIES; CAMERA & LICENS	1,135.71	N
			060067	INUS347166	199-52-6299.94-999-699000	PD-SUPPLIES; CAMERA & LICENS	945.50	N
			060075	INUS346984	199-52-6299.94-999-699000	PD-SUPPLIES; CAMERA & LICENS	3,887.40	N
						Totals for Check 044414	**5,968.61**	
044415	07-03-2025	BARBARA BEY	060008	MEALS 07/9-12	199-11-6411.23-102-611000	CAMT CONFERENCE/MEALS	203.00	N

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
044416	07-03-2025	CLEAR CHANNEL OUTD	060080	56275650	199-41-6299.00-701-699000	BILLBOARD/ PREMIER PANEL FE	860.00	N
044417	07-03-2025	MICHELLE DEWILDE	060011	MEALS 07/9-12	199-11-6411.23-102-611000	CAMT CONFERENCE/MEALS	203.00	N
044418	07-03-2025	FRONTLINE TECHNOLO	060002	INVUS218209	199-11-6399.42-001-611000	FRONTLINE CENTRAL & TIME AN	7,185.05	N
			060002	INVUS218209	199-11-6399.42-041-611000	FRONTLINE CENTRAL & TIME AN	7,185.05	N
			060002	INVUS218209	199-11-6399.42-101-611000	FRONTLINE CENTRAL & TIME AN	7,185.05	N
			060002	INVUS218209	199-11-6399.42-102-611000	FRONTLINE CENTRAL & TIME AN	7,185.05	N
			060001	INVUS218208	199-41-6299.00-750-699000	BUDGET MANAGEMENT ANALYTI	6,435.00	N
			060002	INVUS218209	199-41-6399.42-750-699000	FRONTLINE CENTRAL & TIME AN	7,185.02	N
						Totals for Check 044418	**42,360.22**	
044419	07-03-2025	HMH EDUCATION COMP	060022	956285984	410-11-6399.00-101-611000	TEXAS INTO READING KINDER	1,760.01	N
044420	07-03-2025	JOHNSON BURKS SUPP	060016	1109836	199-51-6249.50-001-691000	HS-FIELD HOUSE	11,985.00	N
044421	07-03-2025	AUDRA LITCHFIELD	060030	MEALS 07/13-15	199-13-6411.00-999-699055	SUMMER ROUND UP/ MEALS	149.00	N
044422	07-03-2025	LUKE MCMILLAN MUSIC	060049	5335	199-11-6299.16-001-611000	Marching Show Music	4,000.00	N
044423	07-03-2025	MOAKCASEY, LLC	060006	INV13728	199-41-6499.00-702-699000	TSPN MEMBERSHIP 25-26	4,000.00	N
044424	07-03-2025	COLLEEN PIERCE	060033	MEALS 07/13-15	199-13-6411.00-999-699055	SUMMER ROUND UP/ MEALS	149.00	N
044425	07-03-2025	PITNEY BOWES	060082	1027713039	199-41-6269.42-750-699000	POSTAGE MACHINE INK	123.19	N
044426	07-03-2025	RAPTOR TECHNOLOGIE	060017	INV169437	199-52-6299.00-001-699000	VISITOR MANAGEMENT SOFTWA	695.00	N
			060017	INV169437	199-52-6299.00-041-699000	VISITOR MANAGEMENT SOFTWA	695.00	N
			060017	INV169437	199-52-6299.00-101-699000	VISITOR MANAGEMENT SOFTWA	695.00	N
			060017	INV169437	199-52-6299.00-102-699000	VISITOR MANAGEMENT SOFTWA	695.00	N
						Totals for Check 044426	**2,780.00**	
044427	07-03-2025	EDUCATION SERVICE C	060047	SYMP	255-13-6411.00-001-699000	TITLE III SYMPOSIUM/REGISTRAT	400.00	N
			060027	SYMP	263-13-6411.00-999-625000	TITLE III SYMPOSIUM/REGISTRAT	400.00	N
						Totals for Check 044427	**800.00**	
044428	07-03-2025	DALIA SANDOVAL	060026	MEALS 7/15-17	263-13-6411.00-999-625000	TITLE III/SYMPOSIUM/ MEALS	78.00	N
044429	07-03-2025	SCENARIO LEARNING	060015	INV119393	199-52-6299.00-001-699000	SAFESCHOOLS ANNUAL SUBSCR	731.25	N
			060015	INV119393	199-52-6299.00-041-699000	SAFESCHOOLS ANNUAL SUBSCR	731.25	N
			060015	INV119393	199-52-6299.00-101-699000	SAFESCHOOLS ANNUAL SUBSCR	731.25	N
			060015	INV119393	199-52-6299.00-102-699000	SAFESCHOOLS ANNUAL SUBSCR	731.25	N
						Totals for Check 044429	**2,925.00**	
044430	07-11-2025	AT & T	060100	06272025	199-00-2110.00-000-600000	POLICE DEPT COMMUNICATION-	573.50	N
			060102	6272025	199-00-2110.00-000-600000	TELEPHONE SERVICE - JUNE	339.02	N
						Totals for Check 044430	**912.52**	
044431	07-11-2025	DANIEL BALKEMA	060095	MEALS 7/23-7/26	199-36-6412.16-001-699000	TEXAS BAND CONVENTION / MEA	216.00	N
044432	07-11-2025	COSERV	060092	JUNE 2025	199-00-2110.00-000-600000	ELECTRIC SERVICES - JUNE 2025	930.06	N
044433	07-11-2025	NATIONAL EXPRESS TR	060104	00004664	199-00-2110.00-000-600000	FIELD TRIP FEE - JUNE 2025	963.60	N
044434	07-11-2025	ESS SOUTH CENTRAL L	060105	INV687396	199-00-2110.00-000-600000	SUB SUPPLEMENTAL - JUNE 2025	167.50	N
044435	07-11-2025	MARZIA INFANTE	060046	MEALS 7/15-18	255-13-6411.00-001-699000	TITLE III/SYMPOSIUM/ MEALS	78.00	N

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044436	07-11-2025	JESSICA LEDBETTER	060111	MEALS 7/19-7/22	199-36-6411.45-001-691000	THSCA COACHING SCHOOL/MEA	162.00	N
044437	07-11-2025	MAGIC SHRED	060098	11706	199-51-6249.00-999-699000	SHRED SERVICES - ADMIN	47.00	N
044438	07-11-2025	KYLIE ROOS	060110	MEALS 7/19-7/22	199-36-6411.46-001-691000	THSCA COACHING SCHOOL/MEA	162.00	N
044439	07-11-2025	LEXIE ROOS	060109	MEALS 7/19-7/22	199-36-6411.46-001-691000	THSCA COACHING SCHOOL/MEA	162.00	N
044440	07-11-2025	SEESAW LEARNING INC	060097	2023-83258	199-53-6399.18-101-699053	SEESAW SUBSCRITION -FINAL Y	1,505.40	N
			060097	2023-83258	199-53-6399.18-102-699053	SEESAW SUBSCRITION -FINAL Y	1,505.40	N
						Totals for Check 044440	**3,010.80**	
044441	07-11-2025	KENNEDEE STASTNY	060090	MEALS 7/19-7/22	199-36-6411.34-001-691000	THSCA COACHING SCHOOL/MEA	162.00	N
044442	07-11-2025	WASTE CONNECTIONS	060099	8668798V183	199-51-6259.00-001-699000	TRASH COLLECTION - JULY 2025	1,015.02	N
			060099	8668798V183	199-51-6259.00-041-699000	TRASH COLLECTION - JULY 2025	622.93	N
			060099	8668798V183	199-51-6259.00-101-699000	TRASH COLLECTION - JULY 2025	622.93	N
			060099	8668798V183	199-51-6259.00-102-699000	TRASH COLLECTION - JULY 2025	986.33	N
			060099	8668798V183	199-51-6259.29-999-699000	TRASH COLLECTION - JULY 2025	411.27	N
			060099	8668798V183	199-51-6259.50-001-699000	TRASH COLLECTION - JULY 2025	288.01	N
						Totals for Check 044442	**3,946.49**	
044443	07-11-2025	DANIEL BALKEMA	060107	REIMBURSEME	199-36-6411.16-001-699000	TEXAS BAND CONV/ REGISTRATI	225.00	N
044444	07-18-2025	ASSN OF TX PROF EDU	DEDCH		199-00-2159.00-069-600000	JUL DED MISCELLANEOUS DEDU	27.60	N
044445	07-18-2025	ECAP, Ltd.	DEDCH		199-00-2159.00-066-600000	JUL DED MISCELLANEOUS DEDU	300.00	N
044447	07-17-2025	ABERNATHY, ROEDER,	060207	STATEMENT 22	199-00-2110.00-000-600000	LEGAL SERVCE - MAY 2025	154.54	N
			060207	STATEMENT 74	199-00-2110.00-000-600000	LEGAL SERVCE - MAY 2025	2,937.00	N
			060207	STATEMENT 97	199-00-2110.00-000-600000	LEGAL SERVCE - MAY 2025	5,905.00	N
			060207	STATEMENT	199-00-2110.00-000-600000	LEGAL SERVCE - MAY 2025	2,192.00	N
			060207	STATEMENT	199-00-2110.00-000-600000	LEGAL SERVCE - MAY 2025	2,775.50	N
						Totals for Check 044447	**13,964.04**	
044448	07-17-2025	ATMOS ENERGY	060132	JUNE 2025	199-00-2110.00-000-600000	GAS USAGE - JUNE 2025	979.36	N
044449	07-17-2025	JACOB CABANISS	060169	MEALS 7/20-7/25	199-13-6411.02-001-622000	AG TEACHERS CONFERENCE/ M	255.00	N
044450	07-17-2025	CDW GOVERNMENT	060065	AE8GM5B	199-53-6639.18-999-699000	STUDENT COMPUTERS	2,278.80	N
			060065	AE8BC9K	199-53-6639.18-999-699000	STUDENT COMPUTERS	3,703.05	N
			060065	AE72H6I	199-53-6639.18-999-699000	STUDENT COMPUTERS	31,000.00	N
			060065	AE8MR9M	199-53-6639.18-999-699000	STUDENT COMPUTERS	284.85	N
			060065	AE8VP8X	199-53-6639.18-999-699000	STUDENT COMPUTERS	1,709.10	N
			060065	AE7Z52S	199-53-6639.18-999-699000	STUDENT COMPUTERS	164,643.30	N
				AE8BC9K	199-53-6639.18-999-699000	CREDIT MEMO	-2,278.80	N
				AE8GM5B	199-53-6639.18-999-699000	CREDIT MEMO	-2,278.80	N
						Totals for Check 044450	**199,061.50**	
044451	07-17-2025	COOKE COUNTY APPRA	060142	3005	199-00-2110.00-000-600000	QUARTERLY BILLING - JUNE 2025	14,845.72	N
044452	07-17-2025	DENTON COUNTY	060139	FEB-JUN 2025	199-00-2110.00-000-600000	COOP. BILLING/ FEB - JUNE 2025	394,371.85	N
044453	07-17-2025	MICHELLE FRENCH	060079	1334476	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1466513	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	10.25	N
			060079	1142078	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N

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			060079	1142092	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1334572	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1402135	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1402136	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1402137	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1402138	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1402139	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1315798	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	7.50	N
			060079	1142075	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
			060079	1184325	199-34-6499.00-999-699000	VEHICLE REGISTRATIONS	22.00	N
						Totals for Check 044453	**259.75**	
044454	07-17-2025	NATIONAL EXPRESS TR	060141	00004665	199-00-2110.00-000-600000	WHITE FLEET COST - JUNE 2025	3,042.12	N
			060140	00004666	199-00-2110.00-000-600000	SUMMER SCHOOL ROUTE- JUNE	15,633.99	N
						Totals for Check 044454	**18,676.11**	
044455	07-17-2025	EDUCATION	060154	INV-004104	199-11-6399.42-001-611025	TESTHOUND SEUBSCRIPTION RE	1,750.00	N
			060154	INV-004104	199-11-6399.42-041-611025	TESTHOUND SEUBSCRIPTION RE	1,750.00	N
			060154	INV-004104	199-11-6399.42-102-611025	TESTHOUND SEUBSCRIPTION RE	1,750.00	N
						Totals for Check 044455	**5,250.00**	
044456	07-17-2025	ELLIOTT ELECTRICAL S	060127	163-70960-06	199-00-2110.00-000-600000	FREIGHT CHARGES	79.84	N
			060126	163-70960-07	199-00-2110.00-000-600000	FREIGHT CHARGES	175.66	N
				163-70960-04	199-51-6319.00-001-699000	CREDIT MEMO-163-70960-04	-65.49	N
				163-70960-05	199-51-6319.00-101-699000	044380 06-26-2025 $41.52	-22.28	N
			060216	163-72247-02	199-51-6319.00-102-699000	MAINTENANCE SUPPLIES	405.00	N
			060216	163-72247-01	199-51-6399.50-001-691000	MAINTENANCE SUPPLIES	1,045.50	N
						Totals for Check 044456	**1,618.23**	
044457	07-17-2025	GAME ONE	060194	80024419	199-00-2110.00-000-600000	ATHLETIC SUPPLIES	1,080.50	N
			060115	10448038	199-00-2110.00-000-600000	FOOTBALL TROPHY	371.00	N
						Totals for Check 044457	**1,451.50**	
044458	07-17-2025	GANDY INK	060116	894991	865-00-2190.58-041-600000	STUCO T-SHIRTS	248.28	N
044459	07-17-2025	ERNEST E WILLIAMS	060146	GTG 06252025	199-00-2110.00-000-600000	MONITORING/INTERNET FEE- MA	3,000.00	N
044460	07-17-2025	BAILEE GREINER	060166	MEALS 7/20-7/25	199-13-6411.02-001-622000	AG TEACHERS CONFERENCE/ M	255.00	N
044461	07-17-2025	JOHN HESSE	060221	PTO05292025EL	199-00-2110.00-000-600000	MAINTENANCE SERVICE- ES	8,170.59	N
044462	07-17-2025	HMH EDUCATION COMP	060042	956292478	410-11-6399.00-041-611000	LITERATURE GRADES 6-8	14,312.70	N
044463	07-17-2025	LAKE RAY ROBERTS RO	060227	1ST QTR 25-26	199-41-6495.00-701-699000	QUARTERLY MEMBER DUES	40.00	N
044464	07-17-2025	LAKESHORE LEARNING	060144	91029035	211-11-6399.00-101-630000	STEM STATON BUNDLE/PRE K - 2	2,685.65	N
044465	07-17-2025	NASSP	060206	9001982135	865-00-2190.57-001-600000	NHS DUES	385.00	N
044466	07-17-2025	NORTEX COMMUNICATI	060156	11063639	199-53-6251.18-001-699000	INTERNET SERVICES - JULY 2025	146.00	N
			060156	11063639	199-53-6251.18-041-699000	INTERNET SERVICES - JULY 2025	146.00	N
			060156	11063639	199-53-6251.18-101-699000	INTERNET SERVICES - JULY 2025	146.00	N
			060156	11063639	199-53-6251.18-102-699000	INTERNET SERVICES - JULY 2025	146.00	N
			060156	11063639	199-53-6251.18-999-699000	INTERNET SERVICES - JULY 2025	146.00	N
						Totals for Check 044466	**730.00**	

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044467	07-17-2025	NORTH CENTRAL TEXA	060178	SCHOLARSHIP	865-00-2190.59-001-600000	2025 FCCLA SCHOLARSHIP	750.00	N
044468	07-17-2025	LAURIE ANN PELZEL	060164	TREADMILL/SCA	199-11-6399.02-001-622000	LAMB WALKER & TREADMILL	5,000.00	N
044469	07-17-2025	PILOT POINT POST-	060176	97780	199-41-6499.00-999-699000	PROGRESS ISSUE FULL PAGE	585.00	N
044470	07-17-2025	ALLPLAYERS NETWORK	060158	10002	199-36-6399.40-999-699000	LOGISTICS SOFTWARE	1,000.00	N
044471	07-17-2025	HEC SOFTWARE INC	060134	INV73050	410-11-6399.00-999-699000	EMAT SHIPPING	452.79	N
044472	07-17-2025	REGION XI ESC	060153	4102500557	199-53-6251.18-001-699000	LIT FIBER INTERNET CIRCUIT	160.00	N
			060153	4102500557	199-53-6251.18-041-699000	LIT FIBER INTERNET CIRCUIT	160.00	N
			060153	4102500557	199-53-6251.18-101-699000	LIT FIBER INTERNET CIRCUIT	160.00	N
			060153	4102500557	199-53-6251.18-102-699000	LIT FIBER INTERNET CIRCUIT	160.00	N
			060153	4102500557	199-53-6251.18-999-699000	LIT FIBER INTERNET CIRCUIT	160.00	N
						Totals for Check 044472	**800.00**	
044473	07-17-2025	SCHAD & PULTE WELDI	060182	161154	199-00-2110.00-000-600000	AG SUPPLIES - CYLINDERS RENT	38.50	N
044474	07-17-2025	SCHOLASTIC BOOK FAI	060225	W6142402BF	461-12-6329.27-041-600000	MAY BOOK FAIR	679.61	N
044475	07-17-2025	SQUARE CENTER SERVI	060119	887599	199-00-2110.00-000-600000	MAINTENANCE SUPPLIES- ATHLE	245.78	N
			060165	0007013	199-51-6319.50-001-691000	MAINTENANCE SUPPLIES- ATHLE	91.38	N
						Totals for Check 044475	**337.16**	
044476	07-17-2025	JENNIFER STEWART	060121	MILEAGE-JUNE	199-00-2110.00-000-600000	MILEAGE - JUNE 2025	41.30	N
044477	07-17-2025	SWAY MEDICAL, INC	060070	23059	199-36-6299.50-001-691000	2025-2026 SPORTS+PROFILES	997.50	N
044478	07-17-2025	LEATHAM FAMILY LLC	060204	0534957	199-52-6399.93-999-699000	POLICE DEPT SUPPLIES	1,033.50	N
044479	07-17-2025	TARLETON STATE UNIV	060179	SCHOLARSHIP	865-00-2190.58-001-600000	2025 RED CROSS SCHOLARSHIP	500.00	N
044480	07-17-2025	TEXAS DEPT OF PUBLIC	060198	CR-311304	199-00-2110.00-000-600000	CLEARINGHOUSE RECORD RETR	14.00	N
044481	07-17-2025	TEXAS SCHOOL PUBLIC	060130	MR-2025-4546	199-41-6495.00-750-699000	TSPRA MEMBERSHIP RENEWAL	880.00	N
044482	07-17-2025	ULINE, INC	060203	194842841	199-51-6319.00-999-699000	MAINTENANCE SUPPLIES	1,273.36	N
044483	07-17-2025	US BANK	060177	7798050	599-71-6599.00-999-699000	2022A PAYING AGENT	550.00	N
044484	07-17-2025	VARSITY SPIRIT FASHIO	060112	19401641	199-00-2110.00-000-600000	CHEER SUPPLIES	378.00	N
044485	07-17-2025	VALERIE WALL	060113	MILEAGE 6/26	199-00-2110.00-000-600000	TASPA WORKSHOP MILEAGE	66.64	N
044486	07-17-2025	WELLS FARGO FINANCI	060138	109284383	199-00-2110.00-000-600000	PRINTER LEASE - JUNE 2025	5,351.00	N
044487	07-17-2025	WENGER CORPORATIO	060062	895413	199-36-6399.16-001-699000	Repair parts / Stand and Chair	2,415.00	N
			060062	895413	199-36-6399.16-041-699000	Repair parts / Stand and Chair	2,680.24	N
						Totals for Check 044487	**5,095.24**	
044488	07-17-2025	WESLEY WESTBROOK	060172	MEALS 7/20-7/25	199-13-6411.02-001-622000	AG TEACHERS CONFERENCE/ M	255.00	N
044489	07-17-2025	MELINDA STEVENS ZEH	060118	REIMBURSEME	199-00-2110.00-000-600000	FUEL REIMBURSEMENT	39.18	N
044490	07-28-2025	MIDWAY BAPTIST CHUR	060245	CONVOCATION	199-41-6499.00-720-699000	FACILITY RENTAL	475.00	N
044491	07-31-2025	ABERNATHY, ROEDER,	060323	JUNE 2025	199-00-2110.00-000-600000	LEGAL SERVCE - JUNE 2025	14,275.00	N
044492	07-31-2025	ATSSB REGION 2 BAND	060256	00042	199-11-6399.16-041-611000	Purchase of USED All-Region Mu	1,276.00	N

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044493	07-31-2025	DANIEL BALKEMA	060334	REIMBURSEME	199-36-6495.16-001-699000	Dues Reimbursement	115.00	N
044494	07-31-2025	BOYD CROSS COUNTRY	060287	CROSS	199-36-6499.48-001-691000	CROSS COUNTRY MEET FEES	300.00	N
044495	07-31-2025	LEAH COBB	060249	CONSULTANT	199-11-6299.16-001-611000	Summer Tech	750.00	N
044496	07-31-2025	MICHELLE DEWILDE	060010	MILEAGE 07/9-	199-11-6411.23-102-611000	CAMT CONFERENCE/MILEAGE	435.40	N
044497	07-31-2025	DIRECT ENERGY	060311	25191005733959	199-00-2110.00-000-600000	ELECTRIC SERVICES -JUNE 2025	32,116.99	N
044498	07-31-2025	GAME ONE	060300	80024315	199-00-2110.00-000-600000	SOCCER SUPPLIES	1,339.00	N
044499	07-31-2025	ERNEST E WILLIAMS	060284	GTG 07252025	199-52-6249.42-999-699000	MONITORING/INTERNET FEE	3,000.00	N
044500	07-31-2025	BRENNA GOURNAY	060335	REIMBURSEME	199-36-6495.16-001-699000	DUES	115.00	N
044501	07-31-2025	KAITLYN HOWETH	060303	DYSLEXIA	199-11-6411.23-041-611000	DYSLEXIA TRAINING/ MILEAGE	1,125.60	N
044502	07-31-2025	JOHNSON BURKS SUPP	060279	1113426	199-51-6319.00-101-699000	ECC-FAUCET REPAIR	441.68	N
044503	07-31-2025	CHASE KLIEWER	060336	REIMBURSEME	199-36-6495.16-041-699000	Dues Reimbursement	115.00	N
044504	07-31-2025	MICKEY ADDY	060162	4595	199-36-6399.16-001-699000	DIRECTOR HATS & POLOS	544.42	N
044505	07-31-2025	AUDRA LITCHFIELD	060029	MILEAGE 7/13-	199-13-6411.00-999-699055	SUMMER ROUND UP/ MILEAGE	379.40	N
044506	07-31-2025	NATL INST FOR EXC IN	060320	INV-11249	429-11-6299.00-999-611000	JUNE SUPPORT FEE	2,750.00	N
044507	07-31-2025	NOTORIOUSLY YOURS L	060281	03184	865-00-2190.00-001-602026	SENIOR SHIRTS	2,286.00	N
044508	07-31-2025	PILOT POINT FEED STO	060318	192507140036	199-51-6319.50-001-691000	FOOTBALL SUPPLIES	24.95	N
044509	07-31-2025	DALIA SANDOVAL	060025	SYMP MILEAGE	263-13-6411.00-999-625000	TITLE III/SYMPOSIUM/ MILEAGE	461.17	N
044510	07-31-2025	THE SHERWIN-WILLIAM	060315	6070-9	199-51-6319.00-001-699000	MAINTENANCE SUPPLIES	51.16	N
			060315	6070-9	199-51-6319.00-041-699000	MAINTENANCE SUPPLIES	51.16	N
						Totals for Check 044510	**102.32**	
044511	07-31-2025	VARSITY SPIRIT FASHIO	060319	14935294	199-36-6399.30-001-691000	CHEER UNIFORMS	1,805.80	N
E00218	07-03-2025	ACCELERATE LEARNIN	060021	99199	410-11-6321.00-041-611000	STEMSCOPES	21,552.60	Y
			060021	99199	410-11-6321.00-102-611000	STEMSCOPES	35,164.76	Y
						Totals for Check E00218	**56,717.36**	
E00219	07-03-2025	EDUCATIONAL NETWOR	060023	26323	199-53-6399.18-001-699000	ANNUAL SUBSCRIPTION	1,460.00	Y
			060023	26323	199-53-6399.18-041-699000	ANNUAL SUBSCRIPTION	1,460.00	Y
			060023	26323	199-53-6399.18-101-699000	ANNUAL SUBSCRIPTION	1,460.00	Y
			060023	26323	199-53-6399.18-102-699000	ANNUAL SUBSCRIPTION	1,460.00	Y
			060023	26323	199-53-6399.18-750-699000	ANNUAL SUBSCRIPTION	1,460.00	Y
						Totals for Check E00219	**7,300.00**	
E00220	07-03-2025	EDUPHORIA! INCORPOR	060019	INV-9704	199-11-6399.18-001-611000	SOFTWARE ANNUAL SUBSCRIPTI	485.00	Y
			060019	INV-9705	199-11-6399.18-001-611000	SOFTWARE ANNUAL SUBSCRIPTI	865.00	Y
			060019	INV-9704	199-11-6399.18-041-611000	SOFTWARE ANNUAL SUBSCRIPTI	485.00	Y
			060019	INV-9705	199-11-6399.18-041-611000	SOFTWARE ANNUAL SUBSCRIPTI	865.00	Y
			060019	INV-9704	199-11-6399.18-101-611000	SOFTWARE ANNUAL SUBSCRIPTI	485.00	Y
			060019	INV-9705	199-11-6399.18-101-611000	SOFTWARE ANNUAL SUBSCRIPTI	865.00	Y
			060019	INV-9704	199-11-6399.18-102-611000	SOFTWARE ANNUAL SUBSCRIPTI	485.00	Y
			060019	INV-9705	199-11-6399.18-102-611000	SOFTWARE ANNUAL SUBSCRIPTI	865.00	Y
						Totals for Check E00220	**5,400.00**	

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
E00221	07-03-2025	CLAYTON HARRIS	060050	3719	199-11-6299.16-001-611000	Marching Show Drill / Design	5,000.00	Y
E00222	07-03-2025	PERRY WEATHER, INC	060018	9342/ 9343	199-51-6399.00-999-699000	WEATHER SAFETY SYSTEM	2,179.75	Y
			060018	9342/ 9343	199-51-6399.39-001-691000	WEATHER SAFETY SYSTEM	2,179.75	Y
			060018	9342/ 9343	199-51-6399.46-001-691000	WEATHER SAFETY SYSTEM	2,179.74	Y
			060018	9342/ 9343	199-51-6399.50-001-691000	WEATHER SAFETY SYSTEM	2,179.74	Y
						Totals for Check E00222	**8,718.98**	
E00223	07-03-2025	TEXAS ASSOC OF COM	060073	MEMB	199-41-6495.00-750-699000	MEMBERSHIP RENEWAL 2025-20	600.00	Y
E00224	07-03-2025	ULTIMATE DRILL BOOK,	060063	15140	199-11-6399.16-001-611000	Subscription for Drill	2,875.00	Y
E00225	07-11-2025	TEXAS HIGH SCHOOL C	060088	REGISTRATION	199-36-6411.34-001-691000	THSCA COACHING REGISTRATIO	230.00	Y
			060088	REGISTRATION	199-36-6411.45-001-691000	THSCA COACHING REGISTRATIO	115.00	Y
			060088	REGISTRATION	199-36-6411.46-001-691000	THSCA COACHING REGISTRATIO	115.00	Y
						Totals for Check E00225	**460.00**	
E00226	07-11-2025	TLS RENEWABLES, LLC	060091	JUNE 2025	199-00-2110.00-000-600000	SOLAR ENERGY USAGE - JUNE 2	539.64	Y
E00227	07-17-2025	AUTHERS BUILDING GR	060147	5	699-00-2110.00-000-600000	RENOVATION SERVICES	2,987,904.47	Y
E00228	07-17-2025	BIG GAME SPORTS, INC	060123	234660	461-36-6399.50-001-691000	ATHLETIC- FOOTBALL SUPPLIES	1,469.85	Y
E00229	07-17-2025	CMS MECHANCIAL SER	060120	115490	199-00-2110.00-000-600000	MAINTENANCE SERVICE	788.00	Y
E00230	07-17-2025	G T DISTRIBUTORS INC	060040	INV1050523	199-52-6399.93-999-699000	PD - UNIFORM ITEMS	7.50	Y
			060061	INV1051018	199-52-6399.93-999-699000	PD-UNIFORMS, NEW OFCR	7.50	Y
						Totals for Check E00230	**15.00**	
E00231	07-17-2025	JPH OPERATING, LLC	060128	62625	199-00-2110.00-000-600000	BUS BARN-30 YD DUMPSTER-	617.00	Y
E00232	07-17-2025	LONESTAR TRACKING	060157	958EF5E7-0001	240-35-6399.00-999-699000	TEMP MONITORING SUBSCRIPTI	40.00	Y
E00233	07-17-2025	CONSCIOUS DISCIPLINE	060044	2046374	199-11-6399.23-101-623000	TRAINING / MATERIALS	3,562.35	Y
E00234	07-17-2025	MAGIC SCHOOL, INC	060145	3987	211-11-6399.00-101-630000	ANNUAL ENTERPRISE FEE	4,999.50	Y
			060145	3987	211-11-6399.00-102-630000	ANNUAL ENTERPRISE FEE	4,999.50	Y
						Totals for Check E00234	**9,999.00**	
E00235	07-17-2025	TASBO	060129	CASH-60038-	199-41-6495.00-750-699000	ANNUAL MEMBERSHIP DUES	145.00	Y
E00236	07-17-2025	UNIVERSAL FIDELITY LI	060150	729-2025	199-36-6429.00-001-691000	STUDENT ACCIDENT INSURANCE	15,525.00	Y
			060150	729-2025	199-36-6429.00-001-691000	STUDENT ACCIDENT INSURANCE	1,560.00	Y
						Totals for Check E00236	**17,085.00**	
E00237	07-17-2025	WEDGE SUPPLY LLC	060208	639878	240-00-2110.00-000-600000	ECC- CAFETERIA MAINTENANCE	3,450.00	Y
E00238	07-31-2025	4IMPRINT, INC.	060237	29803936	199-11-6399.23-001-611000	SHIRTS FOR PPHS STAFF	1,396.05	Y
E00239	07-31-2025	ANSWER360	060313	53197	199-51-6256.00-001-699000	TELEPHONE USAGE - JULY 2025	1,219.04	Y
			060313	53197	199-51-6256.00-041-699000	TELEPHONE USAGE - JULY 2025	709.03	Y
			060313	53197	199-51-6256.00-101-699000	TELEPHONE USAGE - JULY 2025	878.53	Y
			060313	53197	199-51-6256.00-102-699000	TELEPHONE USAGE - JULY 2025	1,166.68	Y
			060313	53197	199-51-6256.29-999-699000	TELEPHONE USAGE - JULY 2025	40.40	Y
			060313	53197	199-51-6256.42-999-699000	TELEPHONE USAGE - JULY 2025	370.05	Y
			060313	53197	199-51-6256.88-999-699000	TELEPHONE USAGE - JULY 2025	88.20	Y
						Totals for Check E00239	**4,471.93**	

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
E00240	07-31-2025	BROOK MAYS MUSIC	060250	AG7MHV	199-11-6249.16-001-611000	REPAIRS	351.98	Y
E00241	07-31-2025	CHEM-AQUA, INC.	060235	9231759	199-51-6249.00-001-699000	WATER TREATMENT PROGRAM	1,718.27	Y
E00242	07-31-2025	CK2 PRINTING	060329	1774	461-11-6399.68-102-611000	STAFF SHIRTS	1,020.00	Y
E00243	07-31-2025	DENTON TROPHY HOUS	060265	493208	199-52-6399.93-999-699000	PLAQUE	19.00	Y
E00244	07-31-2025	GROGGY DOG SPORTS	060288	74518	199-41-6499.42-701-699000	DISTRICT T-SHIRTS	3,062.25	Y
E00245	07-31-2025	JPH OPERATING, LLC	060233	626251	199-00-2110.00-000-600000	HS DUMPTER	72.41	Y
E00246	07-31-2025	PENDERS MUSIC COMP	060333	739297	199-11-6399.16-001-611000	Stand tunes for marching	435.00	Y
E00247	07-31-2025	PILOT POINT ACE HARD	060239	538262	199-51-6319.00-001-699000	HS-MAINTENANCE SUPPLIES	842.41	Y
			060241	538264	199-51-6319.00-101-699000	ECC-GENERAL MAINTENANCE	297.82	Y
			060240	538623	199-51-6319.00-102-699000	ES-GENERAL MAINTENANCE	480.91	Y
			060266	538431	199-51-6319.00-102-699000	ES-HARDWARE	18.31	Y
			060242	538261	199-51-6319.00-999-699000	GENERAL MAINTENANCE	1,124.90	Y
						Totals for Check E00247	**2,764.35**	
E00248	07-31-2025	SIGNAL SIGN	060310	15319	199-36-6399.30-001-691000	CHEER DECAL LETTERS	140.00	Y
E00249	07-31-2025	LESLIE MORAN	060238	0000180	240-35-6249.00-101-699000	MAINTENANCE SERVICE- ECC	600.00	Y
E00250	07-31-2025	TEXAS SCHOOL PROCE	060321	3478	199-53-6299.18-999-699000	TXSP ANNUAL SUBSCRIPTION	3,238.00	Y
FFA07	07-18-2025	FIRST FINANCIAL ADMIN	DEDCH		199-00-2153.00-008-600000	JUL WIRE HEALTH INSURANCE	4,427.16	N
			DEDCH		199-00-2153.00-018-600000	JUL WIRE LIFE INSURANCE	3,104.99	N
			DEDCH		199-00-2153.00-020-600000	JUL WIRE HEALTH INSURANCE	913.90	N
			DEDCH		199-00-2153.00-022-600000	JUL WIRE LIFE INSURANCE	1,116.11	N
			DEDCH		199-00-2153.00-025-600000	JUL WIRE HEALTH INSURANCE	321.00	N
			DEDCH		199-00-2153.00-026-600000	JUL WIRE HEALTH INSURANCE	733.12	N
			DEDCH		199-00-2153.00-027-600000	JUL WIRE HEALTH INSURANCE	332.10	N
			DEDCH		199-00-2159.00-003-600000	JUL WIRE MISCELLANEOUS DED	2,486.34	N
			DEDCH		199-00-2159.00-012-600000	JUL WIRE MISCELLANEOUS DED	83.00	N
			DEDCH		199-00-2159.00-013-600000	JUL WIRE MISCELLANEOUS DED	138.60	N
			DEDCH		199-00-2159.00-015-600000	JUL WIRE INCOME REPLACEMEN	2,018.31	N
			DEDCH		199-00-2159.00-016-600000	JUL WIRE INCOME REPLACEMEN	1,661.67	N
			DEDCH		199-00-2159.00-029-600000	JUL WIRE TAX SHEL. ANNUITY	425.00	N
			DEDCH		199-00-2159.00-035-600000	JUL WIRE TAX SHEL. ANNUITY	50.00	N
			DEDCH		199-00-2159.00-041-600000	JUL WIRE TAX SHEL. ANNUITY	646.00	N
			DEDCH		199-00-2159.00-048-600000	JUL WIRE 457 DEFERRED COMP.	200.00	N
			DEDCH		199-00-2159.00-057-600000	JUL WIRE INCOME REPLACEMEN	400.00	N
			DEDCH		199-00-2159.00-507-600000	JUL WIRE TAX SHEL. ANNUITY	508.00	N
						Totals for Check FFA07	**19,565.30**	
IRS07	07-18-2025	INTERNAL REVENUE SE	DEDCH		199-00-2151.00-000-600000	JUL WIRE FINANCE DEDUCTION	53,094.84	N
			DEDCH		199-00-2152.01-000-600000	JUL WIRE FINANCE DEDUCTION	12,623.13	N
			DEDCH		199-00-2152.02-000-600000	JUL WIRE FINANCE DEDUCTION	12,623.13	N
						Totals for Check IRS07	**78,341.10**	

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
PPS07	07-18-2025	PILOT POINT I.S.D. SCH	DEDCH		199-00-2159.00-002-600000	JUL WIRE MISCELLANEOUS DED	431.00	N
TRS07	06-30-2025	TEACHER RETIREMENT	DEDCH		199-00-2155.00-000-600000	JUN WIRE FINANCE DEDUCTION	82,992.50	N
			DEDCH		199-00-2155.01-000-600000	JUN WIRE FINANCE DEDUCTION	1,056.41	N
			DEDCH		199-00-2155.02-000-600000	JUN WIRE FINANCE DEDUCTION	13,016.61	N
			DEDCH		199-00-2155.03-000-600000	JUN WIRE FINANCE DEDUCTION	160.07	N
			DEDCH		199-00-2155.04-000-600000	JUN WIRE FINANCE DEDUCTION	6,993.81	N
			DEDCH		199-00-2155.05-000-600000	JUN WIRE FINANCE DEDUCTION	36.85	N
			DEDCH		199-00-2155.08-000-600000	JUN WIRE FINANCE DEDUCTION	15,467.65	N
	07-15-2025	TEACHER RETIREMENT	DEDCH		199-00-2153.00-120-600000	JUL WIRE FINANCE DEDUCTION	22,014.00	N
			DEDCH		199-00-2153.00-121-600000	JUL WIRE FINANCE DEDUCTION	10,895.00	N
			DEDCH		199-00-2153.00-122-600000	JUL WIRE FINANCE DEDUCTION	38,539.00	N
						Totals for Check TRS07	**191,171.90**	
						Total Checks	**5,313,568.80**	

End of Report

Pilot Point
Independent School District

To: Board of Trustees
From: Brittany Floyd, CFO
Subject: Discuss and Consider Proposed 2025 Tax Rate
Date: August 13, 2025

Background Information and Rationale:

A Tax Levy for 2025 for the further maintenance of the public schools in the Pilot Point Independent School District and for the Interest and Bonded Debt Fund purposes is needed.

2025 Tax Rate

$.7382	Maintenance and Operations Rate
$.2000	Interest and Sinking Rate
$.9382	Total Rate

THE ADOPTION OF THE TAX RATE OF .9382 IS EFFECTIVELY A 2.55% PERCENT DECREASE IN THE TAX RATE.

2024 Tax Rate

$.7575	Maintenance and Operations Rate
$.26876	Interest and Sinking Rate
$1.02626	Total Rate

Recommendation:
I recommend Board approval of a Tax Rate Levy for 2025 of $.9382/$100 assessed value as per the attached Order.

Pilot Point Independent School District

Ordinance Setting Tax Rate

August 13, 2025

On this date, we, the Board of Trustees of the Pilot Point Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2025-2026 at a total tax rate of $.9382, to be assessed and collected by the duly specified assessor and collector of taxes as follows:

$ .7382 for the purposes of maintenance and operations and

$ .2000 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

IN CERTIFICATION THEREOF:

Signed: _____

Renee Polk, Pilot Point ISD Board President

Attest: _____

Mandy Kirby, Pilot Point ISD Board Secretary

*This document shall be affixed and attached to the Official board minutes of the date publicized for the setting of the School official tax rate.