



Waxahachie

INDEPENDENT SCHOOL DISTRICT

411 N. Gibson St. Waxahachie, TX 75165 • 972-923-4631 Phone • 972-923-4759 Fax. • wisd.org

Regular Meeting | AGENDA

Monday, July 22, 2024

5:00 PM

Live Stream:

<https://www.youtube.com/waxahachieisd>

A Regular Meeting of the Board of Trustees of Waxahachie Independent School District will be held Monday, July 22, 2024, beginning at 5:00 PM in the Waxahachie ISD Administration Building, 411 N. Gibson St., Waxahachie, TX 75165.

The subjects to be discussed or considered or acted 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. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. CALL TO ORDER.
 - A. Announcement by the presiding officer that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner required by law.
- II. CLOSED SESSION. Section 551.001 et seq. (if necessary)
 - A. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including discussing complaints, hiring, resignation, termination, proposal for non renewal, proposal for termination, evaluation, promotion or demotion of personnel. Gov't Code 551.074
 - B. Deliberating the purchase, exchange, lease or value of real property. Gov't Code 551.072
 - C. Deliberation regarding security devices, personnel deployment, or security audits. Gov't Code 551.076.
 - D. Consulting privately with the board's attorney concerning contemplated litigation. Gov't Code 551.071.
- III. RECONVENE TO OPEN SESSION.
 - A. Invocation and Pledges of Allegiance to the American and Texas Flags.
 - B. Recite Vision and Core Values.
- IV. OPEN FORUM: Hearing of individuals or committees.**
- V. REPORTS.
 - A. Superintendent's Report. 4
 - B. Informational Bond 2023 construction update. 12
 - C. Informational report on Board Policy 123. 13
 - D. Informational report regarding the WISD Employee Handbook. 68
 - E. Informational report on the 2024-2025 WISD Student Handbook. 160
- VI. CONSENT AGENDA.
 - A. Consideration and approval of minutes from previous meetings. 267
 - B. Consideration and approval of monthly bid reports, purchase orders requiring board approval, and proposed budget amendments. 271
 - C. Consideration and approval of monthly financial reports that include cash position, revenue reports, budget summary, and tax collection reports. 283
 - D. Informational report on the maintenance department's work orders. 305
 - E. Consideration with possible approval of new and/or modified positions and 307

administrator contract as presented.	
F. Consideration with possible approval of certified TTESS appraisers.	309
G. Consideration with possible action to approve the flooring replacement project at Felty Elementary as complete and authorize the release of final payment on the project.	312
H. Consideration with possible action to approve the purchase of technology equipment for the Hancock Building from DISYS Solutions, Inc. at a cost not to exceed \$89,000.	314
I. Consideration with possible action to approve the Memorandum of Understanding with Navarro College for dual credit purposes.	317
J. Consideration with possible action to approve the purchase of replacement teacher devices from Dell at a cost not to exceed \$98,000.	333
K. Consideration with possible action to approve the Memorandum of Understanding between University of Texas Tyler and Waxahachie ISD for dual credit purposes.	341
L. Consideration with possible action to approve installing new HVAC controls at Finley Junior High with APS Building Systems for \$142,414.59.	347
M. Consideration with possible action to approve installing new HVAC controls at Howard Junior High with APS Building Systems for \$162,075.81.	357
N. Consideration with possible action to approve installing new HVAC units at Howard Junior High with George Wayne Mechanical for \$134,199.	367
O. Consideration with possible action to approve installing new HVAC units at Finley Junior High with George Wayne Mechanical for \$165,801.	371
P. Consideration with possible action for Texas Fire and Cabling Services to upgrade the fire alarm system at Finley Junior High for \$242,500.	375
Q. Consideration with possible action for Texas Fire and Cabling Services to upgrade the fire alarm system at Howard Junior High for \$236,160.	379
R. Consideration with possible action to approve a science adoption amendment at a price not to exceed \$60,000.	383
S. Consideration with possible action to amend the Ed Elements contract to a price not to exceed \$1,995,000.	384
VII. ACTION ITEMS.	
A. Consideration with possible action to approve the Board Operating Procedures.	385
B. Consideration of possible action to approve the guaranteed maximum pricing for Finley Junior High and Howard Junior High renovation projects with BTC (Buford Thompson Construction) with a guaranteed maximum price of \$23,800,000.	406
C. Consideration with possible action to approve the 2024-2025 WISD Student Code of Conduct.	407
VIII. COMMENTS FROM INDIVIDUAL BOARD MEMBERS.	
A. Board members will comment on items of community interest, including expressions of thanks, congratulations, or condolence; information regarding holiday schedules; recognition of a public official, public employee, or other citizen; and reminders about upcoming district events.	
IX. ADJOURN.	

If, during the course of the meeting, a discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or

sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Regular meetings of the Waxahachie ISD Board of Trustees begin at 5 p.m. To respect the time of those being recognized, recognitions will not begin before 6 p.m., and agenda items may be taken out of order to accommodate recognitions. Those being recognized are asked to arrive by 6 p.m.

*Audience participation is limited to the time allotted for those individuals who submit a Public Comment Card indicating the agenda or non-agenda topic they wish to address. At all other times during Board Meetings, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. Speaker presentation time will be set by the Board President at the Board dais. No action may be taken regarding the information received by the Board.

**In accordance with state law, public comment may not be used to voice a complaint involving the naming of specific individuals, including but not limited to the names of district employees or students, even if the matter is listed on the agenda. Additionally, no information that may be reasonably linked to an individual person may be spoken about during public comment. All complaints may be directed through the appropriate administrative channels before being presented to the Board:

Students/Parents – Board Policy FNG(LOCAL);
Employee – Board Policy DGBA(LOCAL); or,
Community Member – Board Policy GF(LOCAL).

This agenda (one or more pages) is part of a document entitled NOTICE OF MEETING in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. The Waxahachie ISD Administration Building, Board Room, 411 North Gibson Street, Waxahachie, Texas, 75165 is wheelchair accessible. A curb slope entry is available at the rear entrance.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Dr. Jerry Hollingsworth

Subject: Superintendent's Report **Related Page(s)** 1

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Dr. Jerry Hollingsworth will provide to the Board an overview of major activities related to leadership and learning throughout the district. This month's Superintendent's Report will include:

- An overview of the superintendent's participation on the TASA Future-Ready Superintendents Leadership Network (FRSLN) Design Team
- An overview of major "back to school" events planned for July and August 2024
- An overview of professional development plans for August 2024
- Other items relevant to leadership and learning in WISD



Superintendent's Report

Monday, July 22, 2024

Dr. Jerry Hollingsworth

TASA's Future-Ready Superintendents Leadership Network (FRSLN) Design Team



- Currently 58 districts throughout the state of Texas
- Focused on leadership and transformation based on the 2008 TASA visioning document, *Creating a New Vision for Public Education in Texas*
- Three learning experiences throughout the school year
- Serving on the Terrell ISD Design Team–December 2024

WAXAHACHIE ISD 2024-2025 BACK TO SCHOOL DATES



First Day of School ✨
Wed., August 14, 2024 ✨
All Campuses



Bring Your Supplies Night
Monday, August 12
5:30-7:00 p.m.
Elementary Campuses

New Student Registration

Online at www.wisd.org or in-person at
all Elementary and Junior High Campuses and WHS



In-Person Registration Dates/Times
July 25, July 29-August 2, August 5-9
8:30-11:30 a.m. and 1:00-4:00 p.m.*

*Except Tuesday, August 6, when all campuses will be closed at 11:00 a.m. for our district convocation.

Please remember to bring proof of residency (a recent utility bill with your name and address on it) when you come to register your child. If you are not the child's parent, please bring proof of guardianship.

Appointments are strongly recommended for registration. Please contact campus to schedule an appointment. Walk-ins are welcome, but those with appointments will be registered first.

Returning students' required paperwork may also be turned in during these times.

Waxahachie High School
Schedules Available
Online in Skyward Family
Access Beginning
Thursday, August 8

F.R.E.S.H. U
Freshman Orientation
TBD

Watch the WHS Facebook
page for info!



✨ **Junior High**
Schedule Pickup ✨

Monday, August 12
7th & 8th Grades - 9-11 a.m.
6th Grade - 1-3 p.m.

Schedules will also be made available for students via Skyward Family Access. Attendance at in-person schedule pickup is not required.



Returning Student Registration

Beginning Wednesday, July 24,
via Skyward Family Access



Please register your child by Thursday, August 8, to ensure they are assigned a classroom by Bring Your Supplies Night. If you are not able to upload required documents, including proof of residency, to Skyward, please ensure these documents are delivered to your child's campus by Thursday, August 8, to ensure they are assigned a classroom by Bring Your Supplies Night/schedule pick-up. Please call your child's campus with any questions about Family Access.

Global High School

Quest Fest
for new Global students
Thursday, August 8

10 a.m. - 12 p.m. - Student Orientation
12 - 1 p.m. - Hot Dog Lunch Provided
1-4 p.m. - Apply Texas application, Canvas introduction, meet and greet with staff

Global 10th-12th grade students may view
their class schedules on
Skyward Family Access.



Professional Learning in WISD

July & August 2024



Waxahachie ISD

Our vision is to be a district where innovation
thrives and growth is limitless!

WISD ONBOARDING

July
30-31

TECHNOLOGY PICK-UP

TEACHING, LEARNING, AND INNOVATION BUILDING
51 NORTHGATE DRIVE (BEHIND COLEMAN JUNIOR HIGH)
ROOM: PD#2

8:00 AM-12:00 PM AND 2:00 PM-4:00 PM

Laptop: Classroom (Gen Ed) Teachers, Dyslexia, Diagnostician

Desktops provided, but Optional Chromebook Pickup:
Lifeskills, PBSE, Resource, Reading Int., Speech, Nurse, Counselor, Elem Specials
Teachers, Paraprofessionals

August
1

1ST YEAR TEACHER ORIENTATION

TEACHING, LEARNING, AND INNOVATION BUILDING
51 NORTHGATE DRIVE (BEHIND COLEMAN JUNIOR HIGH)
ROOM: PD#1

8:30 AM - 4:00 PM

BREAKFAST AND LUNCH PROVIDED

BRING WISD ISSUED DEVICE

August
2

ALL NEW-TO-WISD STAFF ORIENTATION

GLOBAL HIGH BUILDING
275 INDIAN DR.

8:30 AM - 12:30 PM CAFETERIA

12:30 PM - 3:30 PM BREAKOUT SESSIONS (DETAILS COMING SOON)

3:30 PM - 4:00 PM TRAVEL TO YOUR HOME CAMPUS FOR A TOUR

BREAKFAST AND LUNCH PROVIDED

BRING WISD ISSUED DEVICE

DETAILED PD SCHEDULES AND REQUIRED ONBOARDING VIDEOS

COMING SOON

AN EMAIL WILL BE SENT TO YOUR WISD ACCOUNT IN JULY
WITH FURTHER INSTRUCTIONS





Waxahachie ISD

	Secondary	
Date	AM	PM
Aug 1	New Teachers (New to profession) 8:30 – 4:00	
Aug 2	New Teachers and New to District Teachers 8:30–4:00	
Aug 5	Work Day	
Aug 6	Campus Time	Convocation 2:00 – 4:00
Aug 7	HS: ELAR, Math and SS = Strong Start JH and HS Science = Strong Start (includes unit and lesson internalization, new TEKS/SEPS/EDP/RTC) 6–8 ELAR = TBD 6–8 Math = iReady 6–8 SS = TBD LOTE/CTE/Fine Arts = Department-led SPED = with content	HS: ELAR, Math and SS = Strong Start JH and HS Science = Strong Start (includes unit and lesson internalization, new TEKS/SEPS/EDP/RTC) 6–8 ELAR = TBD 6–8 Math = District PLCs 6–8 SS = TBD LOTE/CTE/Fine Arts = Department-led SPED = with content
Aug 8	JH: ELAR, Math, SS = Strong Start 6th Grade Science = SSEP 7–8 Science = PLC JH LOTE/CTE/Fine Arts = Department-led SPED = with content	JH: ELAR, Math, SS = Strong Start 6th Grade Science = PLC 7–8 Science = PLC JH LOTE/CTE/Fine Arts = Department-led SPED = with content
	WHS (all teachers) = Canvas training (campus-led) Global = Campus-led HSOC & DAEP = Campus-led	
Aug 9	JH and HS Science (track 1) = Resource training JH and HS Science (track 2) = Other training 6–12 Math = District PLC/Power-up AI 6–12 RLA = District PLC/Power-up AI 6–12 Social Studies = TBD 6–12 CTE/LOTE/Fine Arts = Department-led 6–12 SPED = Frontline, X-Logs, PLAAFP/Goals	JH and HS Science (track 1) = Resource training JH and HS Science (track 2) = Other training 6–12 Math = District PLC 6–12 RLA = District PLC 6–12 Social Studies = TBD 6–12 Core Content = Pre-AP and AP Break-outs 6–12 CTE/LOTE/Fine Arts = Department-led SPED = Frontline, X-Logs, PLAAFP/Goals
Aug 12	Work Day	
Aug 13	Work Day	



Budget Process 2024-2025

- 2025 Operations on 2019 funding
- Texas has more than \$60 Billion in surplus and Rainy Day fund
- Budget Reduction Committee
 - Identified \$1.6 Million in expenditure reductions to ensure a balanced budget
 - Avoided cuts in positions
 - Subcommittee will review our staffing further moving into 25-26
- Human Resources closely reviews all open positions
- Many districts have adopted deficit budgets and are taking fund balances below TEA-recommended levels
- Committed to strong FB—particularly as we continue to open schools



**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: Bond 2023 Construction Update **Related Page(s)** 1

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Monthly Bond 2023 Construction Update

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

Waxahachie Independent School District

BOARD OF TRUSTEES

Date: July 22, 2024 Presented By: Sean Cagle

Subject: Board Policy Update 123 Related Page(s) 52 Pages

Informational Agenda Item

EXECUTIVE SUMMARY:

The Texas Association of School Boards (TASB) recently published and distributed Board Policy Update 123 to address the remainder of all provisions impacted by the regular session of the 2023 Legislature, most particularly library books (splitting EF into EFA and EFB), school safety (addressing armed security on campuses), and minor changes to grievance procedures. Update 123 contains several changes to “Legal” policies, along with thirteen proposed changes to the district’s “Local” policies. Legal policies are restatements of the current law as it relates to Texas school districts generally. The Board will not be required to take any action regarding the changes to Legal policies, as TASB will automatically update the Legal policies to ensure that they reflect the current law.

Update 123 affects the following local policies listed below:

BBD(LOCAL): BOARD MEMBERS - TRAINING AND ORIENTATION
BBFA(LOCAL): ETHICS - CONFLICT OF INTEREST DISCLOSURES
CKC(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY PLANS
CKE(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL
CQC(LOCAL): TECHNOLOGY RESOURCES - EQUIPMENT
DCE(LOCAL): EMPLOYMENT PRACTICES - OTHER TYPES OF CONTRACTS
DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
EEH(LOCAL): INSTRUCTIONAL ARRANGEMENTS - HOMEBOUND INSTRUCTION
EF(LOCAL): INSTRUCTIONAL RESOURCES
EFA(LOCAL): INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS
EFB(LOCAL): INSTRUCTIONAL RESOURCES - LIBRARY MATERIALS
FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT
COMPLAINTS/GRIEVANCES
GF(LOCAL): PUBLIC COMPLAINTS

ATTACHMENTS:

13
Attached is the Local Policy Comparison Packet and Explanatory Notes prepared by TASB.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration anticipates recommending approval of Policy Update 123.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

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

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

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LOCAL)

**Public Information
Coordinator**

After Election or
Appointment

The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board members, the training specified by Government Code 552.012. [See GBAA]

After a Violation

A Board member who receives written notice from the attorney general that the member must complete Public Information Act (PIA) training described by GBAA(LEGAL) following the District's failure to comply with a PIA requirement shall complete the training within the timelines described in law. The completion of the training in response to such a notice cannot be delegated.

**Reporting
Continuing
Education Credit**

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LOCAL)

**Annual Financial
Management Report**

In addition to disclosures required by law, a Board member shall disclose to the Board any personal financial interest, business interest, or obligation or relationship that in any way creates a potential conflict of interest with a vote on a pending matter.

A Board member shall not use coercive means or promise special treatment in order to influence Board or District decisions, nor use the member's position to seek personal advantage. [See also BBF(LOCAL)]

Each Board member shall provide to the District in a timely manner information necessary for the District's annual financial management report. [See CFA]

SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

CKC
(LOCAL)

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Firearms

Purpose

~~The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.~~

Authorization

~~Pursuant to its authority under state law, the Board may authorize specific District employees and Board members to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law.~~

~~Each specifically authorized employee and Board member shall be approved by action of the Board.~~
**Notice Regarding
Violent Activity**

~~The Superintendent shall issue written authorization to each approved employee and Board member.~~

~~Any duties performed by a guardian in accordance with this policy shall be considered within the course and scope of his or her employment or official duties.~~

~~Participation in this safety program shall be strictly voluntary and shall not be a requirement of any employee or Board member position.~~

Revocation

~~The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy. The Board may revoke a Board member's authorization at any time.~~

~~However, authorization for a specific employee or Board member to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason;~~

SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

CKC
(LOCAL)

	~~or if the Board member resigns or otherwise no longer holds office as a Board member, regardless of the reason.~~
Handgun Licensees	~~Only a District employee or Board member who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan.~~ ~~A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).~~
Training	~~The District shall provide to each District employee or Board member who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.~~
Fitness for Duty	~~A District employee or board member who is authorized to possess a firearm on District property must be deemed fit for duty by a qualified physician(s) (M.D.) of the District's choosing, and the District may require re-evaluation at any time. The physician(s) shall complete a full physical examination and a complete psychological evaluation.~~
Permitted Weapons and Ammunition	~~Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations~~ develop procedures.
Implementation	~~The Superintendent shall ensure~~ to notify parents regarding violent activity that procedures to implement this security program are detailed in the District's emergency operations plan. has occurred or is being investigated at a campus or other District facility or at a District-sponsored activity.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

**School Resource
Officers**

To implement the District's comprehensive safety programs, the District has entered into ~~an agreement~~ a memorandum of understanding (MOU) with ~~a~~ each local law enforcement agency ~~for that~~ provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction

The jurisdiction of school resource officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duties

A school resource officer shall perform duties as described in the ~~agreement~~ MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU, a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, school resource officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.
8. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

	shall receive at least the minimum amount of education and training required by law. [See CKE(LEGAL) and CKEC(LEGAL)]
Security Officers Authorized to Possess Firearms	To assist with implementing the District's comprehensive safety programs, the District shall employ security officers as defined by Occupations Code Chapter 1702. To be authorized to carry a firearm, a security officer shall have completed the Department of Public Safety (DPS) Level III training course in order to be commissioned. The District shall comply with DPS rules for the employment of commissioned security officers. Security officers shall be accountable to and shall report to the Superintendent.
Jurisdiction	The jurisdiction of security officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Authorization	Pursuant to its authority under state law, the Board shall authorize security officers to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each authorized security officer shall have immunities as provided by law. Each specifically authorized security officer shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved security officer. The written authorization shall specify the District premises and other property where the security officer is authorized to carry a firearm, as well as the means of carrying and storing the firearm.
Revocation	The Superintendent, as well as the Board, shall have the authority to revoke at any time a security officer's authorization to possess a firearm under this policy. In addition, authorization for a security officer to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason.
Duties	An authorized security officer shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus. In addition to complying with the relevant DPS regulations, a security officer shall:

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

1. Act as necessary to protect the safety and welfare of any person in the jurisdiction of the District;
2. Maintain school security by patrolling campus hallways, completing door checks, and monitoring the perimeter of the campus throughout the day;
3. Routinely check exterior doors and interior classroom doors to ensure they are locked;
4. Complete weekly exterior door audits;
5. Inform campus administrators of malfunctioning cameras, doors, locks, gates, windows, etc., that require the submission of a work order for repair;
6. Assist with campus safety drills (i.e., fire, hold, secure, lock-down, evacuate, shelter);
7. Assist and coordinate with law enforcement personnel as needed;
8. Notify the police, fire department, emergency responders, or other appropriate authority of any situation requiring immediate attention; and
9. Perform other tasks and carry out all other lawful duties as directed by the Superintendent.

Handgun Licensees Each security officer shall be required to maintain a current license to carry a handgun in accordance with state law.

Training ~~All school resource officers shall receive at least the minimum amount of education and training required by law, and~~ In addition to the applicable DPS rules, each security officer assigned to a campus shall receive training in the following:

~~[See CKEC(LEGAL)]~~

1. Student mental health, including suicide awareness;
2. Trauma-informed care;
3. Age-appropriate responses;
4. Child abuse identification and reporting;
5. Bullying, cyberbullying, harassment, and dating violence;
6. Special accommodations for students with disabilities (including behavior de-escalation techniques);
7. Confidentiality; and

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

	8. Board policies and District regulations.
Permitted Weapons and Ammunition	Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.
Implementation	The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.
School Marshals	Pursuant to its authority under state law, the Board may appoint an employee of the District to serve as a school marshal if the employee is certified as eligible by the Texas Commission on Law Enforcement (TCOLE). A school marshal shall be authorized to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each school marshal shall have immunities as provided by law.
Authorization	Each specifically authorized school marshal shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is authorized to carry a firearm, as well as the means of carrying and storing the firearm. Serving as a school marshal shall be strictly voluntary.
Revocation	The Superintendent, as well as the Board, shall have the authority to revoke at any time a school marshal's authorization to possess a firearm under this policy. In addition, authorization for a school marshal to possess a firearm under this policy shall be automatically revoked if the employee is no longer authorized by law to serve as a school marshal or is placed on administrative leave or separates from employment with the District, regardless of the reason.
Jurisdiction	The jurisdiction of school marshals shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Authority and Duty	Subject to limitations in law, a school marshal shall: 1. Act as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

2. Make arrests and exercise all authority given peace officers as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;
3. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary; and
4. Carry out all other lawful duties as directed by the Superintendent.

Training

The District shall provide to each school marshal who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.

Permitted Weapons
and Ammunition

Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.

Implementation

The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.

[See CKE(LEGAL) and CKEB(LEGAL)]

With this policy, the Board adopts the model health and safety guidelines for the effective integration of digital devices in schools that have been developed by the Texas Education Agency and the Health and Human Services Commission.

The Superintendent shall develop regulations that implement these guidelines.

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Contracts**

The District shall employ on non-Chapter 21 contracts, not to be governed by Chapter 21 of the Education Code, the following positions: chief financial officer, deputy superintendent and general counsel, executive director of human resources, director of communications, director of technology, director of partners in education, director of facilities and operations, facilities coordinator, and transportation supervisor.

**Appeal of
Employment Actions
An Termination
During Contract
Term**

In accordance with DCE(LEGAL), an employee may request a hearing before the Board to appeal discharge during the contract period ~~in accordance with DCE(LEGAL).~~

An employee whose contract is not reissued at the end of the contract period may appeal in accordance with DGBA(LOCAL).

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Employee 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 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.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Direct Communication with Board Members	Employees 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 may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee 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 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 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.
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 post-marked 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 the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee’s absence.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

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 to represent him or her in the complaint process. The employee 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 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, 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.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

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 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 refile is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the employee 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, 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.

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 employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

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(LOCAL)

Absent extenuating circumstances, the administrator shall provide the employee 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 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 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:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee 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 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 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.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

Level Three

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

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 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 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 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:

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 employee 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 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 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. 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.

INSTRUCTIONAL ARRANGEMENTS
HOMEBOUND INSTRUCTION

EEH
(LOCAL)

General Education

Consistent with ~~TEA's~~the Texas Education Agency (TEA) *Student Attendance Accounting Handbook* (SAAH), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's SAAH and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Special Education

Consistent with state rule and the SAAH, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical or psychological reasons specifically documented by a physician licensed to practice in the United States. ~~If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the~~The weeks of confinement need ~~to not~~ be consecutive.

~~If the ARD~~If a student's admission, review, and dismissal committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current ~~medical~~ information regarding the medical or psychological condition.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the SAAH, and a student's individualized education program ~~-(IEP)-~~, as applicable.

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

Note: ~~For information related to the selection process and accounting of instructional materials, as this term is defined by state law and rule, see CMD and EFA.~~

Objectives

~~The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although professional staff members may select instructional resources for their use in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.~~

~~In this policy, "instructional resources" may include textbooks, library acquisitions, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to implement, enrich, and support the District's educational program.~~

~~The Board shall rely on District professional staff to select and acquire instructional resources that:~~

- ~~1. Enrich and support the curriculum, taking into consideration students' varied interests, abilities, learning styles, and maturity levels.~~
- ~~2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.~~
- ~~3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.~~
- ~~4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.~~
- ~~5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.~~

Selection Criteria

~~In the selection of instructional resources, professional staff shall ensure that the resources:~~

- ~~1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.~~

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(LOCAL)

- ~~2. Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.~~
- ~~3. Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.~~
- ~~4. Are designed to help students gain an awareness of our pluralistic society.~~
- ~~5. Are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.~~
- ~~6. For library selections, are integral to the instructional program, are appropriate for the reading levels and understanding of students, reflect the interests and needs of the students and faculty, are included because of their literary or artistic value and merit, and present information with the greatest degree of accuracy and clarity.~~

~~Administrators, teachers, library media specialists, other District personnel, parents, and community members, as appropriate, may recommend instructional resources for selection. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected in accordance with CDG(LOCAL).~~

~~Selection of resources is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of resources that still have educational value.~~

Controversial Issues

~~District professional staff shall endeavor to maintain a balanced collection representing various views when selecting instructional resources on controversial issues. Resources shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]~~

Challenged Resources

~~A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.~~

**Informal
Reconsideration**

~~The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:~~

INSTRUCTIONAL RESOURCES

EF
(LOCAL)

1. ~~The principal or designee shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned resource.~~
2. ~~The principal or designee shall explain the intended educational purpose of the resource and any additional information regarding its use.~~
3. ~~If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource.~~
4. ~~If the complainant wishes to make a formal challenge, the principal or designee shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the resource.~~

Formal
Reconsideration

~~A complainant shall make any formal objection to an instructional resource on the form provided by the District and shall submit the completed and signed form to the executive director of curriculum and instruction. Upon receipt of the form, the executive director of curriculum and instruction shall appoint a reconsideration committee.~~

~~The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged resource with students or is familiar with the challenged resource's content. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and any other appropriate individuals.~~

~~All members of the committee shall review the challenged resource in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged resource conforms to the principles of selection set out in this policy. The committee shall prepare a written report of its findings and provide copies to the principal, the Superintendent or designee, and the complainant.~~

Appeal

~~The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting with the appropriate administrator. [See DGBA, FNG, and GF]~~

Guiding Principles

~~The following principles shall guide the Board and staff in responding to challenges of instructional resources:~~

1. ~~A complainant may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were~~

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~~qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.~~

- ~~2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own child.~~
- ~~3. Access to a challenged resource shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.~~

~~The major criterion for the final decision on challenged resources is the appropriateness of the resource for its intended educational use. No challenged instructional resource shall be removed solely because of the ideas expressed therein.~~

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Reconsideration of
Instructional
Materials**

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

**Informal
Reconsideration**

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

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INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for
Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the executive director of curriculum and instruction. Upon receipt of the form, the executive director of curriculum and instruction shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For information related to the selection of instructional materials, see EFA.

**Collection
Development Policy**

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.

In this policy, “library materials” may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

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 trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law 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.

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LIBRARY MATERIALS

EFB
(LOCAL)

6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and
Evaluation of
Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, 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 selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
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.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

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 student'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 student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [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.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

Protection from
Inappropriate
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; 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]

Reconsideration of
Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

*Guiding
Principles*

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

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
Reconsideration*

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

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trator 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 a form to request a formal reconsideration of the library material.

*Formal Request
for
Reconsideration*

The District shall make a form to request reconsideration of library material available in the District's administrative office.

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration 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.

*Reconsideration
Committee*

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The principal shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

The reconsideration 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.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

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.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

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(LOCAL)

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

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 District 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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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.

STUDENT RIGHTS AND RESPONSIBILITIES
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(LOCAL)

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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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 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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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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 par-

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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ent 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.

PUBLIC COMPLAINTS

GF
(LOCAL)

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Complaints by members of the public 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 GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with [the CKE series](#).

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)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an 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.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual 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 individual 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

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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 post-marked 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 the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual'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 an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual 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. An individual 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 individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

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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 individual 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 individual unless the individual 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 individual 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.

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 individual 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 individual 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 individual did not receive the relief requested at Level One or if the time for a response has expired, he or she 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 individual 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 individual 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 individual 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 individual 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 individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she 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 individual 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 individual 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 individual 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 individual 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 individual or his or her representative, any presentation

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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.

Explanatory Notes

TASB Localized Policy Manual Update 123

Waxahachie ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Legislature, regular and special sessions. All referenced bills have already gone into effect unless otherwise noted.

The Local Policy Overview for Update 123, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

The Results Driven Accountability (RDA) section of the policy has been deleted. TEA included RDA information in the Accountability Manual starting in 2023 and repealed the RDA information in the Administrative Code. This change aims to streamline information used in academic accountability and RDA systems.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

A citation to the Administrative Code has been included under Student Enrollment and Assignment, Enrollment Provision in Contract, regarding campuses that are closed and repurposed.

As 19 TAC 97.2005 has been repealed, the reference to Results Driven Accountability has been deleted from the section on Special Program Performance Determination.

AIE(LEGAL)

ACCOUNTABILITY: INVESTIGATIONS

The word "accreditation" has been removed as a descriptor for investigations in two places within the policy after an amendment to the Administrative Code, effective January 17, 2024.

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

At Intent to Return, language from the Election Code has been included to minimize confusion regarding the specific requirements for establishing an intent to return to the individual's residence after a temporary absence.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 5180 added new requirements for public inspection of election records. A reference has been added at Election Records regarding where to find information on public inspection of those records for districts who serve as custodians of their own election records.

BBD(LOCAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

HB 3033 authorizes the attorney general to require trustees to complete training on the Public Information Act if the attorney general finds that there has been a violation of the Act. Language is recommended to make clear that this training after a violation cannot be delegated to the district's Public Information Act coordinator.

BBFA(LOCAL)

ETHICS: CONFLICT OF INTEREST DISCLOSURES

Language is recommended to clarify that a trustee's ethical duty to disclose a financial or other personal interest in board transactions goes beyond the statutory conflicts of interest set out in state and federal law. The added language serves to demonstrate a commitment to avoid undue influence, increase transparency, and avoid the appearance of impropriety in public dealings.

Explanatory Notes

TASB Localized Policy Manual Update 123

Waxahachie ISD

CCG(LEGAL)

LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 3273, effective January 1, 2024, revised the Tax Code and requires a taxing unit, including a school district, to provide specific notice to property owners on its website. These provisions have been included in the Appraisal District Property Tax Database section of the policy.

CCGA(LEGAL)

AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

This policy has been updated to indicate that a board that adopted an exemption for the 2022 tax year may not reduce the amount or repeal that exemption based on SB 2 from the second special session of the 88th Legislature. [See Homestead, Local Options.]

HB 4559, from the 88th regular session, increased the population range for certain districts to provide that the split payment option does not apply to the district's taxes collected by another taxing unit that has adopted that option. [See Split Payments, In Certain Counties.]

CCGB(LEGAL)

AD VALOREM TAXES: ECONOMIC DEVELOPMENT

HB 4559 increased the population threshold for determining a large municipality for provisions related to the appointment of reinvestment zone board members. [See Tax Increment Financing Act, Large Municipality.]

Substantial changes have also been made based on HB 5 to incorporate the Texas Jobs, Energy, Technology, and Innovation Act.

CKB(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: ACCIDENT PREVENTION AND REPORTS

TEA's amendments to the Administrative Code rules for mandatory school drills necessitated reorganization of definitions and added clarity to several sections of the policy. Changes in this policy also reflect TEA's amendments to the Administrative Code rules related to active threat exercises.

CKC(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

A new section on Notice Regarding Violent Activity is recommended to comply with legal requirements. Administrative procedures must be created to align with TEA's model standards.

Based on the district's security survey responses, provisions regarding individuals authorized to possess firearms for emergency response have been deleted. CKE(LOCAL) now includes all provisions regarding security personnel used by the district.

CKE(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Significant revisions are recommended to the CKE policy series to promote compliance and clarification with HB 3 and other legal requirements.

Provisions relating to school resource officers have been edited to clarify that a district may have agreements with multiple law enforcement agencies depending on district needs and jurisdiction. A statement regarding the jurisdiction of school resource officers has been added. The policy also now includes a list of authority and duties as reflected in the controlling memorandum of understanding.

Based on the district's security survey responses, provisions to address employees serving full-time as security officers have been added to this policy.

Language has been added to authorize the use of school marshals. A section on Revocation has been added to set out that a school marshal's authority may be revoked by the board or the superintendent at any time and, notwithstanding that authority, a marshal's authority will be revoked automatically in the event of separation from the district or placement on administrative leave. A statement regarding jurisdic-

Explanatory Notes

TASB Localized Policy Manual Update 123

Waxahachie ISD

tion of school marshals has also been added. Authority and duties have been included to align with state law. A training statement sets out required training and the board's authority to decide other necessary or appropriate training areas. Only district-authorized weapons and ammunition may be used when serving as a marshal. The superintendent is charged with implementation of the policy through the district's emergency operations plan.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

CKED(LEGAL)

SECURITY PERSONNEL: OTHER SECURITY ARRANGEMENTS

The provisions of this policy address commissioned security officers with Level III training under the Department of Public Safety hired through a security services contractor or as a district employee in accordance with the Education Code and the Occupations Code.

CMD(LEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Cross-references throughout this policy have been updated to EFA since policy EF has been separated into EFA (instructional materials) and EFB (library materials).

CPC(LEGAL)

OFFICE MANAGEMENT: RECORDS MANAGEMENT

Edits to this policy at Destruction of Records remove a reference to 13 TAC 7.123(c), which was deleted from Texas State Library and Archives Commission rules, effective March 6, 2024.

CQA(LEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

HB 3273, effective January 1, 2024, requires school districts to post a notice informing property owners of the property tax database maintained by the appraisal district. Language has been added at item 28 under the section on Other Required Internet Postings.

CQC(LEGAL)

TECHNOLOGY RESOURCES: EQUIPMENT

A section on Guidelines for Use of Digital Devices has been added to address the TEA and Health and Human Services Commission model health and safety guidelines for the use of digital devices, which are required by the Education Code and were issued in October 2023.

CQC(LOCAL)

TECHNOLOGY RESOURCES: EQUIPMENT

This new local policy is recommended to meet the legal requirement for the board to adopt a policy for the effective integration of digital devices in the district. The policy language adopts the model health and safety guidelines developed by TEA and the Health and Human Services Commission and clarifies that the superintendent must develop regulations for implementation.

DCE(LOCAL)

EMPLOYMENT PRACTICES: OTHER TYPES OF CONTRACTS

Revisions at Termination During Contract Term are recommended to specify that an employee may request a hearing before the board to appeal discharge during the contract period and to differentiate between terminations during and at the end of the contract term.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

Explanatory Notes

TASB Localized Policy Manual Update 123

Waxahachie ISD

DGBA(LOCAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes.

Also, to accommodate planned restructuring of policy DIA, we have revised the references to that code in this policy to reflect the DIA series. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

DHE(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

New Department of Transportation rules amend the department's regulated industry drug testing program. The language in the Reports to DPS section has been amended for clarity.

DNA(LEGAL)

PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS

Amendments to the Administrative Code allow districts to begin using the Alternate Domain I rubric as part of the Texas Teacher Evaluation and Support System (T-TESS) beginning with the 2024-25 school year. Language has been updated to reflect this change.

DP(LEGAL)

PERSONNEL POSITIONS

The section on School Psychological Services has been amended to provide additional clarity and to set out the correct title for licensed specialists in school psychology (LSSPs) as indicated in the Administrative Code.

EEH(LOCAL)

INSTRUCTIONAL ARRANGEMENTS: HOMEBOUND INSTRUCTION

TEA's revisions to the *Student Attendance Accounting Handbook (SAAH)* prompted recommended updates to this policy. Students may now receive homebound services for psychological, as well as medical, conditions. The *SAAH* also indicates that the weeks of confinement due to a medical or psychological condition do not need to be consecutive to qualify. The policy language has been updated to reflect this change.

EF(LEGAL)

INSTRUCTIONAL RESOURCES

In order to clarify the differences in requirements for instructional materials and library materials, as well as to accommodate the new library collection development standards, policy EF has been divided into EFA (instructional material) and EFB (library material). The content in EF(LEGAL) has moved to either EFA or EFB, as appropriate.

EF(LOCAL)

INSTRUCTIONAL RESOURCES

As explained at EF(LEGAL), above, this local policy addressing instructional resources is being deleted. New local policies to address instructional materials and library materials separately are included at EFA and EFB.

EFA(LEGAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Content regarding instructional material review and federally required parental inspection has been moved from EF(LEGAL) to EFA(LEGAL).

Explanatory Notes

TASB Localized Policy Manual Update 123

Waxahachie ISD

EFA(LOCAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

The enclosed policy regarding instructional materials is recommended to coordinate with the policy addressing library materials at EFB(LOCAL). The provisions previously housed at EF(LOCAL) have been moved to this code with the following revisions:

- At Selection, a clarification has been made to reflect that instructional materials must be chosen in accordance with stated objectives and administrative regulations and may include items from the State Board of Education list.
- At Reconsideration of Instructional Materials, the list of individuals who can submit a request for reconsideration has been revised. This change is recommended to align with the list provided in the new EFB(LOCAL), which permits an employee or parent or guardian to submit these requests. If the district would like to expand this list, please contact your policy consultant.

Please review the information at Formal Reconsideration, which specifies who will receive forms requesting the reconsideration of instructional material and who will appoint a reconsideration committee. If the policy needs to identify a different position for these responsibilities, please contact your policy consultant for assistance with revisions.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

EFB(LEGAL)

INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

EFB(LEGAL) has been revised to incorporate new library collection development standards adopted by the Texas State Library and Archives Commission (TSLAC), effective January 23, 2024. The policy includes a note regarding the Fifth Circuit Court of Appeals enjoinder and the resulting unenforceability of certain statutes related to library material. The TSLAC Library Collection Development Standards are not currently enjoined by the Fifth Circuit Court of Appeals.

EFB(LOCAL)

INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

This recommended policy aligns with changes to the Administrative Code and the new collection development standards for school libraries as a result of HB 900. Please review the following information in your policy:

- The location of the form for formal reconsideration;
- The position title for the person responsible for appointing the reconsideration committee; and
- The number of days allocated for appointing the committee, providing the material for review to the committee, and completing the committee's final report.

If any information needs to be updated or if further revisions to the policy are needed, please contact your policy consultant for assistance.

EHBA(LEGAL)

SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

A cross-reference to policy EHB has been included for additional requirements relating to the evaluation and identification process when dyslexia is a suspected disability. [See Determination of Initial Eligibility.]

Explanatory Notes

TASB Localized Policy Manual Update 123

Waxahachie ISD

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

The section on Supplemental Special Education Services (SSES) has been revised to reflect amended Administrative Code rules, effective April 18, 2023. The district is required to notify parents of SSES eligibility and related information during an ARD committee meeting.

A provision regarding an IEP supplement for each child who was enrolled in a district's special education program during the 2019-20 school year or the 2020-21 school year has been removed. That requirement expired on September 1, 2023.

EHBE(LEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Extensive revisions have been made throughout this policy to reflect amended rules relating to emergent bilingual students.

EHBE(LOCAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Significant revisions to the Administrative Code require districts to revise local policy addressing dual language immersion (DLI) programs. Please contact your policy consultant for assistance with updating this policy.

EHB(LEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to this policy stem from amended Administrative Code provisions relating to innovative courses. The amended rules became effective February 18, 2024.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions have been made to remove language that does not require district action to aid in readability and clarity. Citations have also been updated based on rule changes.

FA(LEGAL) PARENT RIGHTS AND RESPONSIBILITIES

The cross-reference at Parental Rights relating to teaching materials has been updated to reflect the division of policy EF into EFA and EFB.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A section on Telehealth in Medicaid Covered Services has been added to provide guidance from Administrative Code rules specific to telehealth services authorized as Texas Medicaid covered services.

The section on opioid antagonists has been updated to reflect new rules effective November 1, 2023.

Changes have also been made to the section on epinephrine auto-injectors to reflect amended Administrative Code rules.

Citations throughout have been updated based on rule amendments.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes.

Also, to accommodate planned restructuring of policy FFH, we have revised the references to that code in this policy to reflect the FFH series. No other changes have been made to this policy.

Explanatory Notes

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Waxahachie ISD

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

GBA(LEGAL)

PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

A cross-reference regarding economic development negotiations under Government Code Chapter 403 has been added.

GF(LEGAL)

PUBLIC COMPLAINTS

The division of policy EF into EFA and EFB necessitated an update to the cross-reference in this policy.

GF(LOCAL)

PUBLIC COMPLAINTS

Extensive revisions within the CKE policy series necessitated an update to the cross-reference in the list of other complaint processes. No other changes have been made to this policy.

The Legal Issues in Update 123 memo, available with your Update 123 materials under [Local Manual Updates](#) on Policy Online (TASB login required), describes common legal concerns and best practices specific to this policy's topic.

GKA(LEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Amendments to the Code of Federal Regulations necessitated changes to the section regarding operation of a small unmanned aircraft system.

GRA(LEGAL)

RELATIONS WITH GOVERNMENTAL ENTITIES: STATE AND LOCAL GOVERNMENTAL AUTHORITIES

The Definitions section has been revised to reflect amended Administrative Code rules that include school resource officers and contracted police officers in the definition of "school personnel and volunteers."

Language has been added at Notice to School Personnel to provide direction if the superintendent is the individual alleged to have committed child abuse or neglect.

The Students Taken into Custody section has been updated to incorporate appropriate legal citations and improve clarity.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Theresa Burkhalter

Subject: Employee Handbook **Related Page(s)** 2

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Information regarding the employee handbook is presented to the board for informational purposes.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Informational item



Waxahachie
INDEPENDENT SCHOOL DISTRICT

2024-2025 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email the Assistant Superintendent of Human Resources at tburkhalter@wisd.org.

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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Waxahachie ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Electronic copies are found on the district website, employee portal, and through Vector Solutions training.

Please indicate your choice by checking the appropriate box below:

- ☐ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ☐ I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Human Resources Department if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to your supervisor within 4 weeks of your start date for the 2024-2025 school year.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to hr@wisd.org.

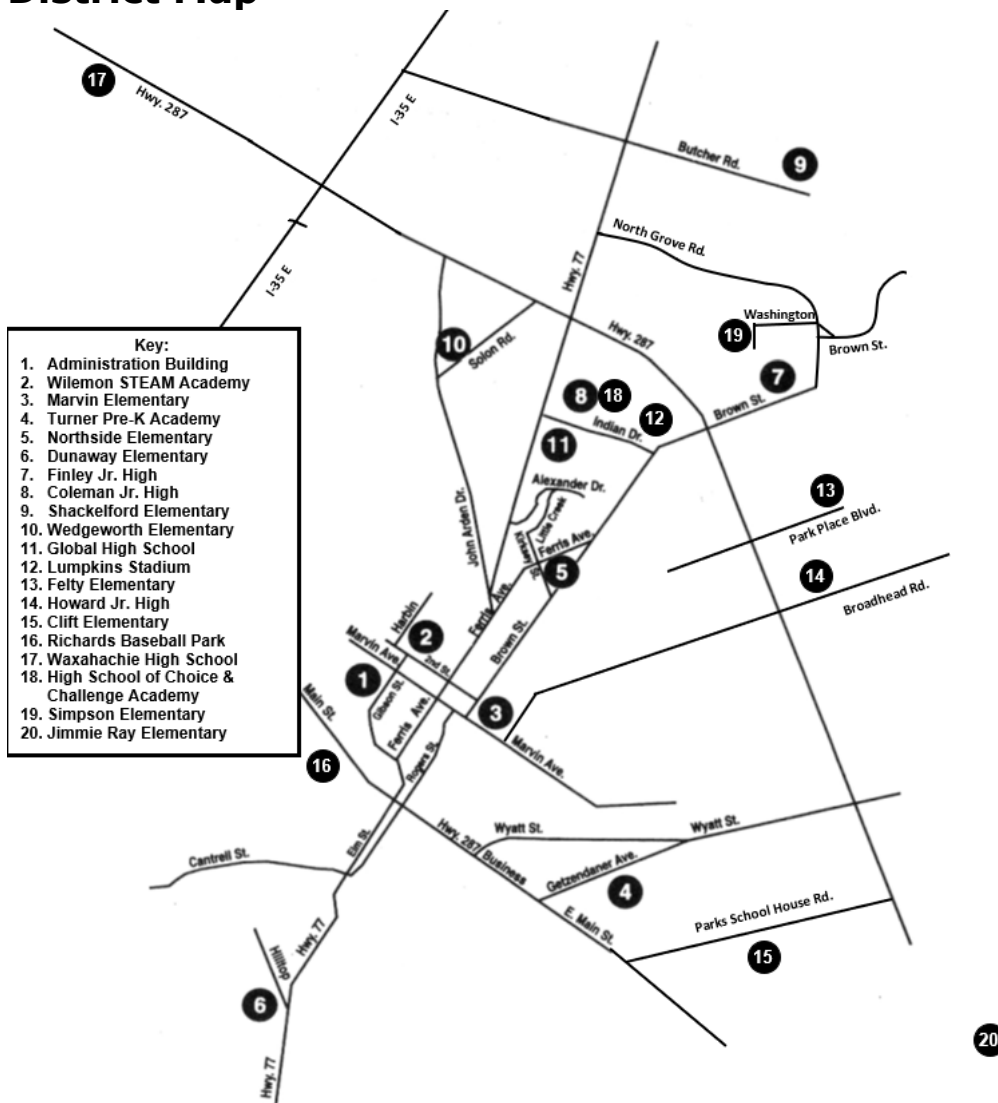
This handbook is neither a contract nor a substitute for the official district policy manual, nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at <https://pol.tasb.org/PolicyOnline?key=433>.

District Information

Description of the District

With an enrollment of nearly 11,000 students, each of our sixteen campuses is committed to the academic success and well-being of every student in a district where innovation thrives and growth is limitless. Our 1,600+ employees embrace our district's core values of Choices, Belonging, Collaboration, and Community. Each day, they strive to be a professional learning community by focusing on learning rather than teaching, working collaboratively as a team, and holding each other accountable for results.

District Map



Mission Statement, Goals, and Objectives

Policy AE

Vision

Our Vision is to be a district where innovation thrives and growth is limitless.

Core Values

Choices: We value choices because they make us unique and are critical to learning.

Collaboration: We value a collaborative culture that honors and supports all who positively impact the lives of our students.

Belonging: We value an environment of belonging that respects individual difference and ensures equality for all.

Relationships: We value relationships that broaden learning experiences and enrich our community.

Board of Trustees

Policies [BA](#), [BB](#) series, [BD](#) series, and [BE](#) series

Texas law grants the Board of Trustees the power to govern and oversee the management of the district's schools. The Board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The Board has complete and final control over school matters within limits established by state and federal laws and regulations.

The Board of Trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by place and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Dusty Autrey, President
- Kim Kriegel, Vice President
- Debbie Timmermann, Secretary
- Adrian Cooper, Trustee
- Judd McCutchen, Trustee
- Ryan Pitts, Trustee
- Clay Schoolfield, Trustee

The Board usually meets on the second Monday of each month at the Waxahachie ISD Administration Building. In the event that large attendance is anticipated, the Board may meet at another location in the district. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and Waxahachie ISD Administration Building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the Board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

<i>July 22, 2024</i>
<i>August 12, 2024</i>
<i>September 9, 2024</i>
<i>October 14, 2024</i>
<i>November 11, 2024</i>
<i>December 9, 2024</i>
<i>January 13, 2025</i>
<i>February 10, 2025</i>
<i>March 17, 2025</i>
<i>April 14, 2025</i>
<i>May 12, 2025</i>
<i>June 9, 2025</i>

District Administration

Dr. Jerry D. Hollingsworth, Superintendent

Dr. David Averett, Associate Superintendent of Educational Operations

Lisa Mott, Assistant Superintendent for Elementary Leadership

Ryan Kahlden, Chief Financial Officer

Theresa Burkhalter, Assistant Superintendent of Human Resources

Dr. Dustin Binnicker, Assistant Superintendent of Learning

Stephanie Heimbuch, Executive Director for Special Populations

Brian Rogers, Executive Director of Athletics

Sean Cagle, Director of Student and Campus Services

Jenny Bridges, Director of Public Relations

Administration Office

411 N. Gibson Street

Waxahachie, Texas 75165

(972)-923-4631 (Phone)

(972)-923-4658 (Upstairs Fax)

(972)-923-4759 (Downstairs Fax)

(972) 923-2182 (Human Resource Fax)

School Calendar

Waxahachie ISD calendars can be found on the district website:

WISD Calendar

[illegible]

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

Office	Leader	Phone Number
Athletics Office	Brian Rogers , Executive Director	200 Indian Drive
	Adrian Eaglin , Assistant Director	
	EJ Hairston , <i>Director of Sports Medicine</i>	Waxahachie, TX 75165
	Shane Tolleson , <i>Boys Athletic Coordinator</i>	972-923-4606 (Phone)
	June Villers , <i>Girls Athletic Coordinator</i>	972-923-2099 (Fax)

Campus & Student Services	Sean Cagle, <i>Director</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
Community Outreach and Public Relations	Jenny Bridges, <i>Director</i> Rebecca Lockridge, <i>Coordinator</i> Ami Trull, <i>Coordinator</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
Teacher, Learning, and Innovation	Dustin Binnicker, <i>Assistant Superintendent of Learning</i>	51 Northgate Drive
		Waxahachie, TX 75165
		972-923-4727 (Phone)
		972-923-4739 (Fax)
Child Nutrition Department	Kam Bridgers, <i>Director</i>	631 Solon Rd.
		Waxahachie, TX 75165
		972-923-4645 (Phone)
		972-923-4775 (Fax)
Career & Technical Education	Ashley Binnicker, <i>Director</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
Fine Arts	Gary Barnard, <i>Director</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
Little Chiefs Academy	Sonja Clark, <i>Director</i>	614 Getzendaner
		Waxahachie, TX 75165
		972-923-4691 (phone)
		972-923-4692 (fax)
Nursing	Melissa Bousquet, <i>Director</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
PEIMS	Alison Mendelsohn, <i>Executive Director</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
Support Services Department	Andy Reeves, <i>Director</i>	631 Solon Rd.
		Waxahachie, TX 75165
		972-923-4645 (phone)
		972-923-4775 (fax)
Security Department	Lt. Chris Dickinson Belvis Noland, <i>Lead Security Officer</i>	411 N. Gibson St. Waxahachie, TX 75165 972-923-4631
Special Populations Department	Stephanie Heimbuch, <i>Executive Director</i>	1000 Hwy 77 North
		Waxahachie, TX 75165
		972-923-4638 (phone)
		972-923-4663 (fax)

Technology Department	Joe O'Daniel <i>Eli Saenz, Coordinator of Technology Services</i>	405 Third St.
		Waxahachie, TX 75165
		972-923-4675 (phone)
		972-923-0776 (fax)
Transportation Department	Christian Garippa, Director	631 Solon Rd.
		Waxahachie, TX 75165
		972-923-4632 (phone)
		972-923-4743 (fax)

School Directory

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

ELEMENTARY CAMPUSES

Clift Elementary-111

650 Park School House Road
(972) 923-4720
(972) 937-5367 Fax

Dunaway Elementary-106

600 Highway 77
(972) 923-4646
(972) 923-4752 Fax

Felty Elementary-110

231 Park Place Boulevard
(972) 923-4616
(972) 923-9394 Fax

Marvin Biomedical Academy-112

110 Brown Street
(972) 923-4670
(972) 923-4677 Fax

Northside Elementary-104

801 Brown Street
(972) 923-4610
(972) 923-4750 Fax

Ray Elementary-116

250 Saratoga Drive
(972) 923-4628
(972) Fax (waiting on this)

Shackelford Elementary-107

1001 Butcher Road
(972) 923-4666
(972) 923-4753 Fax

Simpson Elementary-115

460 Washington Avenue
(972) 923-4740
(972) 937-2610 Fax

Wedgeworth Elementary-108

405 Solon Road
(972) 923-4640
(972) 923-4751 Fax

Wilemon STEAM Academy-114

600 W Second Street
(972) 923-4780
(972) 923-4736 Fax

PRE-K CAMPUS

Turner Pre-Kindergarten-113

614 N. Getzendaner
(972) 923-4690
(972) 923-4759 Fax

SECONDARY CAMPUSES

Coleman Junior High-045

1000 Highway 77 North
(972) 923-4790
(972) 923-4621 Fax

Finley Junior High-042

241 Brown Street
(972) 923-4680
(972) 923-4687 Fax

Howard Junior High-043

265 Broadhead Road
(972) 923-4771
(972) 923-3817 Fax

Waxahachie High School-002

3001 US Hwy 287 Bypass
(972) 923-4600
(972) 923-4717 Fax

Waxahachie High School of Choice-003

55 Northgate Drive
(972) 923-4695
(972) 923-4717 Fax

Waxahachie Challenge Academy-003

55 Northgate Drive
(972) 923-4695
(972) 923-4717 Fax

Waxahachie Global High-004

275 Indian Drive
(972) 923-4761
(972) 923-4738 Fax

Lt. Chris Dickinson-Security

(972) 965-7104

SUPPORT CAMPUSES

Administration

411 N. Gibson Street
(972) 923-4631
(972) 923-4658 Fax - Bus Off
(972) 923-2182 Fax – HR

Athletics Ofc/Lumpkins-936

200 Indian Drive
(972) 923-4606
(972) 923-2099 Fax

TL&I Dept.-030/073/210/862

51 Northgate Drive
(972) 923-4727
(972) 923-4739 Fax

Child Nutrition-937

631 Solon Road
(972) 923-4630
(972) 923-4775 Fax

Little Chiefs Academy-711

614 Getzendaner
(972) 923-4691
(972) 923-4692 Fax

Support Services-951

631 Solon Road
(972) 923-4645
(972) 923-4775 Fax

Special Populations-876

1000 Highway 77 North
(972) 923-4638
(972) 923-4663 Fax

Technology-161

405 Third Street
(972) 923-4675
(972) 923-4743 Fax

Transportation-926

631 Solon Road
(972) 923-4632
(972) 923-4743 Fax

Employment

Equal Employment Opportunity

Policies [DAA](#), [DIA](#)

In its efforts to promote nondiscrimination and as required by law, Waxahachie ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Sean Cagle, Director of Campus and Student Services, 411 N. Gibson St. Waxahachie, TX 75165* scagle@wisd.org, 972-923-4631. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *Ginger Robinson, 411 N. Gibson St. Waxahachie, TX 75165*, grobinson@wisd.org, 972-923-4631.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy [DC](#)

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy [DC](#)

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy [DC](#) series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a Chapter 21 probationary or term contract.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies [DBA](#), [DF](#)

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to the Human Resources Department in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the Human Resources Department when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact the Human Resources Department if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy [DC](#)

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Human Resources Department if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy [CQ](#), [DHE](#)

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no

legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Assistant Superintendent of Human Resources.

Health Safety Training

Policies [DBA](#), [DMA](#)

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Director of Sports Medicine by the deadline outlined by the department.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy [DK](#)

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department by applying for the position. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by June 6. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resources office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies [DEAB](#), [DK](#), [DL](#)

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime

and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 25 for additional information.

Breaks for Expression of Breast Milk

Policies [DEAB](#), [DG](#)

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact *Theresa Burkhalter, Assistant Superintendent of Human Resources at 972-923-4631*.

Pregnant Workers Fairness Act

Policies [DIA](#), [\(Legal\)](#)

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact *Theresa Burkhalter, Assistant Superintendent of Human Resources at 972-923-4631* to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies [DK](#), [DBA](#)

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching

certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call the Human Resources Department.

Outside Employment and Tutoring

Policy [DBD](#)

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy [DN](#) series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies [BQA](#), [BQB](#)

At both the campus and district levels, Waxahachie ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from Waxahachie ISD Administration.

Staff Development

Policy [DMA](#)

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies [DEA](#), [DEAA](#), [DEAB](#)

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 25.)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact the Payroll Department for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement.

The schedule of pay dates for the 2024-2025 school year follows:

Pay Schedule-Monthly 2024-2025		
<u>2024</u>	<u>Pay Date</u>	<u>Pay Period**</u>
July	24	06/01/24-06/30/24
August	23	07/01/24-07/31/24
September	24	08/01/24-08/31/24
October	24	09/01/24-09/30/24
November	22	10/01/24-10/31/24
December	20	11/01/24-11/30/24

<u>2025</u>	<u>Pay Date</u>	<u>Pay Period**</u>
January	24	12/01/24-12/31/24
February	24	01/01/25-01/31/25
March	24	02/01/25-02/28/25
April	24	03/01/25-03/31/25
May	23	04/01/25-04/30/25
June	24	05/01/25-05/31/25

**** Pay period represents extra duty/dock calculation period.**
 (Employee extra duty & absences/docks are posted one month in arrears.)

Important Information to Know

- » All Payroll Changes are due in Payroll no later than the 15th of each month.
- » Frontline corrections are to be entered no later than the 5th of each month.
- » True Time Time Sheets are due every Monday.
- » To view your pay check go to www.wisd.org > For Staff > Skyward Employee Access.

Note: If you do not participate in direct deposit, your first paycheck will be mailed the evening before the scheduled payday from the Payroll Office to the address on file. You will then be issued a payroll card.

Under no circumstances will paychecks be picked up from the Administration Building or Campuses.

Pay Schedules- Semi-Monthly 2024-2025			
<u>2024</u>	<u>Pay Date</u>	<u>Pay Period **</u>	<u>Due to Payroll</u>
August	15	07/14/24 – 07/27/24	July 29
	30	07/28/24 – 08/10/24	Aug 12
September	13	08/11/24 – 08/31/24	Sept 3
	30	09/01/24 – 09/14/24	Sept 16
October	15	09/15/24 – 09/28/24	Sept 30
	31	09/29/24 – 10/12/24	Oct 15
November	15	10/13/24 - 10/26/24	Oct 28
	27	10/27/24 – 11/09/24	Nov 11
December	13	11/10/24 – 11/23/24	Dec 2
	31	11/24/24 – 12/07/24	Dec 9
January 2025	15	12/08/24 - 01/04/25	Jan 6
	31	01/05/25 – 01/18/25	Jan 21

<u>2025</u>	<u>Pay Date</u>	<u>Pay Period **</u>	<u>Due to Payroll</u>
February	14	01/19/25 – 02/01/25	Feb 3
	28	02/02/25 - 02/15/25	Feb 18
March	14	02/16/25 – 03/01/25	Mar 3
	31	03/02/25 – 03/15/25	Mar 17
April	15	03/16/25 – 04/05/25	Apr 7
	30	04/06/25 – 04/19/25	Apr 22
May	15	04/20/25 – 05/03/25	May 5
	30	05/04/25 -05/17/25	May 19
June	13	05/18/25 – 05/31/25	June 2
	30	06/01/25 – 06/14/25	June 16
July	15	06/15/25 – 06/28/25	June 30
	31	06/29/25 – 07/19/25	July 21

**** Pay Period represents extra duty/dock calculation period.**

Important Information to Know:

- True Time sheets are due every Monday.

- To view your pay check go to www.wisd.org > For Staff > Skyward Employee Access > Employee Information > under the Payroll Menu, click on Check History > Select check > Show Check

- **Direct deposit of your wages is mandatory.** If the payroll department has not received your direct deposit information before your first check is due, a live check will be printed and mailed to the address that we have on file for you. After that, a payroll card from First Financial Bank will be issued to you.

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification by the 15th of the month is necessary to activate this service. Contact the Payroll Department for more information about the automatic payroll deposit service.

Payroll Deductions

Policy [CFEA](#)

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and charitable contributions. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies [DEAB](#), [DEC](#)

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01 on Sunday and ends at midnight on Saturday.

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy [DEE](#)

Before any travel expenses are incurred by an employee, the employee's supervisor and Waxahachie ISD Business Office must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

Health, Dental, and Life Insurance

Policy [CRD](#)

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact the benefits office for more information.

The health insurance plan year is from September 1 through August 31. New employees must complete enrollment forms within the first 30 days of employment. Current employees can make changes in their insurance coverage during the open enrollment period each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Employees should contact the Benefits office for more information.

Supplemental Insurance Benefits

Policy [CRD](#)

At their own expense, employees may enroll in supplemental insurance programs for dental, vision, supplemental life, and disability. Premiums for these programs can be paid by payroll deduction. Employees should contact the Benefits office for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy [CRE](#)

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Texas Political Subdivisions JSIF, effective August 2021.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to their supervisor. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 38 for information on use of paid leave for such absences.

Offsetting Paid Leave Against Workers' Compensation Income Benefits

A board may provide that while an employee is receiving workers' compensation benefits, the employee may elect to receive previously accrued sick leave benefits in an amount equal to the difference in the workers' compensation benefits and the weekly compensation the employee was receiving before the injury that resulted in the claim, with a proportionate deduction in the employee's sick leave balance. *Labor Code 504.052* [See DEC(LOCAL)]

Unless a board adopts the option provided by Labor Code 504.052, sick leave benefits and annual leave benefits shall not be offset against benefits paid under the Workers' Compensation Law. *Atty. Gen. Op. JC-0040 (1999)*

Unemployment Compensation Insurance

Policy [CRF](#)

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the Human Resources Office.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify the Human Resources Department as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page 15 for information on restrictions of employment of retirees in Texas public schools.

Other Benefit Programs

- Tax-sheltered annuities
- Pass for admission to all home school activities except varsity football games.
- Tuition-free attendance for children of non-resident employees.

Leaves and Absences

Policies [DEC](#), [DECA](#), [DECB](#)

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call the Benefits Office for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in half day or full day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- State Sick Leave (Accumulated prior to 1995-1996 school year)
- Local Leave
- State Leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for 3 consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- 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.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild

- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than 5 days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts,

and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor 5 days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

The district provides the employee five local leave days annually at no cost.

Extended Leave

A full-time employee who has worked for the District in a full-time capacity for less than 12 consecutive months preceding the need for leave shall be granted in a school year a maximum of 30 workdays of unpaid leave to be used:

- For the employee's personal illness or injury, including pregnancy-related illness or injury;
- For absences related to the illness, injury, or disability of a member of the employee's immediate family; or
- For the birth, adoption, or placement of a child.

To be eligible for unpaid leave, the employee shall have been absent for at least five consecutive workdays. Once the employee has met this minimum absence requirement, unpaid leave days can be taken intermittently for the same condition, so long as the employee

Vacation

Policy [DED](#)

Eligible employees (260 day staff) shall receive paid vacation days each year. An eligible employee who has completed at least six months but less than one year of employment, shall be granted paid vacation based on 5/6 of a vacation day for each month of employment. An employee shall schedule use of vacation days with his or her immediate supervisor. Upon any voluntary separation from employment, and with at least a two-week notice of resignation, the District shall pay an employee for all available unused non-duty days.

Sick Leave Bank

Employees may participate in a Sick Leave Bank. The purpose of the Sick Leave Bank is to provide additional sick leave days to members of the bank in the event of unexpected illness, surgery, or disability due to an injury. Days may be requested from the bank only if employee has donated days according to the Sick Leave Bank guidelines and only after the member has exhausted all accumulated state and local sick leave days.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer’s paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different “hours of service” requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must*:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must* also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer ***must*:**

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and

- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer *cannot* interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer *must* confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer *must* notify you in writing:**

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period **measured backward from the date an employee uses FML.**

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are both employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact the Benefits Office for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It

may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the Benefits Office should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to the Benefits Office.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person not responsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Jury Duty

Policies [DEC](#), [DG](#)

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or

compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Benefits Office. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact the Benefits Office for details on eligibility, requirements, and limitations.

Payment for Accumulated Leave on Separation

[Policy DEC](#)

The following leave provisions shall apply to state and 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 state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to retire.
 - a. A campus-based employee shall provide advanced written notice to retire three months before the last day of instruction of the fall or spring semester.
 - b. A non-campus-based employee shall provide advanced written notice to retire three months before the employee's last day of employment.
3. The employee has at least 15 years of continuous service with the District.
4. The employee has maintained a 95 percent attendance rate for each of the three years preceding retirement, excluding absences for approved FMLA leave.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 40 days, at half of the employee's daily rate of pay in the final year of service. If the employee is reemployed with the District, the 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.

Exception: At the option of the District, the employee may be absent from work with full pay for the final 30 workdays of employment instead of receiving payment for accumulated leave upon retirement

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include Elementary, Secondary, and Rookie Teachers of the Year, Support Staff Member of the Year, and Employee of the Month.

District Communications

Throughout the school year, the Public Relations office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

- *The Drumbeat* - weekly newsletter for staff and families.
- Monthly Employee Newsletter – monthly newsletter for staff.
- The Waxahachie ISD web page – updated as necessary and available to internet users at www.wisd.org
- Parent Square – Communication tool used by all staff to communicate with families.

Complaints and Grievances

Policy [DGBA](#)

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the Board of Trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

[DGBA Local](#)

Employee Conduct and Welfare

Standards of Conduct

Policy [DH](#)

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 70 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies [DH](#), [DIA](#)

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is linked below:

[**DIA \(Local\)**](#)

Harassment of Students

Policies [DH](#), [DHB](#), [FFG](#), [FFH](#), [FFI](#)

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual

harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 49 and *Bullying*, page 74 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

[DF \(Local\)](#)

[DHB \(Legal\)](#)

[FFH \(Local\)](#)

[FFH \(Regulation\)](#)

Reporting Suspected Child Abuse

Policies [DG](#), [FFG](#), [GRA](#)

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made Online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against

a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at each campus. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy [DG](#)

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy [DG](#)

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy [CQ](#)

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact the Technology Department.

Personal Use of Electronic Communications

Policy [CQ](#), [DH](#)

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency, or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]

- Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
- Copyright law [See Policy CY]
- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy [DH](#)

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* mean any communication facilitated using any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant

messages, and any communication made through an Internet website, including a social media website or a social networking website.

- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message.
- An employee who communicates with a student using text messaging shall do so only via a mobile or web application that is provided or accessible by the district. Parents of students must be invited to share in the platform where communications to students are transmitted and received.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).

- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 11:00 p.m. and 6:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district’s record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy [DH](#), [GB](#)

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy [DBAA](#)

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy [DH](#), [DHB](#), [DHC](#)

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud

- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the Texas Family Code.

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Certified Employees. The superintendent and directors are required to report the misconduct or criminal history of a certified employee or individual applying for certification or permit to TEA Division of Educator Investigations. Information about misconduct or allegations of misconduct of a certified employee obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abused or otherwise committed an unlawful act with a student or minor
- Possessed, transferred, sold, or distributed a controlled substance
- Illegally transferred, appropriated, or expended school property or funds
- Attempted by fraudulent means to obtain or alter any certificate or permit to gain employment or additional compensation
- Committed a criminal offense on school property or at a school-sponsored event, or
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor

Uncertified Employees. Misconduct or criminal history of an uncertified employee also must be reported to TEA. Information about misconduct or the allegations of misconduct obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abuse or unlawful act with a student or minor, or
- Involvement in a romantic relationship with or solicited or engaged in sexual contact with a student or minor

Alcohol and Drug-Abuse Prevention

Policy [DH](#)

Waxahachie ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

[DH \(Local\)](#)

Tobacco and Nicotine Products and E-Cigarette Use

Policies [DH](#), [FNCD](#), [GKA](#)

State law prohibits smoking, using tobacco and nicotine products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are 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. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy [CAA](#)

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy [CB](#), [DBD](#)

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or

creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy [DBD](#)

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy [CY](#)

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy [DGA](#)

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers

concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy [DG](#)

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy [CK](#) series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 66 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion.

Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact the Human Resources Office.

Possession of Firearms and Weapons

Policies [DH](#), [FNCG](#), [GKA](#)

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call the security officer immediately.

Visitors in the Workplace

Policy [GKC](#)

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy [CSC](#)

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the Support Services office and is available for inspection during normal business hours.

Pest Control Treatment

Policies [CLB](#), [DI](#)

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of

pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located on each campus and at the administration building. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Dress Code for Teachers and Staff

In order to present a professional appearance to district stakeholders, including students, parents, other staff members, and the community, Waxahachie ISD teachers and staff members are expected to maintain certain standards in dress, appearance, and grooming. The following guidelines should be adhered to by all above-named staff members ("employees," hereafter) on a daily basis, unless an exception is made by the superintendent or the employee's direct supervisor (principal or department head).

On days when students are present, the minimally acceptable attire for district teachers and staff will be business casual, described below:

- For men, business casual attire includes a long- or short-sleeved dress shirt or collared/banded polo/golf shirts, preferably tucked in, with dress trousers or khakis with a belt, which can be worn with dress shoes or boots.
- For women, business casual attire includes dress pants or khakis, dresses and skirts of at least fingertip length, and blouses or sweaters, which may be sleeveless, short-sleeved, or long-sleeved. Anything sleeveless must have a minimum strap width of two inches, and bras/bra straps should not be visible. Off-the-shoulder blouses are not allowed. Cleavage must be covered at all times, and no undergarments should be visible at any time. Acceptable shoes for women include dress shoes (high heels or flats) or boots. Open-toed dress shoes are allowed, but no flip-flops (rubber or Yellow box-style) or athletic slides should be worn.

Exceptions:

- On Fridays throughout the school year and on any staff workday or professional development day when students are not present, denim jeans may be worn with t-shirts bearing district or campus logos. Jeans and T-shirts must be in good condition and free from holes. Athletic shoes may be worn on jeans days, but flip-flops/athletic slides may not be worn on jeans days.
- During the summer months (from the last day of school to the day teachers return in August), jeans may be worn on Thursdays, since the district is closed on Fridays. Guidelines regarding flip-flops/athletic slides apply during the summer months as well. Holiday attire (including t-shirts) may be worn on Halloween, Valentine's Day, or other

holidays if they fall on a day the district is open. Christmas or other winter holiday attire may be worn during the month of December. Any holiday attire must fall within the dress code guidelines.

- Campus principals have the discretion to award a “jeans pass” or to create campus-wide dress days (for example, college shirt day) when exceptions to this dress code may be made.
- For those employees in the district who have jobs that require them to be outdoors or perform manual labor tasks, jeans are allowed any day of the week when paired with a district uniform shirt, and shorts are allowed during the summer months. Teachers and other staff members performing duties outside of those of a regular classroom teacher (including PE teachers and aides, special education teachers and aides, etc.) are also allowed to differ from the standard staff dress code at principal/director discretion.

Other Considerations:

- Any staff member who does not meet the attire or grooming standards set by the district or campus will be subject to corrective action and may be asked to leave the premises to change their clothing.
- Staff members who do not reasonably conform to this dress code will receive written notice from their principal/supervisor. Repeated violations or refusal to comply with this dress code could result in disciplinary action up to and including termination.
- Clothing should fit in a manner that does not expose the abdomen, chest, or buttocks areas. This includes exposing these areas when moving around (for example, a top or sweater that shows the abdomen when arms are lifted).
- All clothing and shoes should be neat in appearance, and without tears or holes.
- Capri or cropped pants may be worn as long as they fall below the knee. No shorts may be worn by male or female employees unless specifically allowed for district-related activities.
- Leggings may be worn with a top or dress that is fingertip-length.
- No athletic wear (including loose sweatpants, shorts, etc.) should be worn unless specifically allowed for district-related activities. If shorts are worn for district-related activities, they must be at least fingertip length.
- No shirt should have a graphic other than school- or district-related artwork, or holiday graphics as allowed by the dress code.
- Jewelry, including body piercings, should not create a safety hazard or be distracting.
- Employees should not have facial piercings of any kind or gauges anywhere on the body.
- Tattoos must be appropriate in content and should be covered whenever possible. Any tattoos on the neck or face should be covered at all times.

- Hair color should be natural (no rainbow colors, etc.) and should be styled in a professional manner.
- Men's facial hair should be kept neat and clean at all times.
- An employee's district-issued ID badge should be visibly worn at all times.
- A good rule of thumb to follow – if in doubt, don't wear it!

Patriotic Observances

Policy [FNA](#) (Legal)

As acknowledged within Waxahachie ISD Board Policy FNA (Legal), a school district may officially encourage students to express love for the United States by reciting historical documents or singing official anthems. *Engel v. Vitale*, 370 U.S. 421 (1962). In accordance with the authority provided by the United States Supreme Court, WISD officially endorses the recitals of the Pledges of the United States and Texas and the singing of the National Anthem as appropriate patriotic observances. In furtherance of this endorsement, all WISD employees are reasonably expected to stand at attention during the recitations of the Pledges and the playing of the National Anthem unless physically unable to do so due to a verifiable medical condition. Employees failing to meet this reasonable expectation will be subject to discipline.

During all recitations of the Pledges and the playing of the National Anthem, all WISD employees shall display appropriate affection and reverence to the United States and Texas and encourage full participation among students. A student who peacefully chooses to not participate in the recitations of the Pledges and the playing of the National Anthem shall not be subject to discipline, so long as the non-participating student takes no action that disturbs the appropriate patriotic observances of others.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website, social media, and notify the following radio and television stations:

KBEC-1390 AM
TV Channels – 4, 5, 8, and 11

Emergencies

Policies [CKC](#), [CKD](#)

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy [CH](#)

All requests for purchases must be submitted to the Business Office on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact the Business Office for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Human Resources office if there are any changes or corrections to their name, home address, contact

telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from the Human Resources Office.

Personnel Records

Policy [DBA](#), [GBA](#)

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to the Human Resources Office. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies [DGA](#), [GKD](#)

Employees who wish to use district facilities after school hours must follow established procedures. The Support Services Department is responsible for scheduling the use of facilities after school hours. Contact Support Services to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy [DFE](#), [DHB](#)

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes Assistant Superintendent of Human Resources. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 70. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the Assistant Superintendent of Human Resources at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies [DF Series](#), [DHB](#)

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a

suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The principal is required to notify the superintendent of an educator's termination within seven business days following an alleged incident of misconduct for any of the acts listed in Reports to Texas Education Agency on page _____. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

Dismissal of Noncontract Employees

Policies [DCD](#), [DP](#)

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 43.)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy [DF](#)

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be offered face to face or through an online form for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies [DF](#), [DHB](#), [DHC](#)

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the district must be reported to the Division of Investigations at TEA by the

superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies [FB](#), [FFH](#)

In an effort to promote nondiscrimination and as required by law, Waxahachie ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Sean Cagle, Director of Campus and Student Services 411 N. Gibson St. Waxahachie, TX 75165, 972-923-4631, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Ginger Robinson, 411 N. Gibson St. Waxahachie, TX 75165 972-923-4631 the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy [FL](#)

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy [FNG](#)

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy [FFAC](#)

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies [DH](#), [FFAC](#)

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy [FFAC](#)

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the [FN](#) series and [FO](#) series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy [FEB](#)

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy [FFI](#)

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

Hazing

Policy [FNCC](#)

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Addendum

WISD Acceptable Use Procedures & Regulations

COMPUTER ACCEPTABLE USE POLICY

Information Technology Guidelines for Staff Acceptable Use Policy for Waxahachie Independent School District Network and Technology Resources

I. OVERVIEW

The Waxahachie Independent School District provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in the schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers, and support staff. The use of these technological resources is a privilege, not a right.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of Waxahachie ISD’s activities. All users are expected to use the computers and computer networks in a legal, responsible, ethical, and polite manner. This document is intended to clarify those expectations as they apply to computer and network usage and is consistent with all WISD local policies.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network, it is impossible to control all materials, and an industrious user may discover

controversial information. Waxahachie ISD firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If an Internet/WISD Network user violates any of these provisions, his or her future access could possibly be denied, and he or she may be subject to further disciplinary action. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Definition of District Technology Resources

The district's computer systems and networks are any configuration of hardware and software. The systems and networks include all of the computer hardware, operating system software, application software, stored text, and data files. This includes electronic mail, local databases, externally accessed databases (such as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. The district reserves the right to monitor all technology resource activity.

II. INTERNET/WISD NETWORK SPECIFIC TERMS AND CONDITIONS

A. Acceptable Use -*The District's technology resources will be used only for learning, teaching, and administrative purposes consistent with the District's mission and goals. The District's e-mail system should not be used for mass mailings except for official school business. Commercial use of the District's system is strictly prohibited, except for such things that specifically have been approved by the Superintendent, i.e. employee discount program.*

The District will make training available to all users in the proper use of the system and will make copies of acceptable use guidelines available to all users. All training in the use of the District's system will emphasize the ethical use of this resource.

Software may not be placed on any computer, whether stand-alone or networked to the District's system, without permission from the Director of Technology or designee. Only personnel authorized by the District's technology department may install software on District systems.

Other issues applicable to acceptable use are:

1. *Copyright: All users are expected to follow existing copyright laws, copies of which may be found in each campus library.*

2. *Supervision and Permission: Student use of the computers and computer network is only allowed when supervised or granted permission by a District staff member.*
3. *Network Access: Attempting to log on or logging on to a computer or e-mail system by using another's password is prohibited. Assisting others in violating this rule by sharing information or passwords is unacceptable.*
4. *Improper Use: Improper use of any computer or the network is prohibited. This includes, but is not limited to the following:*
 - *Submitting, publishing or displaying any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either public or private*
 - *Using the network for financial gain, political or commercial activity*
 - *Attempting to or harming equipment, materials or data*
 - *Attempting to or sending anonymous messages of any kind*
 - *Using the network to access inappropriate material*
 - *Knowingly placing a computer virus on a computer or the network*
 - *Using the network to provide addresses or other personal information that others may use inappropriately*
 - *Accessing of information resources, files and documents of another user without authorization*
 - *Attempting to or accessing technology resources, network systems, or applications without authorization*
 - *Attempting to or bypassing school proxy servers to access the Internet*
 - *Posting personal information about others without proper authorization*
 - *Downloading or using copyrighted information without permission from the copyright holder*
 - *Attempting to "hack" into network resources*
 - *Storing inappropriate information (i.e. programs and .exe files) in home directories or student shared directories.*

B. Privileges *The use of the Internet/WISD Network is a privilege, not a right, and inappropriate use will result in an immediate cancellation of those privileges and may result in further disciplinary action, including but not limited to termination of employment. The Director of Technology or designee of Waxahachie ISD employees responsible for the operation of the WISD Network, will deem what is inappropriate use and their decision is final. Also, Director of Technology or designee may deny Internet/WISD Network access at any time as required or as they deem appropriate and without notice. The administration of Waxahachie ISD may request the Director of Technology or designee to deny, revoke, or suspend Internet/WISD Network access, with or without cause, for violation of Internet/WISD Network computing regulations and guidelines, or as a result of other disciplinary action against the user. With the exception of revocation of access privileges, other disciplinary actions taken against a student or employee shall be in accordance with Waxahachie ISD Board Policies.*

Any attempt to violate the provisions of these guidelines may result in revocation of a user's account, regardless of the success or failure of the attempt. Improper, illegal or unethical use may result in disciplinary or legal actions consistent with existing District policies or applicable criminal laws.

C. Internet/WISD Network Computing Regulations and Guidelines Waxahachie ISD is responsible for securing its network and computing systems in a reasonable and economically feasible degree against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users. This responsibility includes informing users of expected standards of conduct and the punitive measures for not adhering to them. Any attempt to violate the provisions of these regulations and guidelines will result in disciplinary action in the form of temporary or permanent revocation of access to the Internet/WISD Network, regardless of the success or failure of the attempt, and may result in further disciplinary action including, but not limited to, termination of employment.

Access to the District's network systems will be governed as follows:

1. Students will have access to the District's resources for class assignments and research with their teacher's permission and/or supervision.

Teachers with accounts will be required to maintain password confidentiality by not sharing the password with students or others.

Any system user identified as a security risk or having violated the District's acceptable use guidelines may be denied access to the District's system. Other consequences may also be assigned. The users of the network are responsible for respecting and adhering to local, state, federal, and international laws. Any attempt to break those laws through the use of the network shall be referred to the appropriate law enforcement entity, in addition to any disciplinary actions taken by the administration. If such an event should occur, Waxahachie ISD will fully cooperate with the authorities to provide any information necessary for the litigation process.

D. User Responsibilities

1. Campus-Level Coordinator Responsibilities - As the campus-level coordinator for the District's electronic communications systems and resources, the principal or designee will:

- Be responsible for disseminating and enforcing the District's acceptable use guidelines for the District's technology resources at the campus level.*
- Ensure that employees supervising students who use the District's systems provide information emphasizing the appropriate and ethical use of this resource.*

2. Individual User Responsibilities - The following standards will apply to all users of the District's electronic communications systems and resources:

General Computing

Once a user receives a userID for accessing the WISD Network and computer systems on the WISD Network, they are solely responsible for all actions taken while using the userID. Therefore:

- The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District guidelines.*
- System users are responsible for following all copyright laws. Redistribution of copyrighted material is allowed only with the written permission of the copyrighted holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with the applicable copyright laws, District policy, and administrative regulations.*
- Submitting, publishing or displaying any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials, photographs, videos, images, or messages, public or private, is prohibited.*
- Submitting, publishing and sharing personal student or employee information that has been designated confidential by the student or employee and is protected by law, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) is prohibited. This includes photos and videos.*
- Applying for a userID under false pretenses is a punishable disciplinary offense.*
- Sharing your userID with any other person is prohibited. You are solely responsible for any actions which occur in relation to your userID number.*
- Revealing your personal address or phone numbers, or the address or phone numbers of students or colleagues, is prohibited.*
- Waxahachie ISD reserves the right to monitor, read, or otherwise access any/all file(s) that are received, transmitted, or stored on the WISD Network.*
- Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent is prohibited.*
- Attempts to evade or change resource quotas are prohibited.*
- Continued impedance of other users through mass consumption of system resources, after receipt of a request to cease such activity is prohibited.*
- Use of facilities and/or services for commercial purposes is prohibited.*
- Any unauthorized, deliberate action which damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is a violation regardless of system location or time duration.*
- Student information is considered confidential and is not to be sent to anyone by any means without the parent's permission.*

Electronic Mail

Whenever you send electronic mail, your name and userID are included in each mail message. You are responsible for all electronic mail originating from your userID. By

accepting an account, the employee authorizes the designated Waxahachie ISD system administrator(s) to have access to the employee's e-mail and to make that e-mail available to district, local, state, and federal officials in conjunction with any investigation. Therefore:

- *Forgery, or attempted forgery, of electronic mail messages is prohibited.*
- *Attempts to read, delete, copy, or modify the electronic mail of other users are prohibited.*
- *Attempts at sending harassing, obscene and/or other threatening e-mail to another user is prohibited.*
- *Attempts at sending unsolicited junk mail, "for profit" messages, or chain letters is prohibited.*
- *Use of inappropriate language, swearing, vulgarities, ethnic or racial slurs is prohibited.*

Internet Postings

The Internet, along with a host of next generation communications tools, has expanded the way in which employees can communicate internally and externally, while this creates new opportunities for communication and collaboration, it also creates new responsibilities for Waxahachie ISD employees. This Internet Postings Policy applies to employees who use the following:

- *Multimedia and social networking websites such as MySpace, Facebook, Yahoo! Groups, Twitter and YouTube.*
- *Blogs (Internal and External)*
- *Wikis such as Wikipedia and any other site where text can be posted*

All of these activities are referred to as "Internet Postings" in this Policy. Please be aware that violation of this policy may result in disciplinary action up to and including termination.

1. *Internet Postings which do not identify the author/blogger as a Waxahachie ISD employee, do not discuss the District, and are purely about personal matters would normally fall outside this guidance.*
2. *Common sense is the best guide if you decide to post information in any way relating to Waxahachie ISD. If you are unsure about any particular posting, please contact the Human Resources Department.*
3. *If an Internet posting makes it clear that the author is employed by Waxahachie ISD, it should include a simple and visible disclaimer such as, "these are my personal views and NOT those of the Waxahachie ISD." When posting your points of view, you should never claim or imply you are speaking on the school's and/or the District's behalf.*
4. *Personal Internet postings should not reveal confidential information about*

the Waxahachie ISD, including but not limited to aspects of District policy or details of internal District discussions. If in doubt about what might be confidential, contact the Human Resources Department.

5. *Internet postings should not include Waxahachie ISD logos or trademarks, and should respect copyright, privacy, fair use, personal or financial disclosure, and other applicable laws.*

Internet postings should not violate any other applicable policy of the Waxahachie ISD. The author agrees that the Waxahachie ISD shall not be liable, under any circumstances, for any errors, omissions, loss or damages claimed or incurred due to any of your Internet postings.

Network Security

As a user of the WISD Network, you may be allowed to access other networks and/or the computer systems attached to those networks. Therefore:

- *Use of systems and/or networks in attempts to gain unauthorized access to remote systems is prohibited.*
- *Use of systems and/or networks to connect to other systems, in evasion of the physical limitations of the remote system, is prohibited.*
- *Decryption of system or user passwords is prohibited.*
- *The copying of system files is prohibited.*
- *The copying of copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license, is prohibited.*
- *Intentional attempts to “crash” network systems or programs are punishable disciplinary offenses.*
- *Any attempts to secure a higher level of privilege on network systems are punishable disciplinary offenses.*
- *The willful introduction of computer “viruses” or other disruptive/destructive programs into the WISD Network or into external networks is prohibited.*

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet/WISD Network, you must notify a system administrator. Do not demonstrate the problem to other users. Do not download any applications programs from the Internet without prior approval of the administration. Application programs may not only contain embedded viruses, but also are often untested and may interfere with the functioning of standard applications being run by Waxahachie ISD. Do not use another individual’s account. A Waxahachie ISD staff member shall not allow students to access the system through the staff person’s account. WISD Network account users shall not let others use their account and password. Attempts to login to the system using another member’s account or as a system administrator will result in cancellation of user privileges. Members should immediately notify a system administrator if their

password or equipment is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet/WISD Network.

E. Disclaimer and Limitation of Liability - Access to the Internet/WISD Network is provided on an “as is, as available” basis.

The Waxahachie Independent School District, its Board of Trustees, agents, and staff members make no representations or warranties, whether expressed or implied, of any kind with respect to our Internet Service Provider (ISP), the WISD Network, the services to be provided by the WISD Network, or any information or software accessed or received by the user or contacts made by the user, and disclaim any implied warranties, including any implied warranties of merchantability or fitness for a particular purpose. The system administrators and Waxahachie ISD do not warrant that the functions or services performed by, or that the information or software contained on the system will meet the user’s requirements or that the operation of the system will be uninterrupted or error free or that defects in the system will be corrected. Waxahachie ISD will not be responsible to you or liable to you for any claims, losses, or damages you may suffer as a result of these Terms and Conditions or your access to our ISP or the WISD Network, including without limitation, any losses, claims, or damages arising from Waxahachie ISD’s negligence or your own errors or omissions. YOU AGREE THAT THIS LIMITATION IS INTENDED TO AND DOES RELEASE WAXAHACHIE ISD FROM ANY CLAIMS, DAMAGES, OR LOSSES THAT YOU MAY SUFFER THAT MAY ARISE OUT OF THE USE OF THIS SYSTEM. Use of any information obtained via your connection with the Internet/WISD Network is at your own risk. While WISD has in place computer software and teacher directed restrictions, the employees are ultimately responsible for their computer use. Waxahachie ISD specifically denies any responsibility for the accuracy or quality of information obtained through this service. Furthermore, Waxahachie ISD assumes no responsibility or liability for any phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs, incurred by the user while accessing the Internet/WISD Network. Any dispute or problems regarding phone service are strictly between the user and his or her local phone company and/or long distance service provider. The Waxahachie ISD shall not be liable for any inappropriate use of the Internet/WISD Network. All such liability shall be borne directly by the user.

F. Monitored Use - *The use of the Internet/WISD Network is not a private activity and is reserved exclusively for educational and administrative functions of Waxahachie ISD. Internet/WISD Network users have no expectation of privacy with respect to the use of or access to the Internet/WISD Network. Waxahachie ISD reserves the right to monitor Internet/WISD Network use at any time by a designated administrator to ensure the appropriateness of its use. Furthermore, Waxahachie ISD reserves the absolute right to monitor, read or otherwise access any electronic communication or file that is received, transmitted or stored on the WISD Network.*

Each and every user of the Internet/WISD Network should assume that every “electronic communication” (e-mail) will be read by the designated administrator. A USER HAS NO PRIVACY RIGHTS OR INTERESTS IN ELECTRONIC COMMUNICATIONS SENT OR RECEIVED VIA THE INTERNET/WISD NETWORK.

G. Vandalism, Mischief and Forgery - Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District’s system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance will be viewed as violations of District guidelines and, possibly, as criminal activity under applicable state and federal laws, including the Texas Penal Code, Computer Crimes, Chapter 33. This includes, but is not limited to, the uploading or creating of computer viruses, and the use of system hacking programs and utilities. Any interference with the work of others, with or without malicious intent, will be construed as vandalism. Vandalism, as defined above, may result in the permanent cancellation of system use privileges, possible prosecution, and will require restitution for costs associated with system restoration, hardware, and software repair or replacement.

Forgery or attempted forgery of electronic files or messages is prohibited. Attempts to read, delete, copy, or modify the electronic data of other system users or deliberate interference with the ability of other system users to access technology resources is prohibited.

H. Personal Technology Resources Prohibited - System users are prohibited from connecting personal technology resources, including but not limited to the following: hubs, switches, routers, wireless access points/devices, personal (home) computers, personal (home) printers, and mobile/handheld devices to the District’s data communications network, unless specifically authorized by the Director of Technology. Additionally, system users are prohibited from installing or setting up any device that would alter the network technology or any server-based software or technologies without approval from the Director of Technology.

I. Information Content/Third Party Supplied Information - System users and parents of students with access to the District’s system should be aware that use of the system may provide access to other electronic communications systems outside the District’s networks that may contain inaccurate and/or objectionable material. A student or employee bringing prohibited materials into the District’s electronic environment will be subject to a suspension and/or a revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with District policies.

J. Internet Filtering - The District uses Internet filtering software, as required by the Children’s Internet Protection Act that blocks access to inappropriate content, including sites that are obscene, pornographic, and/or harmful to minors. Internet web sites currently being blocked by the districts web filter that are deemed appropriate for educational use may be submitted for evaluation. These requests should be submitted via email to the curriculum instructional coordinator. The requests will be evaluated by a committee, if approved an exception will be

made to the web filter and the appropriate links will be posted on an approved curriculum district web page. No exceptions will be made to this policy. Users must seek approval 5 days in advanced to allow adequate time for the request to be processed.

K. Internet Safety - *Student and employee computer safety is important, and the district has taken appropriate measures. These include blocking student and staff access to inappropriate content on the Internet; providing secondary students with electronic mail accounts that are managed by teachers; and deploying software and hardware that denies unauthorized access and other unlawful online activities.*

Students will be educated on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. This includes cautions regarding the disclosure of personal information and cyber-bullying awareness and response.

L. Employee Email Usage Agreement - The District's electronic communications system is property of Waxahachie ISD. Therefore, the District owns all email. Employees have no right to privacy with regard to district email and can be monitored at any time to ensure appropriate use.

Waxahachie ISD technology resources are strategic, valuable assets that must be managed as such. Thus this agreement is established to achieve the following:

To ensure compliance with applicable statutes, regulations, and mandates regarding the management of information resources.

To establish prudent and acceptable practices regarding the use of email.

To educate individuals using email with respect to their responsibilities associated with such use.

Purpose

The purpose of the Waxahachie ISD Email Agreement is to establish the rules for the use of Waxahachie ISD email for the sending, forwarding, posting, receiving, or storing of electronic mail.

Audience

The Waxahachie ISD Email Agreement applies equally to all individuals granted access privileges to any Waxahachie ISD information resource with the capacity to send, forward, post, receive, or store electronic mail.

ACTIVITIES THAT ARE NOT PERMITTED WITH EMAIL

1. Inappropriately distributing protected or copyrighted works.

2. Using District email to operate a personal business.
3. Sending, forwarding or posting an email anonymously.
4. Sending, forwarding or posting email that contains any items involving partisan party politics, political lobbying or campaigning.
5. Sending, forwarding or posting email that is illegal, intimidating or harassing including that of a racist, sexist, threatening, obscene, pornographic or otherwise objectionable nature or language is strictly prohibited.
6. Impeding the conduct of school business by sending, forwarding or posting and receiving personal email other than stated in the email usage guidelines.

THE FOLLOWING ACTIVITIES ARE PROHIBITED BECAUSE THEY IMPEDE THE FUNCTIONING OF NETWORK COMMUNICATIONS AND THE EFFICIENT OPERATIONS OF ELECTRONIC MAIL SYSTEMS

1. Sending, forwarding or posting chain letters.
2. Sending, forwarding or posting unsolicited messages to large groups of 10 or more except as required to conduct District business. (District permission must be received to send out a message to everyone's mailbox district-wide. Waxahachie ISD has established email distribution groups for the easy and convenience of employees. All campus employees must gain the approval of their campus principal to disseminate information using the campus distribution groups.
3. Sending, forwarding or posting excessively large messages/attachments.
4. Sending, forwarding or posting email that is likely to contain computer viruses. The use of unauthorized communication software such as but not limited to instant messaging and other non-educational online communication tools.

GENERAL EMAIL USAGE GUIDELINES

Staff members should set aside time to check and respond to email messages at least once per work day.

1. Personal use of email is a privilege granted by the District and as such, must be limited to personal time and must be content appropriate. Access to the District's email is primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:
 - Imposes no tangible cost on the District;
 - Does not unduly burden the District's computer or network resources; and
 - Has no adverse effect on an employee's job performance or on a student's academic performance.
2. Your email address identifies you as a Waxahachie ISD employee. Therefore, the employee is responsible for sending, forwarding or posting emails that are consistent with Waxahachie ISD policies and opinions.
3. Employees need to keep in mind that all email is recorded and stored along with the

source and destination.

4. Employees have no right to privacy with regard to email. The District has the ability and right to view employees' email. Employees need to be aware that electronic mail messages can be retrieved even if they have been deleted and that statements made in electronic mail can form the basis of various legal claims against the individual author. Messages relating to or in support of illegal activities will be reported to the authorities.
5. In order to maintain an efficient email system will have a disk size limitation set up on each user. Archiving is recommended to employees wanting to preserve mail and to stay within the designated disk size limitation.
6. Subscriptions to an Internet listserv should be limited to professional digests due to the amount of email traffic generated by general subscriptions.
7. All user activity on Waxahachie ISD Technology Resources is subject to logging and review.
8. The Family Rights and Privacy Act (FERPA) govern disclosure of confidential student records. Therefore, sharing student records or other confidential information with persons or agencies outside the school district via email is prohibited without prior written consent of the student's parent/guardian.
9. Individuals must not send, forward, post or receive confidential or sensitive Waxahachie ISD information through non-Waxahachie ISD email accounts. Examples of non-Waxahachie ISD email accounts include, but are not limited to, Hotmail, Yahoo mail, AOL mail, and email provided by other Internet Service Providers (ISP).
10. District employees are prohibited from accessing another employee's electronic mail without the expressed consent of the employee. An exception would be designated district personnel with just cause for review.
11. System users should avoid actions that are likely to increase the risk of introducing viruses to the system, such as opening e-mail messages from unknown senders and loading data from unprotected computers.
12. Please notify your immediate supervisor if you receive email of a threatening nature. The Technology Department will attempt to track down the source of that email and prevent you from receiving any additional unsolicited mail.

DISCIPLINARY ACTIONS

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See Employee Handbook] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Violation of this policy may result in disciplinary action that may include termination for employees and temporaries; a termination of employment relations in the case of contractors or consultants; dismissal for interns and volunteers; or suspension or expulsion

in the case of a student. Additionally, individuals are subject to loss of Waxahachie ISD Information Resources access privileges, civil, and criminal prosecution.

M. Application of Terms and Conditions - *All terms and conditions as stated in this document are applicable to the applicant's use of the Internet/WISD Network. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Texas and the United States of America.*

This agreement is binding for the duration of a staff member's employment in the District and must be reviewed and signed annually at the start of each school term.

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**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Sean Cagle

Subject: 2024-2025 Student Handbook **Related Page(s)** 106

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

2024-2025 Student Handbook annual update. Changes only involve new logo, new personnel, dates, formatting and link updates.

ATTACHMENTS:

2024-2025 Student Handbook Draft

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

As this is an informational item. No recommendation.

Waxahachie ISD Student Handbook

2024-25 School Year



***Our vision is to be a district where innovation thrives
and growth is limitless.***

If you have difficulty accessing the information in this document because of disability, please contact: Sean Cagle, Director of Student Services scagle@wisd.org or 972-923-4631 x10132.

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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 Waxahachie 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 Waxahachie ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.wisd.org. 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 at WISD Administration or your campus.

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 at <https://pol.tasb.org/home/index/433>

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:

Sean Cagle
Director of Campus & Student Services
411 N. Gibson St., Waxahachie, TX 75165
scagle@wisd.org
972-923-4631 x 10132

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), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 8 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 10 for more information.]

Accessibility

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

Sean Cagle
Director of Campus & Student Services
411 N. Gibson St., Waxahachie, TX 75165
scagle@wisd.org
972-923-4631 x 10132

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 Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological 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.

Waxahachie ISD School Health Advisory Council (SHAC) selected Choosing the Best as the curriculum for human sexuality instruction. Choosing the Best offers a "sexual risk avoidance" (SRA) approach that strongly promotes delaying sex as the best and healthiest choice, while also teaching students about goal setting, healthy relationships, refusal skills, and character building. Choosing the Best informs students about the significant risks associated with casual sex, including unplanned pregnancy, STDs, and negative emotional consequences. Choosing the Best also emphasizes the benefits of waiting, empowering students to make an informed choice about their sexual behavior. Lessons will be provided by the campus school counselors during the 2024-2025 school year. For more information about Choosing the Best, please visit their [website at www.choosingthebest.com](http://www.choosingthebest.com).

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 his or her 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)** on page 38 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 of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 5.]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, 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.

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 his or her 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)** on page 38 and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 4; **Dating Violence** on page 43; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33]

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 mental health liaisons, campus counselors, can be reached at your child's campus and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

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

The mental health liaison can be reached at:

Ginger Robinson, Director of Educational Support & Counseling Services
grobinson@wisd.org
972-923-4727

The mental health liaison can provide further information regarding 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** on page 65.]

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) (<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 it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the 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.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

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 his or her class to relay information regarding 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.

AND

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

AND

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 his or her 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 ten 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.

*[Choose **ONE** from the following:]*

[Option 1: If district’s FL(LOCAL) contains two directory information lists and uses the sample Required Forms for Districts with Two Directory Information Lists] As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student’s name; photograph; date of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: items for use only for school-sponsored purposes; Items for use only for law enforcement purposes; and items for all other purposes. If a parent does not object to the use of the student’s information for these purposes, the school must release this information when requested by an outside

entity or individual. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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 his or her 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 policies EF and 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) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<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** on page 4 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5 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 his or her 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 his or her 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** on page 77 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her 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 ten 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** on page 89 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

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.

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 the campus principal **or** curriculum director.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her 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 his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- 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
- 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** on page 8, 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 \(https://studentprivacy.ed.gov/file-a-complaint\)](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 pertaining to 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:

- Reaches the age of 18;
- Is emancipated by a court; or
- 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 in the performance of his or her 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** on page 8 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.

Waxahachie ISD Student Handbook

The superintendent or designee is custodian of all records for currently enrolled students at the assigned school. The superintendent or designee 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 he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian 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 ten 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:

Waxahachie ISD
411 N. Gibson Street, Waxahachie, TX 75165
972-923-4631

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

Waxahachie ISD
411 N. Gibson Street, Waxahachie, TX 75165
972-923-4631

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** on page 79, **Complaints and Concerns** on page 38, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.wisd.org.

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 regarding the professional qualifications of his or her 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; and
- Is currently teaching in the field or discipline of his or her 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/partnership/interstatecompact.cfm) (<https://www.dodea.edu/partnership/interstatecompact.cfm>) 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 the Texas Virtual School Network (TXVSN)
- 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.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<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 his or her 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. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the Director of Campus and Student Services for more information.

[See **Bullying** on page 29, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her 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 his or her child to another district campus or 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 ten 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 prior to 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 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:

Sean Cagle

Director of Campus and Student Services

scagle@wisd.org

972-923-4631 x 10132

[See **Credit by Examination for Advancement/Acceleration** on page 42 and **Course Credit** on page 42.]

A Student Who Is Homeless

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

Please also check the campus website for information related to services available in the area that can help families who are homeless.

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:

Sean Cagle

Director of Campus and Student Services

scagle@wisd.org

972-923-4631 x 10132

[See **Credit by Examination for Advancement/Acceleration** on page 42 and **Course Credit** on page 42.]

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, his or her parent 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) (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 regarding 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) (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:

Stephanie Heimbuch

WISD Executive Director of Special Services

Sheimbuch@wisd.org

972-923-4638

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

Jenanne Hill
Transition Specialist
1000 Hwy 77 North
Waxahachie, TX 75165
jhill@wisd.org
972-923-4638

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:

Ginger Robinson
Director of Educational Support & Counseling Services
grobinson@wisd.org
972-923-4727

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23.]

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=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)

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.

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 his or her 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 would be 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 prior to 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 his or her 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** on page 51 and **Special Programs** on page 89.]

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** on page 20 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 the Director of Campus and Student Services, 972-923-4631 x 10132.

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

Prekindergarten and Kindergarten

Students enrolled in prekindergarten and 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 his or her 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 for the following activities and events, as long as the student makes up all work:

- 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
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - 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** on page 17.]

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 wifi 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 **Telecommunication and Other Electronic Devices** on page 88 .

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 his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 29.]

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, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- 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 his or her 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:

Sean Cagle

Director of Campus and Student Services

scagle@wisd.org

972-923-4631 x10132

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 ten or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs ten 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 he or she completes 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.]

With the exception of 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 principal or 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** on page 24 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 a.m. and 1:30 p.m.**

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 3 (three) days of returning to school, a student who is absent for more than 3 (three) 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.

Should the student develop 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) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page 24 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Waxahachie 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 www.wisd.org. 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) (<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)

Refer to your campus addendum for information related to 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 regarding 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 the campus principal.

If a student believes that he or she has experienced bullying or witnesses 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 through TIP411 at <https://www.wisd.org/apps/pages/ReportSafetyConcern>.

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 rise to the level 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** on page 17.]

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** on page 17, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43, **Hazing** on page 61, 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)

Waxahachie ISD offers career and technical education programs from the **14 nationally established career cluster areas**. Admission to these programs is based on career interest, aptitude and schedule availability.

The district offers other work-based programs in the following areas:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business, Marketing and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Service
- Manufacturing
- Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics

For admission and enrollment to these programs please contact your campus.

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** on page 75 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 is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be

aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or class may host certain functions and celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

- Due to student food allergies, the parent will give the teacher prior notice of when the celebration snack will be brought to the school.
- Treats must arrive at the school no later than noon on the pre-arranged date for the snack to be distributed to the class
- To help avoid lost instructional time, the distribution of the snack will occur at the end of the school day and be distributed by the child's teacher.
- No beverages are allowed, but water is available on the campus.
- The snack must be prepackaged, and the label of ingredients must be on the individual snack package.
- Healthy snacks are encouraged, and a School Health Advisory Council (SHAC) has provided a list of **healthy options below**:
 - Cookies or animal crackers (no nuts or peanut butter)
 - Crackers or graham crackers (no nuts or peanut butter)
 - Pretzels
 - Chips
 - Rice Crispy treats
 - Goldfish
 - Cheese Nips
 - Fruit Snacks
 - Granola bars (no nuts or peanut butter)

[See **Food Allergies** on page 66.]

Invitations

Invitations to individual birthday or other parties are not allowed to be distributed at school. Floral arrangements, balloons, cookie grams, etc., will not be delivered to the student at school. Deliveries of this nature are not permitted as they are interruptions to the instructional program

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at <https://drive.google.com/file/d/180o-VmqFTpHVP28dJrK6UQBOfXSGIjzb/view>.

Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior
- Withdrawal, depression, sleeping and eating disorders, and problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5.]

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
- Owning 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 his or her 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** on page 5.]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, 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).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect 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 he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/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 on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (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) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<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) (<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) (<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://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/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) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

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

- The District shall include in the calculation of class rank only semester grades earned in grades 9–12 for high school credit in the following subjects: English, mathematics (not including math electives), science, and social studies.
- District-approved distance learning courses in these subjects, including approved courses taken through the Texas Virtual School Network (TxVSN), shall be included in class rank calculations.
- The calculation of class rank shall exclude grades earned in or by credit by examination, with or without prior instruction; summer school courses, except courses taken for acceleration; and distance learning courses not approved for this purpose.

Numeric Grade	Dual Credit, Advanced Placement (AP), and Pre-AP	Regular	Letter Grade
97–100	6.00	4.00	A
93–96	5.75	3.75	A
90–92	5.50	3.50	A
85–89	5.25	3.25	B
80–84	5.00	3.00	B
75–79	4.50	2.50	C
70–74	4.00	2.00	D

- When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District.
- Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

Conversion Scale							
A+	98	B+	88	C+	78	D+	74
A	95	B	85	C	77	D	72
A-	92	B-	82	C-	75	D-	70

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- Class rank for all students in grades 10–12 shall be calculated three times per year, following the first full semester, the second full semester, and at the completion of all summer school programs. Official class rankings for students in grade 9 shall be calculated only after the completion of the second full semester and all summer school programs.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the fifth six weeks grading period of the senior year. The cumulative average of the fourth and fifth six weeks grades shall be used as the semester grade for this purpose.

The valedictorian, salutatorian, and distinguished scholar shall be the eligible students with the highest, second highest, and third highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the same high school in the District for the three school years immediately preceding graduation;
2. Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

In case of a tie in weighted grade point averages among the top-ranking students, the following methods shall be used to determine who shall be recognized as salutatorian or valedictorian:

1. The weighted grade point average shall be computed to a sufficient number of decimal places until the tie is broken.
2. However, if a tie still remains, the student with the highest numerical grade average of all Pre-AP, AP, and dual credit courses taken shall be designated.

[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** on page 83 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 ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 55]; or

- 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 his or her 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 2023 term through the spring 2025 term, the University will admit the top six 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 concerning 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** on page 35 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 54 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 18 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 Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Navarro College and the University of Texas Tyler, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities

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)** on page 53 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 32 for information on CTE and other work-based programs.

All these methods have eligibility requirements and must be approved prior to 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 student's campus.

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** on page 80 for information regarding 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** on page 80 for information regarding 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 Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <https://pol.tasb.org/home/index/433>.

The complaint forms can be accessed at <https://www.wisd.org/apps/pages/ResolvingStudentParentConcerns>

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint 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 request a conference with the superintendent.

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

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 preceding the summer period shall apply, unless the district amends either or both documents for the purposes of 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. Each campus behavior coordinator is an assistant 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 his or her 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 regarding:

- 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** on page 60 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 contact the front office staff. 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** on page 65, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33 and **Dating Violence** on page 43.]

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.

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 prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

A student who is five years old at the beginning of the school year and wishing to be accelerated to grade 1 rather than starting kindergarten must have the parent contact their child's campus counselor for more information. A student must meet the following criteria for acceleration.

- Scores 80% or higher on readiness tests or achievement tests that may be administered by appropriate district personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and superintendent.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if:

- 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; and
- 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 with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- 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. [See policy FFH for more information.] <https://pol.tasb.org/Policy/Code/433?filter=FFH>.

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 46.

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 commit 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) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5.]

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 Gender-Based Harassment

Sexual harassment and gender-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.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has 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 policy FFH(LOCAL) 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 policy FFH. 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** on page 29]

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 policy FFH.

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** on page 43.]

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.

The distance learning opportunities that the district makes available to district students are through the Texas Virtual School Network.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction** on page 79.]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 51.] In addition, a student who enrolls in a TXVSN 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 TXVSN course by contacting the school counselor. Unless an exception is made by the superintendent, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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 Dustin Binnicker, Executive Director of Teaching, Learning, and Innovation.

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 Director of Public Relations before selling, posting, circulating, or distributing more than 10 (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 non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal shall designate the times, locations and means for approved non-school materials to be placed for voluntary viewing or collection by students. [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 non-school 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 non-school 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 Director of Public Relations for prior review. The Director of Public Relations 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 director of public relations shall designate 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 non-school 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 Waxahachie Independent School District is committed to providing an excellent educational opportunity for each student in the district. Efforts are made to ensure the highest standards of performance for all Waxahachie ISD students and to promote a safe and secure environment. The District's dress code is used to promote grooming and hygiene, instill discipline, prevent disruption, help avoid safety hazards, and teach respect for authority. In addition, dress and grooming standards shall promote community values and good citizenship, enhance a safe orderly educational environment, and not infringe on any individual's religious beliefs or protected free speech.

The desire of the district is to present changes in a positive format; however, the most effective manner in which to explain the changes is to list the prohibited dress and/or grooming practices. Even though the Dress Code is restrictive, students continue to have a wide variety of choices. The cooperation of parents and students and the consistent and fair enforcement of this policy by teachers and administrators are essential to the effectiveness of the Code. The campus principal has the final decision as to what constitutes appropriate school attire, including exceptions to the Code made for district and campus spirit days. Administrators shall have the discretion to determine the appropriateness of attire and grooming for religious and/or medical necessities.

The following modes of dress or grooming are prohibited:

General

- Any aspect of a student's appearance, attire or accessories that is likely to distract or disrupt the learning environment, including images or messages that are illegal, inappropriate, lewd, vulgar, sexually suggestive, contain profanity, or promote violation of school rules (i.e., promote drugs, tobacco use, alcohol, violence, gangs, death, sex, profanity, or hate).
- Exposed skin or undergarments visible above mid-thigh.
- See-through clothing (e.g. thin or mesh) unless worn over appropriate garments

Shirts, Tops and Blouses

- Sleeveless shirts or blouses that are not hemmed.
- Spaghetti straps, halter tops, basketball jerseys, tank tops, tube tops, unbuttoned shirts and blouses, and overalls (unless worn over appropriate garments) and strapless tops.
- Exposed midriff or cleavage.
- Backless tops.

Dresses, Skirts, Shorts and Pants

- Dresses, shorts, skirts, or slits in skirts shorter than mid-thigh and strapless dresses.
- Pants, shorts, and skirts worn below the waist (i.e., "sagging" garments). Students may be required to use an accessory, provided by the campus, to ensure that pants are worn at normal waist level.
- Underwear as outerwear or exposed underwear or nightwear.

- Fitted bottoms such as: leggings, leotards, and yoga pants, or worn only with a top, sweater, or dress that is shorter than mid-thigh length.
- Athletic shorts that are mid-thigh length but are hemmed on the rise on the side of the leg that is above mid-thigh length. (This style of short may be worn with slider style shorts or tights underneath that are at least mid-thigh length.)

Outerwear (Coats, Jackets, Coveralls, Etc.)

- Trench coats or dusters.
- One-piece jumpsuits.

Accessories

- Piercings: tongue rings, lip rings, eyebrow rings, ear gauges, spacers, facial jewelry such as hoops or rings, visible body piercings, or facial decorations. Students may, however, wear one small nostril ring (not to be worn in the septum- cartilage that separates the two nostrils).
- Chains on clothing or wallets.
- Heavy or spiked jewelry (e.g., dog collars, spiked bracelets or belts, etc.)
- Visible tattoos deemed disruptive or inappropriate (must be covered at all times).
- Headwear: Hats, caps, bandannas, sweatbands, or other head coverings. Garments with hoods may not be worn with the hood over the head inside the perimeter of the building during the school day.

Footwear

- Soft-bottom house shoes, bare feet, shoes with metal cleats, or shoes with wheels.

Grooming

- Sunglasses, except with a signed note from the school nurse.
- Hairstyles that are disruptive (e.g., natural Mohawks are not to exceed 2" in height when spiked, designs which display inappropriate symbols or messages, etc.)
- Non-natural colored hair or extensions. (i.e., green, blue, orange, or multicolored)

Exemptions

Parents or guardians seeking an exemption from the Dress Code for their student must complete a WISD Dress Code Exemption request form. This form is available upon request by mail, in person at the main office, or online at <https://4.files.edl.io/1e49/08/23/18/142321-636fa0b5-a4ae-477a-bded-a129bef12ceb.pdf>.

The form must be completed in full and returned to the campus principal. The parent or guardian will be asked to discuss with the campus principal the reasons and goal of the policy and the nature of the objections to the Dress Code. This meeting will be held within ten days after the receipt of the form. Based on the information provided in the Exemption Request form and the interview with the parent, the campus principal will make a determination as to whether the exemption is granted. The decision shall be provided to the student or parent within ten days following the conference. Parents with more than one student enrolled in the district must fill out a separate WISD Dress Code Exemption Request form for each student.

Any appeal of the campus principal's decision will be treated as a student/parent or guardian complaint under WISD Board Policy FNG (LOCAL).

Unless otherwise approved by the campus principal, the student must continue to comply with the Waxahachie ISD Dress Code pending the outcome of the Exemption Meeting.

Electronic Devices and Technology Resources (All Grade Levels)

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 90 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

The student/parent may pick up the confiscated telecommunications device from a school administrator.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 87 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. 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" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<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** on page 54 and **Standardized Testing** on page 89.]

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** on page 89, 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.

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** on page 90.]

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.uil texas.org/athletics/manuals) (<https://www.uil texas.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.uil texas.org/) (<https://www.uil texas.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.
- A student is allowed in a school year up to thirteen (13) absences not related to post-district competition. For post-district and state competition a student shall be allowed the number of absences required to participate in the competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- 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. *(Please refer to your campus addendum for more information on clubs, organizations, and performing groups.)*

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her 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** on page 91.]
- 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 course taken through the Texas Virtual School Network (TXVSN).

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.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 43.]

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
6.5	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19.5	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

[See **Report Cards/Progress Reports and Conferences** on page 79 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** on page 89.]

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.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 58.

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 his or her 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. Any 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 upon entering grade 9 which endorsement he or she wishes to pursue.

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).

Information is available at <https://whs.wisd.org/apps/pages/FinancialAidGradRequirements>

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; or
- 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 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 his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her 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 \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

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 his or her 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 not 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 his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn 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 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 his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities

For graduation activities contact your campus.

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** on page 89 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** on page 53.]

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)** on page 36 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** on page 43.]

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** on page 29 and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she 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, if a child has a fever over 100 degrees, he or she 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 \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](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** on page 68 .

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization) 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 can be obtained from 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) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention's website [Head Lice Information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.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 his or her 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 repellent is considered a 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 he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her 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** on page 68.

Unassigned Epinephrine Auto-injectors

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

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector 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 auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

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

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

Authorized and trained individuals may administer an unassigned epinephrine auto-injector 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 auto-injector 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 All Grades

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 Evaluation** on page 4 and **Consent to Provide a Mental Health Care Service** on page 5 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 40 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 69 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 70 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 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 **OR** at least 225 minutes of moderate or vigorous physical activity within each two-week period 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. After students have been assessed, their data is entered into the FITNESSGRAM software at the campus level. At the end of the assessment timeline, campus and student reports are generated and all student data is submitted to TEA. Copies of student reports are sent home with students and should also be filed in their cumulative folders.

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 his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.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 district's website at <https://www.dshs.texas.gov/immunize/school/meningitis-information-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** on page 62.]

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](https://www.dshs.texas.gov/texas-school-health/allergies-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.wisd.org/apps/pages/FoodAllergies>.

[See **Celebrations** on page 33 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.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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.

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 district Director of Health and Wellness:

Melissa Bousquet
411 N. Gibson St., Waxahachie, TX 75165
mbousquet@wisd.org
972-923-4631

The district Director of Educational Support and Counseling Services:

Ginger Robinson
51 Northgate Drive, Waxahachie, TX 75165
grobinson@wisd.org
972-923-4727

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 <https://pol.tasb.org/home/index/433>.

- 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: FFH
- 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. These strategies include protocols to ensure best practices for reporting and immediate access to responsive counseling services, partnering with local agencies to provide comprehensive

support, continuing awareness education and training for staff and students, as well as other strategies. The District Improvement Plan may be accessed at:

<https://drive.google.com/file/d/180o-VmqFTpHVP28dJrK6UQBOfxSGIjzb/view>

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Lisa Mott
Assistant Superintendent of Elementary Leadership
411 North Gibson St. Waxahachie, TX 75165
lmott@wisd.org
972-923-4631

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the Director of Health and Wellness, Melissa Bousquet.

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.wisd.org/apps/pages/SHAC>.

[See **Consent to Human Sexuality Instruction** on page 4, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 5, 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:

Melissa Bousquet
Director of Health and Wellness
411 N. Gibson St. Waxahachie, TX 75165
mbousquet@wisd.org
972-923-4631

Homework (All Grade Levels)

Reference Board Policy FNA (Local).

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 his or her 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, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need 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 his or her 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 his or her 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 him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

All WISD campuses are closed campuses; therefore, no students are allowed to leave during lunch without a parent to complete the checkout process. Parents are encouraged to visit their child during designated lunch time. Please check in as a visitor upon arriving at the campus.

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 his or her 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** on page 27.]

A student involved in an extracurricular activity must notify his or her 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

An elementary or junior high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete class assignments in alignment with district scope and sequence based on state standards with similar resources to those provided at the home campus for required content areas.

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), 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.]

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 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 Assistant Secretary for Civil Rights of the Department of Education, or both.

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

The district has designated and authorized the following employees 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:

Lee Auvenshine
District Counsel
411 N. Gibson St, Waxahachie, TX 75165
lauvneshine@wisd.org
972-923-4631

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 at FFH(LOCAL).

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:

Ginger Robinson
Director of Educational Support & Counseling Services
51 Northgate Drive, Waxahachie, TX 75165
grobenson@wisd.org
972-923-4727

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

Nontraditional Academic Programs (All Grade Levels)

Waxahachie Global High School Early College High School - This designation gives Global students the opportunity to earn college credits as early as their freshmen year of high school. An early college high school is designed so that a student can earn both a high school diploma and an Associate's Degree or up to two years of credit towards a Bachelor's Degree at no charge to the student or their family. Early college high school students have the potential to improve high school graduation rates and better prepare students for high-skill careers by engaging all students in a rigorous, college preparatory curriculum and compressing the number of years to a college degree

Waxahachie High School of Choice - This program offers an alternative high school experience, designed to help at risk students achieve their goals of high school graduation and beyond. This program provides a different option for students other than the traditional school setting, through alternative school hours (minimum of 4 hours daily) through a digital curriculum facilitated by certified teachers. The program meets state high school graduation requirements.

Parent and Family Engagement (All Grade Levels)

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** on page 41.]
- Attending scheduled conferences and requesting additional conferences as needed. 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 his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 79.]
- Becoming a school volunteer. [See **Volunteers** on page 93 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.
- 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)** on page 69 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting 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 *second Monday* of each month at the WISD Administration Building at 411 N. Gibson Street, Waxahachie, TX 75165. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 411 N. Gibson Street and online at www.wisd.org. [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 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** on page 11.]

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 1–3, promotion to the next grade level shall be 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 a grade of 70 or above in English language arts/reading, mathematics, and either science or social studies.

In grades 4–5, promotion to the next grade level shall be 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 a grade of 70 or above in English language arts/reading, mathematics, science, and social studies.

In grades 6–8, promotion to the next grade level shall be 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 a grade of 70 or above in English language arts, mathematics, science, and social studies.

Repeating Prekindergarten — Grade-8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, 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** on page 54.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 54 and **Standardized Testing** on page 89.]

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** on page 73.]

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 six weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if 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** on page 76 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent 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 Guidelines** on page 54 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 seven 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** on page 43.]

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 his or her 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 he or she is 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 prior to 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. For more information, see the principal, school counselor, or special education director.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student 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** on page 54.]

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 STAAR or EOC

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 subsequent school year by:

- 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, or
- 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 Plans —Junior High School Students

For a junior high-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 junior high-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 **OR** principal 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** on page 58 for information related to the development of personal graduation plans for high school students.]

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 by <https://www.wisd.org/apps/pages/ReportSafetyConcern>.
- 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:

- [Homeland Security's Stop the Bleed](https://www.dhs.gov/stopthebleed) (<https://www.dhs.gov/stopthebleed>)
- [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<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:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- 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 in the event that 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: the district website and on all social media accounts including WISD Facebook and Twitter sites. In addition, the district will also alert the community in the following ways:

- School messenger phone call, text, and/or email
- Local radio station: KBEC 1390 AM
- Local TV stations:
 - FOX 4 Dallas (Channel 4)
 - NBCDFW (Channel 5)
 - WFAA (Channel 8)
 - CBSDFW (Channel 11)

[See **Parent Contact Information** on page 38 and **Automated Emergency Communications** on page 38.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 89.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Refer to your campus addendum for information related to the schedule change process and timelines.

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:

Rolando Gomez at 972-923-4645

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:

Mary Hodge

972-923-4630

Parents are strongly encouraged to setup "FREE" low balance notifications and continually monitor their child's meal account balance online at www.myschoolbucks.com. When a student's meal account is depleted, the district will make every attempt to notify parents by phone, mail and/or email. Students will be allowed to charge up to \$10.00 (menu meals only). All students, over the charge limit of \$10.00, will receive a sack lunch before or during meal service. Additional charges may apply. Snacks or ala carte items will not be sold to students with negative balances. Prompt remediation of insufficient accounts is expected and appreciated. Payment plans may be set-up through WISD Student Nutrition 972-923-4630.

[See policy CO 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 (including gender identity and sexual orientation), 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) (<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** on page 75 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

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, contact the Director of Child Nutrition. [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: Jeronimo Suaste at 972-923-4645

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 library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use on a daily basis. See campus librarian for open library times.

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 of 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 Non curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non curriculum-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.

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)** on page 53 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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.

Telecommunications 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** on page 49 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)

Waxahachie ISD conducts random drug testing on students in grades 7-12 that participate in school-sponsored extracurricular activities (both UIL and non-UIL sanctioned).

The Board encourages students to participate in school-sponsored extracurricular activities, but believes the opportunity to participate is a privilege offered to eligible students on an equal opportunity basis. The use of alcohol or other drugs by students participating in extracurricular activities presents a hazard to the health, safety, and welfare of the student participant. The Board believes testing student participants in school-sponsored extracurricular activities serves the important purpose of detecting and preventing illegal drug and alcohol use among students.

“School-sponsored extracurricular activity” means, without limitation, all interscholastic athletics, cheerleading, drill team, academic clubs, special interest clubs, musical performances, dramatic productions, student government, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the District. To be eligible to participate in any school-sponsored extracurricular activity, a secondary student (grades 7-12) must agree to participate in a drug-testing program that includes random testing during the school year. Please refer to the Waxahachie ISD Random Student Drug Testing webpage for more information on this process.

[For further information, see policy FNF(LOCAL).

[See **Steroids** on page 65.]

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** on page 43.]

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:

- Gifted and Talented: Melissa Abadie, Assistant Director of Advanced

Academics and STEAM Education, 972-923-4727, Email: mabadie@wisd.org,

- Homeless Students: Jacob Perry, Director of Campus and Student Services, 972-923-4631, Email: jperry@wisd.org
- Foster Care: Jacob Perry, Director of Campus and Student Services, 972-923-4631, Email: jperry@wisd.org
- Bilingual/ESL Programs: Lynda Solis, Director of Bilingual and ESL, 972-923-4727, Email: lsolis@wisd.org.
- Migrant Students: Christi Kubin, Director of Curriculum and Federal Programs, 972-923-4727, Email: ckubin@wisd.org
- Dyslexia Services: Jayme Winters, Dyslexia Coordinator, 972-923-4638, Email: jwinters@wisd.org
- Director of Special Education: Stephanie Heimbuch, 972-923-4638, Email: dheimbuch@wisd.org

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<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)

The district provides students the opportunity to introduce the following school events: graduation events, pep rallies, student assemblies, and daily announcements. (Note: this list is not comprehensive.) If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 54 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Tardies (All Grade Levels)

It is critical to a student's success to arrive at school and class in a timely manner and ready to learn. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Refer to your campus addendum to find more information about how students check in with the registrar upon arriving when tardy, as well as the impact of tardies on students.

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)** on page 86.

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** on page 17, **Bullying** on page 29, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 20, 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 his or her 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** on page 87.]

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 subsequent 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.

Pending Board Approval in August

[Use if the district receives additional funding from TEA for hazardous traffic conditions and/or areas presenting a high risk of violence that exist within two miles of a campus:]

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:

[List specific areas as detailed in the board resolution identifying them.]

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact the Transportation Department at 972-923-4632.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her 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 the Transportation Department 972-923-4632.

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:

- 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.
- Observe all usual classroom rules.
- 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 self-contained 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 or Special Education director 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** on page 6 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** on page 6 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:

- The person poses a substantial risk of harm to any person; or
- 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

Throughout the year 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:

Sandy King, Community Outreach Coordinator
sking@wisd.org
972-923-4631

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.

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 his or her 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 his or her 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 he or she begins 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.

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.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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 <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=433&code=FFI#legalTabContent>. Below is the text of Waxahachie 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 December 11, 2017.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on December 11, 2017.

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [https://pol.tasb.org/Policy/Download/433?filename=FFI\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/433?filename=FFI(LOCAL).pdf)

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Nisa Redd

Subject: Board meeting minutes from June 10 & 24, 2024 **Related Page(s)** Minutes

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Attached are the proposed minutes from the June 10 & 24, 2024, meetings.

ATTACHMENTS:

Board minutes from June 10 & 24, 2024, meetings.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends that the attached minutes be approved as presented.

Minutes June 10, 2024
Board of Trustees Regular Meeting
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met June 10, 2024, in the WISD boardroom. President Dusty Autrey called the workshop portion of the meeting to order at 4:00pm. Trustees Judd McCutchen, Kim Kriegel, Adrian Cooper, and Debbie Timmermann were present. WISD Superintendent Dr. Jerry Hollingsworth, Assistant Superintendent of Secondary Learning Dr. David Averett, Assistant Superintendent of Elementary Learning Lisa Mott, Assistant Superintendent of Learning Dr. Dustin Binnicker, General Counsel Lee Auvenshine, Chief Financial Officer Ryan Kahlden, Assistant Superintendent of Human Resources Theresa Burkhalter, and Public Relations Director Jenny Bridges, as well as other administrators, were also present. Trustee Ryan Pitts arrived to the meeting at 4:04pm and Trustee Clay Schoolfield arrived at 4:25pm.

The Board entered closed session directly from the Budget workshop#2 at 5:05pm. The Board reconvened to Open Session at 6:54pm to begin the regular portion of the board meeting.

WHS student Stephen Burkhalter led the audience in the pledges to the Texas and US flags.

Myron Goins spoke on teacher recruitment in open forum.

Dr. Hollingsworth then gave his Superintendent's Report which included an update on student enrollment and attendance, new Trustee orientation, as well as the Summer Leadership Institute for Trustees. He also thanked General Counsel Lee Auvenshine for his 10 years of service to Waxahachie ISD and wished him well on his new career opportunity.

WISD Project Manager Stephen Mott and AG/CM Project Manager Bob Myers gave an update on bond projects.

Executive Director of Special Services Stephanie Heimbuch gave an update on WISD's Special Education program.

General Counsel Lee Auvenshine and Emergency Management Coordinator Thomas Griffith for the City of Waxahachie gave a report on the upcoming Active Shooter Drill to be performed at Waxahachie High School on June 14th.

Superintendent Dr. Jerry Hollingsworth updated the Trustees on changes made to the Board Operating Procedures.

Trustee Judd McCutchen made a motion to approve Consent Agenda Items A-Q, Trustee Debbie Timmermann seconded, and the motion passed 7-0. Those items were:

- A. Minutes from previous meetings.
- B. Monthly bid reports, purchase orders requiring board approval, and proposed budget amendments.
- C. Monthly financial reports that include cash position, revenue reports, budget summary, tax collection report.
- D. Monthly report on Maintenance Department's work orders.
- E. Monthly report regarding student attendance, student discipline, student drug offenses, and drug prevention measures.

- F. Monthly report on the transportation department.
- G. The approval of the renewal of the membership in Walsh, Gallegos, Kyle, Robinson & Roalson, P.C. retainer program at a cost of \$1,000.
- H. The approval of new and/or modified positions.
- I. The approval of the 2024-2025 Waxahachie ISD meal charge policy.
- J. The approval of the 2024-2025 Waxahachie ISD meal prices.
- K. The approval of the purchase of student and teacher devices for Jimmie Ray Elementary and students district wide in 2nd and 8th grades from Dell Computers at a price not to exceed \$568,668.
- L. The approval of the purchase of library books for Jimmie Ray Elementary through Follett at a price not to exceed \$75,453.
- M. The approval of education materials for Career & Technical Education (CTE) courses as part of Proclamation 2024 at a price not to exceed \$248,096.90.
- N. The approval of the purchase of NWEA MAP for the 2024-2025 school year at a price not to exceed \$160,831.
- O. The approval of the Membership/Interlocal agreement with Region 18.
- P. The approval of the final payment for roofing projects at Global HS and Turner Pre-K campuses.
- Q. The approval of the 2024-2025 WISD pay scales and stipends.

ACTION ITEMS:

- A. Trustee Clay Schoolfield made a motion to approve a waiver that allows WISD to count staff development time as part of the 75,600 minutes of student instruction required. Trustee Adrian Cooper seconded, and the motion passed 7-0.
- B. Trustee Kim Kriegel made a motion to approve the annual investment report as presented. Trustee Ryan Pitts seconded, and the motion passed 7-0.
- C. No action was taken on this item.

COMMENTS FROM INDIVIDUAL BOARD MEMBERS

- Board members commented on items of community interest, including expressions of thanks, congratulations, or condolence; information regarding holiday schedules; recognition of a public employee, or other citizen; and reminders about upcoming district events.

Trustee Debbie Timmermann made a motion to adjourn. Trustee Kim Kriegel seconded, and the motion passed 7-0. The meeting adjourned at 8:56pm.

Dusty Autrey, President

Debbie Timmermann, Secretary

Date

Minutes June 24, 2024
Board of Trustees Called Meeting
Waxahachie Independent School District

The Board of Trustees of the Waxahachie Independent School District met June 24, 2024, in the WISD Board Room. President Dusty Autrey called the meeting to order at 8:00am. Trustees Judd McCutchen, Kim Kriegel, Clay Schoolfield, Adrian Cooper, and Debbie Timmermann were present. WISD Superintendent Dr. Jerry Hollingsworth, Assistant Superintendent of Secondary Learning Dr. David Averett, General Counsel Lee Auvenshine, Assistant Superintendent of Human Resources Theresa Burkhalter, and Public Relations Director Jenny Bridges, as well as other administrators, were also present. Trustee Ryan Pitts arrived at approximately 8:01am.

The Board did not enter closed session.

No one spoke in open forum.

ACTION ITEMS:

- A. Trustee Debbie Timmermann made a motion to approve the hiring of Gary Barnard as the Director of Fine Arts. Trustee Adrian Cooper seconded, and the motion passed 7-0.
- B. Trustee Kim Kriegel made a motion to approve an amended school marshal resolution authorizing Waxahachie ISD's school marshals to openly carry firearms on a duty belt, as recently recognized by the Texas Attorney General and recommended by the WISD Crisis Management Team. Trustee Ryan Pitts seconded, and the motion passed 7-0.

Trustee Judd McCutchen made a motion to adjourn. Trustee Clay Schoolfield seconded, and the motion passed 7-0. The meeting adjourned at 8:08am.

President

Secretary

Date

**, Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: Purchase Orders Budget **Related Page(s)** 10
Transfers/Revisions Bids/RFPs

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Purchase orders, budget transfers and revisions, recommendation for pizza vendor based on bids.

ATTACHMENTS:

Purchase orders, report of budget transfers/revisions, pizza bid recommendation

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends that all purchase orders, budget transfers/revisions, and pizza vendor be approved as presented.

COPIES
WHITE VENDOR
YELLOW RECEIVING

INVOICE TO:
WAXAHACHIE ISD
411 N. GIBSON STREET
WAXAHACHIE, TX 75165
TAX NBR: 75-6002723
PHONE: 972-923-4631
FAX NBR: 972-923-4658

P.O. NUMBER: 9000024215
VENDOR KEY : SAM PACK000
PAGE NUMBER: 1
P.O. DATE : 07/09/2024
SHIP DATE : 07/09/2024
SHIP VIA : deliver
FISCAL YEAR: 2023-2024
ENTERED BY : ROSS WEN001

PRINTED 07/09/2024
REPRINTED PO

COMPANY:		DELIVER TO:
SAM PACKS FIVE STAR FORD		WISD MAINTENANCE WAREHOUSE
1635 I 35 E		631 SOLON RD
CARROLLTON, TX 75006		WAXAHACHIE, TX 75165
		ATTN: ANDY REEVES

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
2	EACH	BUY BOARD CONTRACT NO. 723-23	400.00000	800.00
		BUY BOARD VEHICLE PURCHASE		
		ORDERS ARE SUBJECT TO A \$400		
		SERVICE FEE		
1	EACH	2023 FORD F150 REG CAB	35768.53000	35768.53
1	EACH	2023 F150 FORD EXTENDED CAB	40565.42000	40565.42
USE P.O. NUMBER ON ALL CORRESPONDENCE			TOTAL	77,133.95

TAX EXEMPTIONS	PURCHASE APPROVED BY:
TAX EXEMPT ENTITY	
NO BACK ORDERS ACCEPTED	
	CHIEF FINANCIAL OFFICER

P.O.: 9000024215 ACCOUNT SUMMARY (FOR INTERNAL USE)		VENDOR KEY : SAM PACK000
ACCOUNT	AMOUNT	
199 E 51 6631 00 951 0 99 000	272	27,133.95
199 E 51 6631 77 999 0 99 000		50,000.00

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WHITE VENDOR
YELLOW RECEIVING

INVOICE TO:
WAXAHACHIE ISD
411 N. GIBSON STREET
WAXAHACHIE, TX 75165
TAX NBR: 75-6002723
PHONE: 972-923-4631
FAX NBR: 972-923-4658

REQ. NUMBER: 0730024216
VENDOR KEY : COLLEBPU001
PAGE NUMBER: 1
REQ. DATE : 06/11/2024
SHIP DATE : 06/05/2024
FISCAL YEAR: 2023-2024
ENTERED BY : ECHOLPAI000

PRINTED 06/26/2024

COMPANY:

COLLEGE BOARD
PO BOX 30171
NEW YORK, NY 10087-0171

DELIVER TO:

WISD CENTRAL ADMINISTRATION
411 N GIBSON ST.
WAXAHACHIE, TX 75165

ATTN: PAISLEE ECHOLS

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	UNIT	AP EXAMS FOR WAXAHACHIE HIGH SCHOOL (INVOICE #A251279841)	72641.00000	72641.00
		WISD CONTACT: JENNIFER FOLEY 9729234600		
TOTAL				72,641.00

This is a Requisition and not an official Purchase Order. #
The District is not financially responsible for #
the unauthorized purchases made with a Requisition. #
#####

=====

P.O.: 730024216	ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : COLLEBPU001
ACCOUNT		AMOUNT
199 E 11 6334 73 999 0 11 000		72,641.00

COPIES
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YELLOW RECEIVING

INVOICE TO:
WAXAHACHIE ISD
411 N. GIBSON STREET
WAXAHACHIE, TX 75165
TAX NBR: 75-6002723
PHONE: 972-923-4631
FAX NBR: 972-923-4658

REQ. NUMBER: 9370024172
VENDOR KEY : LABATFOS001
PAGE NUMBER: 1
REQ. DATE : 06/20/2024
SHIP DATE : 06/20/2024
SHIP VIA : BESTWAY
FISCAL YEAR: 2023-2024
ENTERED BY : HODGEMAR000

PRINTED 06/26/2024

COMPANY:

LABATT FOOD SERVICE
PO BOX 137
SAN ANTONIO, TX 78291-0137

DELIVER TO:

WISD CHILD NUTRITION
631 SOLON RD
WAXAHACHIE, TX 75165

ATTN: MARY HODGE

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
1	EACH	Food purchases for AUGUST 2024	115500.00000	115500.00
1	EACH	Non-Food purchases AUGUST 2024	33000.00000	33000.00
1	EACH	Non-Program Food purchases AUGUST 2024	16500.00000	16500.00
Region 10 Vendor				
TOTAL				165,000.00

This is a Requisition and not an official Purchase Order. #
The District is not financially responsible for #
the unauthorized purchases made with a Requisition. #
#####

=====

P.O.: 9370024172 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : LABATFOS001
ACCOUNT	AMOUNT
701 E 35 6341 00 937 0 99 000	115,500.00
701 E 35 6341 00 937 0 99 131	16,500.00
701 E 35 6342 00 937 0 99 000	33,000.00

Waxahachie ISD 2023-24 Proposed Budget Amendments for July 2024

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	Proposed Budget Amendments- Increases Gen. Fund 1XXX	Proposed Budget Amendments- (Decreases) Gen. Fund 1XXX	Proposed Revised Budget Gen. Fund 1XXX	Explanation
REVENUES						
5700 LOCAL & INTER. SOURCE REVENUE	62,993,497	63,005,300			63,005,300	
5800 STATE PROGRAM REVENUES	54,335,548	54,335,548			54,335,548	
5900 FEDERAL REVENUES	2,000,000	2,000,000		-	2,000,000	
7900 OTHER RESOURCES				-	-	
TOTAL REVENUES	119,329,045	119,340,848	-	-	119,340,848	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	70,567,598	71,803,732	1,872	(19,139)	71,786,465	Move \$1872 from 13 to 11 for Band budget. Move \$3000 from 11 to 13 for Dyslexia budget. Move \$500 from 11 to 21 for Global budget. Move \$2600 from 11 to 23 for Howard budget. Move \$10,910 from 11 to 23 for Howard budget. Move \$2129 from 11 to 23 for Coleman budget.
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,417,523	1,417,523			1,417,523	
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,765,761	1,755,976	3,000	(1,872)	1,757,104	Move \$1872 from 13 to 11 for Band budget. Move \$3000 from 11 to 13 for Dyslexia budget.
21 INSTRUCTIONAL LEADERSHIP	2,867,576	2,865,676	500		2,866,176	Move \$500 from 11 to 21 for Global budget.
23 SCHOOL ADMINISTRATION	6,947,041	6,891,175	15,639		6,906,814	Move \$2600 from 11 to 23 for Howard budget. Move \$2129 from 11 to 23 for Coleman budget.
31 GUIDANCE AND COUNSELING SERVICES	3,118,966	3,161,885			3,161,885	
32 SOCIAL WORK SERVICES					-	
33 HEALTH SERVICES	1,486,871	1,484,871			1,484,871	
34 STUDENT (PUPIL) TRANSPORTATION	4,070,619	5,100,939			5,100,939	
35 FOOD SERVICES						
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	5,080,856	5,572,110			5,572,110	
41 GENERAL ADMINISTRATION	3,735,228	3,735,229			3,735,229	
51 PLANT MAINTENANCE AND OPERATION	11,404,898	11,504,898			11,504,898	
52 SECURITY & MONITORING SERVICES	2,148,770	2,148,770			2,148,770	
53 DATA PROCESSING SERVICES	1,936,246	1,936,246			1,936,246	
61 COMMUNITY SERVICES	259,812	259,812			259,812	
71 DEBT SERVICE	-				-	
81 FACILITIES	825,000	518,250			518,250	
95 JJAEP	40,000	40,000			40,000	

Waxahachie ISD 2023-24 Proposed Budget Amendments for July 2024

99 OTHER GOVERNMENTS	655,000	655,000				655,000
TOTAL APPROPRIATIONS	118,327,765	120,852,092	21,011	(21,011)		120,852,092
Approved by Board:	Yes	No	Date:	Signed:		

**Waxahachie ISD 2023-24 Proposed Enterprise Funds Budget
Amendments for July 2024**

	Adopted Ent. Fund	Amended Ent. Fund	Proposed Budget Increases Ent. Fund	Proposed Budget Amendments- (Decreases) Ent. Fund	Proposed Revised Budget Ent. Fund	Explanation
	7XXX	7XXX	7XXX	7XXX	7XXX	
5700 LOCAL & INTER. SOURCE REVENUE	1,992,000	1,992,000			1,992,000	
5800 STATE PROGRAM REVENUES	354,874	354,874			354,874	
5900 FEDERAL REVENUES			-	-	-	
7900 OTHER RESOURCES	3,090,000	3,090,000			3,090,000	
TOTAL REVENUES	5,436,874	5,436,874	-	-	5,436,874	
APPROPRIATIONS BY FUNCTION						
11 INSTRUCTIONAL RESOURCES & MEDIA SER	-	-	-	-	-	
12 INSTRUCTIONAL RESOURCES & MEDIA SER	-	-	-	-	-	
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	-	-	-	-	-	
21 INSTRUCTIONAL LEADERSHIP	-	-	-	-	-	
23 SCHOOL ADMINISTRATION	-	-	-	-	-	
31 GUIDANCE AND COUNSELING SERVICES	-	-	-	-	-	
32 SOCIAL WORK SERVICES	-	-	-	-	-	
33 HEALTH SERVICES	-	-	-	-	-	
34 STUDENT (PUPIL) TRANSPORTATION	-	-	-	-	-	
35 FOOD SERVICES	5,102,544	5,102,544	366,619		5,469,163	Increase to Child Nutrition budget to purchase equipment and fund August food purchases - from fund balance.
36 COCURRICULAR/EXTRACURRICULAR ACTIV.			-			
41 GENERAL ADMINISTRATION			-			
51 PLANT MAINTENANCE AND OPERATION	79,572	79,572	-		79,572	
52 SECURITY & MONITORING SERVICES			-			
53 DATA PROCESSING SERVICES			-			
61 COMMUNITY SERVICES	628,121	653,121			653,121	
71 DEBT SERVICE			-			
81 FACILITIES					-	
8900 OTHER USES			-	-		
TOTAL APPROPRIATIONS	5,810,237	5,835,237	366,619	-	6,201,856	
	Yes	No				
Approved by Board:						
Date:						
Signed:						

Waxahachie Independent School District

RFP – 24-1010 Pizza Bid

Evaluation Criteria & Results

CRITERIA	Point Scale	Cici's	Domino's
8 Slice Pizza Price		\$7.00	\$9.00
The Cost to Purchaser	50	50	45
Responsible and Responsive Bidder	15	15	15
The Quality of the Vendor's Goods	10	10	10
Services Meet Purchasers Needs	15	15	15
Reputation of Vendor and Good/Services	4	4	4
HUB, Minority, Women Owned, Small Veteran-Owned Business	1	0	0
Other Relevant Factors	5	5	5
a. Online ordering system			
b. reports available online			
c. Lead times, delivery fees, minimums			
d. Others not listed			
TOTAL POINTS	100	99	94

Based on submitted bids by local Child Nutrition pizza providers, Cici's bid offered the lowest priced pizza for SY 2024-25. In addition to the being lowest bid, last year Cici's provided excellent customer service and delivered timely products that the students really enjoyed.

It's our recommendation to award the pizza contract to Cici's for SY 2024-25, which will be beneficial to not only Child Nutrition but the district as well.

RFP 24-1010 Pizza Bid
Cic's

Waxhachie Independent School District
EVALUATION CRITERIA

According to the Texas Department of Agriculture, Administrator's Reference Manual, Section 17, in determining whom to award a contract, the R10MRPC shall use the following evaluation criteria:

- 50 (1) The cost to Purchaser ⁷⁰⁰
Formula used: Low Bid/Low Bid x 50, Low Bid/2nd Low Bid x 50, etc.; 50 points
- 15 (2) Responsible and responsive bidder (all requested and required documents submitted, completed, and signed appropriately); 15 points
- 10 (3) The quality of the vendor's good(s); if unknown, samples will be requested and compared; 10 points
- 15 (4) The extent to which the goods or services meet Purchasers needs; (applicability to SNPs, compliance w/ specifications, USDA regulations, variety of products, etc.); 15 points
- 4 (5) Reputation of Vendor and Vendor goods/services per reference feedback. The total number of points is divided by 5. If Purchaser receives 1 to 3 references, the aggregate total of points is divided by the number of references received); 4 points
- 0 (6) Qualifies as HUB, Minority, Woman-Owned, Small or Veteran-Owned Business (bidder must submit certificates confirming they qualify); 1 point
- 5 (7) Any other relevant factor that Purchaser would consider in selecting a vendor, including but not limited to 5 points
- a. Online ordering system, ease of use if known. If unknown, a demonstration will be requested.
 - b. Reports available online or per request such as products purchased, revenue, etc.
 - c. Lead times, delivery fees, minimum order requirements.
 - d. Other relevant factors not listed above.

99

Maximum points: 100

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RFP 24-1010 PIZZA Bid
Domino's

Waxhachie Independent School District
EVALUATION CRITERIA

According to the Texas Department of Agriculture, Administrator's Reference Manual, Section 17, in determining whom to award a contract, the R10MRPC shall use the following evaluation criteria:

- 45 (1) The cost to Purchaser 900
Formula used: Low Bid/Low Bid x 50, Low Bid/2nd Low Bid x 50, etc.; **50 points**
- 15 (2) Responsible and responsive bidder (all requested and required documents submitted, completed, and signed appropriately); **15 points**
- 10 (3) The quality of the vendor's good(s); if unknown, samples will be requested and compared; **10 points**
- 15 (4) The extent to which the goods or services meet Purchasers needs; (applicability to SNPs, compliance w/ specifications, USDA regulations, variety of products, etc.); **15 points**
- 4 (5) Reputation of Vendor and Vendor goods/services per reference feedback. The total number of points is divided by 5. If Purchaser receives 1 to 3 references, the aggregate total of points is divided by the number of references received); **4 points**
- 0 (6) Qualifies as HUB, Minority, Woman-Owned, Small or Veteran-Owned Business (bidder must submit certificates confirming they qualify); **1 point**
- 5 (7) Any other relevant factor that Purchaser would consider in selecting a vendor, including but not limited to 5 points
- a. Online ordering system, ease of use if known. If unknown, a demonstration will be requested.
 - b. Reports available online or per request such as products purchased, revenue, etc.
 - c. Lead times, delivery fees, minimum order requirements.
 - d. Other relevant factors not listed above.

94
Maximum points: 100

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RFP 24-1010 Pizza Bid Pizza Hut

Waxhachie Independent School District EVALUATION CRITERIA

No Response = 0

According to the Texas Department of Agriculture, Administrator's Reference Manual, Section 17, in determining whom to award a contract, the R10MRPC shall use the following evaluation criteria:

- (1) The cost to Purchaser
Formula used: Low Bid/Low Bid x 50, Low Bid/2nd Low Bid x 50, etc.; **50 points**
- (2) Responsible and responsive bidder (all requested and required documents submitted, completed, and signed appropriately); **15 points**
- (3) The quality of the vendor's good(s); if unknown, samples will be requested and compared; **10 points**
- (4) The extent to which the goods or services meet Purchasers needs; (applicability to SNPs, compliance w/ specifications, USDA regulations, variety of products, etc.); **15 points**
- (5) Reputation of Vendor and Vendor goods/services per reference feedback. The total number of points is divided by 5. If Purchaser receives 1 to 3 references, the aggregate total of points is divided by the number of references received); **4 points**
- (6) Qualifies as HUB, Minority, Woman-Owned, Small or Veteran-Owned Business (bidder must submit certificates confirming they qualify); **1 point**
- (7) Any other relevant factor that Purchaser would consider in selecting a vendor, including but not limited to **5 points**
 - a. Online ordering system, ease of use if known. If unknown, a demonstration will be requested.
 - b. Reports available online or per request such as products purchased, revenue, etc.
 - c. Lead times, delivery fees, minimum order requirements.
 - d. Other relevant factors not listed above.

Maximum points: 100

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: Monthly financial reports from May 2024 **Related Page(s)** 21

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Monthly financial reports from May 2024 that include cash position, revenue reports, budget summary, and tax collection reports.

ATTACHMENTS:

21 pages of May 2024 monthly financial reports.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends that the monthly financial reports for May 2024 be approved as presented.

**GENERAL OPERATING
CASH POSITION
AS OF MAY 2024**

Actual Invested Funds:	\$35,698,638.41
Actual Cash Balance:	<u>832,783.74</u>

Total Cash Balance (May 2024):	\$36,531,422.15

Estimated June 24 Tax Revenue:	\$ 265,800.00
Estimated June 24 State/Other Revenue:	\$ 4,435,700.00
Estimated June 24 Payroll Expenses:	\$ -8,345,500.00
Estimated June 24 A/P Expenses:	<u>\$ -1,875,900.00</u>
Projected Cash Balance end (June 2024):	\$31,011,522.15

There are no anticipated cash flow problems for the District.

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2023-24
(updated with monthly actuals)

Projected 2023-24 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 26,728,837	\$ 28,841,348	\$ 27,586,729	\$ 26,030,070	\$ 25,342,251	\$ 52,547,131	\$ 53,741,806	\$ 46,909,512	\$ 42,563,760	\$ 36,531,422	\$ 31,011,522	\$ 27,359,262	
Local Tax Revenue	\$ 81,754	\$ 81,490	\$ 2,314,729	\$ 8,929,901	\$ 36,207,717	\$ 8,712,757	\$ 773,939	\$ 306,261	\$ 253,509	\$ 265,800	\$ 227,400	\$ 176,800	\$ 58,332,056
State/Other Revenue	\$ 13,435,457	\$ 9,140,045	\$ 6,056,634	\$ 473,886	\$ 1,161,436	\$ 1,879,708	\$ 1,541,276	\$ 4,557,577	\$ 3,662,105	\$ 4,435,700	\$ 6,790,540	\$ 8,349,500	\$ 61,483,864
													\$ 119,815,920
Payroll Expenses	\$ (7,911,615)	\$ (7,836,022)	\$ (7,829,931)	\$ (8,870,643)	\$ (7,617,869)	\$ (7,706,707)	\$ (7,669,423)	\$ (7,788,270)	\$ (8,033,605)	\$ (8,345,500)	\$ (7,911,800)	\$ (7,945,700)	\$ (95,467,084)
Accounts Payable	\$ (3,493,085)	\$ (2,640,132)	\$ (2,098,091)	\$ (1,220,964)	\$ (2,546,403)	\$ (1,691,082)	\$ (1,478,086)	\$ (1,421,320)	\$ (1,914,347)	\$ (1,875,900)	\$ (2,758,400)	\$ (3,680,400)	\$ (26,818,209)
Ending Balance	\$ 28,841,348	\$ 27,586,729	\$ 26,030,070	\$ 25,342,251	\$ 52,547,131	\$ 53,741,806	\$ 46,909,512	\$ 42,563,760	\$ 36,531,422	\$ 31,011,522	\$ 27,359,262	\$ 24,259,462	\$ (122,285,294)

GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2023-24
(original projections)

Projected 2023-24 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
Beginning Balance	\$ 26,728,837	\$ 28,841,348	\$ 28,909,378	\$ 27,850,878	\$ 46,859,578	\$ 57,544,721	\$ 60,579,861	\$ 56,106,261	\$ 50,655,961	\$ 42,669,861	\$ 36,479,361	\$ 31,793,061	
Local Tax Revenue	\$ 81,754	\$ 175,400	\$ 3,675,900	\$ 27,650,400	\$ 17,573,643	\$ 9,657,500	\$ 1,315,000	\$ 476,300	\$ 275,300	\$ 250,400	\$ 233,000	\$ 107,400	\$ 61,471,997
State/Other Revenue	\$ 13,435,457	\$ 9,745,930	\$ 6,012,000	\$ 2,533,900	\$ 2,740,300	\$ 2,965,040	\$ 3,799,600	\$ 3,759,400	\$ 2,175,300	\$ 3,780,500	\$ 5,750,900	\$ 8,349,500	\$ 65,047,827
Payroll Expenses	\$ (7,911,615)	\$ (7,943,500)	\$ (7,910,800)	\$ (8,750,300)	\$ (7,930,400)	\$ (7,911,600)	\$ (7,912,400)	\$ (7,935,200)	\$ (7,935,400)	\$ (8,345,500)	\$ (7,911,800)	\$ (7,945,700)	\$ (96,344,215)
Accounts Payable	\$ (3,493,085)	\$ (1,909,800)	\$ (2,835,600)	\$ (2,425,300)	\$ (1,698,400)	\$ (1,675,800)	\$ (1,675,800)	\$ (1,750,800)	\$ (2,501,300)	\$ (1,875,900)	\$ (2,758,400)	\$ (4,750,800)	\$ (29,350,985)
Ending Balance	\$ 28,841,348	\$ 28,909,378	\$ 27,850,878	\$ 46,859,578	\$ 57,544,721	\$ 60,579,861	\$ 56,106,261	\$ 50,655,961	\$ 42,669,861	\$ 36,479,361	\$ 31,793,061	\$ 27,553,461	\$ (125,695,199)

Projections based on these assumptions:

The beginning balance is based on the 8/31/23 cash balance of \$992,059.99 plus the actual invested balance of \$25,726,777.20.

Tax revenue is based on total taxes budgeted for 23-24 and divided per month based on 22-23 collections.

Tax revenue includes General Operating only - not I&S, and includes budgeted amount for current, delinquent and penalties.

State/Other revenue based on budgeted revenue for General Operating and Federal/State Special Programs.

These projections do not include Child Nutrition, Lighthouse for Learning, Child Care Center, Student Activity Campus Activity, Interest and Sinking or Capital Projects - which all have separate bank accounts.

Payroll expenses are based on September's actual payroll expense and certain fluctuations anticipated throughout the 23-24 year - including substitutes and retiree payoffs.

Accounts payable amounts for September are actual. October through August are projected amounts. These projections only include General Operating and Federal/State Special Programs.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT
CASH POSITION
FOR THE PERIOD ENDED
MAY 2024

	<u>LOCAL MAIN.</u>	<u>I & S</u>	<u>QSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	\$ 893,470.43	\$ 718,340.01	\$ -	\$ 37,171.32	\$ 6,059,661.50	\$ 7,708,643.26
Add: Deposits	\$ 9,887,265.38	\$ 2,964.19	\$ -	\$ 8,108,827.21	\$ 418,282.85	\$ 18,417,339.63
Less: Disbursements	\$ (9,947,952.07)	\$ -	\$ -	\$ (8,108,670.83)	\$ (195,875.21)	\$ (18,252,498.11)
Ending Balances	\$ 832,783.74	\$ 721,304.20	\$ -	\$ 37,327.70	\$ 6,282,069.14	\$ 7,873,484.78
Add: Investments	\$ 35,698,638.41	\$ 25,439,682.60	\$ 2,234,806.69	\$ 345,859,517.51	\$ 0.00	\$ 409,232,645.21
TOTALS	\$ 36,531,422.15	\$ 26,160,986.80	\$ 2,234,806.69	\$ 345,896,845.21	\$ 6,282,069.14	\$ 417,106,129.99

PERCENTAGE OF CURRENT YEAR REVENUES
General Operating and Interest & Sinking

	<u>Total Levy (Budgeted)</u>	<u>5/31/2024</u>	<u>Percentage</u>
2022-23 Tax Collections			
Current	\$ 92,289,782	91,620,744.40	99.27%
Prior Yr. Delinquent	\$ 489,431	446,730.85	91.27%
Penalties	\$ 815,984	714,772.05	87.60%
2023-24 Tax Collections			
Current	\$ 94,451,499	88,294,380.92	93.48%
Prior Yr. Delinquent	\$ 390,000	223,233.36	57.24%
Penalties	\$ 330,000	512,316.82	155.24%
2022-23 Other Revenue	\$ 49,883,108	26,986,361.97	54.10%
2023-24 Other Revenue	\$ 57,968,851	34,080,250.08	58.79%
2022-23 Total Revenue	\$ 143,478,305	124,768,609.27	86.96%
2023-24 Total Revenue	\$ 153,140,350	123,110,181.18	85.61%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
5/1/2024	G/O	POOL	TASB LONE STAR	\$36,396,193.94	5/31/2024		5.324	\$36,396,193.94	\$164,568.43	\$36,560,762.37
5/1/2024	G/O	POOL	TEX-POOL	\$5,274,095.78	5/31/2024		5.321	\$5,274,095.78	\$23,834.72	\$5,297,930.50
5/1/2024	G/O	POOL	TASB LONE STAR	\$19,034.26	5/31/2024		5.324	\$19,034.26	\$86.06	\$19,120.32
5/3/2024	G/O	POOL	TASB LONE STAR	-\$258,000.00	withdrawal			-\$258,000.00	\$0.00	-\$258,000.00
5/6/2024	G/O	POOL	TASB LONE STAR	-\$263,455.44	withdrawal			-\$263,455.44	\$0.00	-\$263,455.44
5/6/2024	G/O	POOL	TASB LONE STAR	\$19,983.45	5/31/2024		5.324	\$19,983.45	\$72.87	\$20,056.32
5/7/2024	G/O	POOL	TASB LONE STAR	\$12,965.19	5/31/2024		5.324	\$12,965.19	\$45.39	\$13,010.58
5/8/2024	G/O	POOL	TASB LONE STAR	\$19,079.45	5/31/2024		5.324	\$19,079.45	\$64.01	\$19,143.46
5/15/2024	G/O	POOL	TASB LONE STAR	-\$425,800.67	withdrawal			-\$425,800.67	\$0.00	-\$425,800.67
5/17/2024	G/O	POOL	TASB LONE STAR	-\$235,000.00	withdrawal			-\$235,000.00	\$0.00	-\$235,000.00
5/20/2024	G/O	POOL	TASB LONE STAR	\$6,374.95	5/31/2024		5.324	\$6,374.95	\$10.23	\$6,385.18
5/20/2024	G/O	POOL	TASB LONE STAR	\$9,388.40	5/31/2024		5.324	\$9,388.40	\$15.06	\$9,403.46
5/20/2024	G/O	POOL	TASB LONE STAR	\$658.57	5/31/2024		5.324	\$658.57	\$1.06	\$659.63
5/20/2024	G/O	POOL	TASB LONE STAR	\$302.32	5/31/2024		5.324	\$302.32	\$0.49	\$302.81
5/20/2024	G/O	POOL	TASB LONE STAR	\$28,797.67	5/31/2024		5.324	\$28,797.67	\$46.20	\$28,843.87
5/20/2024	G/O	POOL	TASB LONE STAR	\$165,600.41	5/31/2024		5.324	\$165,600.41	\$265.69	\$165,866.10
5/20/2024	G/O	POOL	TASB LONE STAR	\$99,475.16	5/31/2024		5.324	\$99,475.16	\$159.60	\$99,634.76
5/20/2024	G/O	POOL	TASB LONE STAR	\$2,018.06	5/31/2024		5.324	\$2,018.06	\$3.24	\$2,021.30
5/21/2024	G/O	POOL	TASB LONE STAR	\$92,244.55	5/31/2024		5.324	\$92,244.55	\$134.55	\$92,379.10
5/23/2024	G/O	POOL	TASB LONE STAR	-\$541,000.00	withdrawal			-\$541,000.00	\$0.00	-\$541,000.00
5/24/2024	G/O	POOL	TASB LONE STAR	-\$7,187,853.49	withdrawal			-\$7,187,853.49	\$0.00	-\$7,187,853.49
5/24/2024	G/O	POOL	TASB LONE STAR	\$29,630.03	5/31/2024		5.324	\$29,630.03	\$30.25	\$29,660.28
5/24/2024	G/O	POOL	TASB LONE STAR	\$2,593,395.00	5/31/2024		5.324	\$2,593,395.00	\$2,647.86	\$2,596,042.86
5/28/2024	G/O	POOL	TASB LONE STAR	\$28,127.51	5/31/2024		5.324	\$28,127.51	\$12.31	\$28,139.82
5/28/2024	G/O	POOL	TASB LONE STAR	\$4,400.00	5/31/2024		5.324	\$4,400.00	\$1.93	\$4,401.93
5/29/2024	G/O	POOL	TASB LONE STAR	\$7,048.45	5/31/2024		5.324	\$7,048.45	\$2.06	\$7,050.51
5/29/2024	G/O	POOL	TASB LONE STAR	\$45,291.63	5/31/2024		5.324	\$45,291.63	\$13.21	\$45,304.84
5/30/2024	G/O	POOL	TASB LONE STAR	\$13,427.42	5/31/2024		5.324	\$13,427.42	\$1.96	\$13,429.38
5/30/2024	G/O	POOL	TASB LONE STAR	-\$141,000.00	withdrawal			-\$141,000.00	\$0.00	-\$141,000.00
5/30/2024	G/O	POOL	TASB LONE STAR	-\$419,369.79	withdrawal			-\$419,369.79	\$0.00	-\$419,369.79
5/31/2024	G/O	POOL	TASB LONE STAR	\$13,488.17	5/31/2024		5.324	\$13,488.17	\$0.00	\$13,488.17
5/31/2024	G/O	POOL	TASB LONE STAR	\$155,525.73	interest			\$155,525.73	\$0.00	\$155,525.73
5/31/2024	G/O	POOL	TEX-POOL	\$23,812.68	interest			\$23,812.68	\$0.00	\$23,812.68
6/3/2024	G/O	POOL	TASB LONE STAR	\$48,617.79	in transit			\$48,617.79	\$0.00	\$48,617.79
6/4/2024	G/O	POOL	TASB LONE STAR	\$18,829.99	in transit			\$18,829.99	\$0.00	\$18,829.99
6/5/2024	G/O	POOL	TASB LONE STAR	\$42,311.24	in transit			\$42,311.24	\$0.00	\$42,311.24
			SUB-TOTAL:	\$35,698,638.41				\$35,698,638.41		
5/1/2024	I&S	POOL	TASB-LONE STAR	\$24,689,483.64	5/31/2024		5.324	\$24,689,483.64	\$111,639.76	\$24,801,123.40
5/6/2024	I&S	POOL	TASB-LONE STAR	\$10,870.76	5/31/2024		5.324	\$10,870.76	\$39.64	\$10,910.40
5/7/2024	I&S	POOL	TASB-LONE STAR	\$6,555.98	5/31/2024		5.324	\$6,555.98	\$22.95	\$6,578.93
5/8/2024	I&S	POOL	TASB-LONE STAR	\$10,047.42	5/31/2024		5.324	\$10,047.42	\$33.71	\$10,081.13
5/24/2024	I&S	POOL	TASB-LONE STAR	\$12,329.28	5/31/2024		5.324	\$12,329.28	\$12.59	\$12,341.87

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
5/28/2024	I&S	POOL	TASB-LONE STAR	\$ 15,063.72	5/31/2024	5.324	5.324	\$ 15,063.72	\$6.59	\$15,070.31
5/29/2024	I&S	POOL	TASB-LONE STAR	\$ 3,775.39	5/31/2024	5.324	5.324	\$ 3,775.39	\$1.10	\$3,776.49
5/30/2024	I&S	POOL	TASB-LONE STAR	\$ 7,299.81	5/31/2024	5.324	5.324	\$ 7,299.81	\$1.06	\$7,300.87
5/31/2024	I&S	POOL	TASB-LONE STAR	\$ 7,142.01	5/31/2024	5.324	5.324	\$ 7,142.01	\$0.00	\$7,142.01
5/31/2024	I&S	POOL	TASB-LONE STAR	\$ 111,453.43	interest			\$ 111,453.43	\$0.00	\$111,453.43
5/31/2024	I&S	POOL	TASB-LONE STAR	\$ 3.44	interest			\$ 3.44	\$0.00	\$3.44
6/3/2024	I&S	POOL	TASB-LONE STAR	\$ 26,367.54	in transit			\$ 26,367.54	\$0.00	\$26,367.54
6/4/2024	I&S	POOL	TASB-LONE STAR	\$ 10,233.19	in transit			\$ 10,233.19	\$0.00	\$10,233.19
6/5/2024	I&S	POOL	TASB-LONE STAR	\$ 22,099.49	in transit			\$ 22,099.49	\$0.00	\$22,099.49
6/6/2024	I&S	POOL	TASB-LONE STAR	\$ 506,957.50	in transit			\$ 506,957.50	\$0.00	\$506,957.50
			SUB-TOTAL:	\$25,439,682.60				\$25,439,682.60		
5/1/2024	QSCB	POOL	TASB-LONE STAR	\$2,224,774.71	5/31/2024	5.324	5.324	\$2,224,774.71	\$10,059.88	\$2,234,834.59
5/31/2024	QSCB	POOL	TASB-LONE STAR	\$10,031.98	interest			\$10,031.98	\$0.00	\$10,031.98
			SUB-TOTAL:	\$2,234,806.69				\$2,234,806.69		
5/1/2024	CAP PROJ	POOL/BANK	COMBINED	\$152,604,011.65	4/30/2024	5.330	5.330	\$152,604,011.65	\$690,815.37	\$153,294,827.02
5/2/2024	CAP PROJ	POOL/BANK	TASB-LONE STAR	-\$833,884.55	withdrawal			-\$833,884.55	\$0.00	-\$833,884.55
5/24/2024	CAP PROJ	POOL/BANK	TASB-LONE STAR	-\$667,000.00	withdrawal			-\$667,000.00	\$0.00	-\$667,000.00
5/31/2024	CAP PROJ	POOL/BANK	TASB-LONE STAR	\$171,491.06	interest			\$171,491.06	\$0.00	\$171,491.06
6/6/2024	CAP PROJ	POOL/BANK	TASB-LONE STAR	\$20,000,000.00	in transit			\$20,000,000.00	\$0.00	\$20,000,000.00
5/2/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$8,181.22	withdrawal			-\$8,181.22	\$0.00	-\$8,181.22
5/2/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$97,345.36	withdrawal			-\$97,345.36	\$0.00	-\$97,345.36
5/2/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$49,769.98	withdrawal			-\$49,769.98	\$0.00	-\$49,769.98
5/10/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$47,743.28	withdrawal			-\$47,743.28	\$0.00	-\$47,743.28
5/14/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$3,141,497.05	withdrawal			-\$3,141,497.05	\$0.00	-\$3,141,497.05
5/15/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$2,306,566.28	withdrawal			-\$2,306,566.28	\$0.00	-\$2,306,566.28
5/17/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$9,774.58	withdrawal			-\$9,774.58	\$0.00	-\$9,774.58
5/17/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$16,000.00	withdrawal			-\$16,000.00	\$0.00	-\$16,000.00
5/20/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$25,316.10	withdrawal			-\$25,316.10	\$0.00	-\$25,316.10
5/22/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$21,047.64	withdrawal			-\$21,047.64	\$0.00	-\$21,047.64
5/22/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$33,157.70	withdrawal			-\$33,157.70	\$0.00	-\$33,157.70
5/23/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$689,272.99	withdrawal			-\$689,272.99	\$0.00	-\$689,272.99
5/30/2024	CAP PROJ	POOL/BANK	TEX-POOL	-\$6,542.78	withdrawal			-\$6,542.78	\$0.00	-\$6,542.78
5/31/2024	CAP PROJ	POOL/BANK	TEX-POOL	\$396,347.60	interest			\$396,347.60	\$0.00	\$396,347.60
6/6/2024	CAP PROJ	POOL/BANK	TEX-POOL	\$150,000,000.00	in transit			\$150,000,000.00	\$0.00	\$150,000,000.00
5/10/2024	CAP PROJ	BANK	FFB	-\$1,384.50	withdrawal			-\$1,384.50	\$0.00	-\$1,384.50
5/17/2024	CAP PROJ	BANK	FFB	-\$135,334.85	withdrawal			-\$135,334.85	\$0.00	-\$135,334.85
5/23/2024	CAP PROJ	BANK	FFB	-\$18,851.97	withdrawal			-\$18,851.97	\$0.00	-\$18,851.97
5/31/2024	CAP PROJ	BANK	FFB	\$106,495.03	interest			\$106,495.03	\$0.00	\$106,495.03
6/6/2024	CAP PROJ	BANK	FFB	\$30,689,843.00	in transit			\$30,689,843.00	\$0.00	\$30,689,843.00
			SUB-TOTAL:	\$345,859,517.51				\$345,859,517.51		

**Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY RATE	YIELD	COST	PROJ. INT.	PAR
			TOTAL INVESTED:	\$409,232,645.21					
			total does not include						
			scholarship investments						
5/1/2024	SCH.	POOL-PLUS	TASB-LONE STAR	\$905,746.63	5/31/2024	5.462	\$905,746.63	\$4,201.41	\$909,948.04
5/1/2024	SCH.	POOL-PLUS	TASB-LONE STAR	\$6.23	5/31/2024	5.462	\$6.23		
5/31/2024	SCH.	POOL-PLUS	TASB-LONE STAR	\$4,189.99	Interest		\$4,189.99	\$0.00	\$4,189.99
			SCHOLARSHIP TOTAL:	\$909,942.85			\$909,942.85		
THEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 5/31/2024.									
INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.									
RYAN KAHLDEN, ASST. SUP. FOR BUSINESS & FINANCE				WENDY ROSS, DIRECTOR OF ACCOUNTING					

**Pool interest calculated on a per month basis using month end balance.

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	Unencumbered Balance	2023-24 FYTD %
00 LOCAL/INTER. SOURCES	59,695,483.04	0.00	62,993,497	63,005,300	3,309,816.96	94.75
00 STATE PROGRAM REV.	31,229,810.80	0.00	54,335,548	54,335,548	23,105,737.20	57.48
00 FEDERAL PROG. REV.	-2,351,497.72	0.00	2,000,000	2,000,000	4,351,497.72	-117.57
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
00 OTHER RESOURCES	22,099.80	0.00	0	0	-22,099.80	0.00
00 gen	88,595,895.92	0.00	119,329,045	119,340,848	30,744,952.08	74.24
-- Revenue	88,595,895.92	0.00	119,329,045	119,340,848	30,744,952.08	74.24
00	0.00	0.00	0	0	0.00	0.00
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
00	0.00	0.00	0	0	0.00	0.00
00 gen	0.00	0.00	0	0	0.00	0.00
11 PAYROLL COSTS	47,316,375.94	0.00	66,656,609	66,282,313	18,965,937.06	71.39
11 PRO./CONTRACTED SVC.	927,084.13	173,666.88	1,344,436	1,467,492	366,740.99	75.01
11 SUPPLIES	2,004,039.01	974,632.20	2,146,334	3,382,587	403,915.79	88.06
11 OTHER OPERATING EXP.	152,073.76	44,007.53	404,219	434,138	238,056.71	45.17
11 CAPITAL PROJECTS	237,992.01	0.00	16,000	237,202	-790.01	100.33
11 INSTRUCTION	50,637,564.85	1,192,306.61	70,567,598	71,803,732	19,973,860.54	72.18
12 PAYROLL COSTS	901,713.40	0.00	1,265,823	1,265,823	364,109.60	71.24
12 PRO./CONTRACTED SVC.	19,473.75	0.00	26,268	28,085	8,611.25	69.34
12 SUPPLIES	76,969.90	39,411.07	121,032	117,019	638.03	99.45
12 OTHER OPERATING EXP.	5,453.01	245.00	4,400	6,596	897.99	86.39
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
12 INST. RESOURCES & ME	1,003,610.06	39,656.07	1,417,523	1,417,523	374,256.87	73.60
13 PAYROLL COSTS	1,176,624.42	0.00	1,465,657	1,433,157	256,532.58	82.10
13 PRO./CONTRACTED SVC.	77,716.13	0.00	52,739	86,039	8,322.87	90.33
13 SUPPLIES	34,484.36	3,822.41	54,586	57,545	19,238.23	66.57
13 OTHER OPERATING EXP.	107,210.06	10,656.02	192,779	179,235	61,368.92	65.76
13 CURRICULUM DEV. & INS	1,396,034.97	14,478.43	1,765,761	1,755,976	345,462.60	80.33
21 PAYROLL COSTS	2,267,810.21	0.00	2,804,376	2,804,376	536,565.79	80.87
21 PRO./CONTRACTED SVC.	15,191.09	0.00	4,800	4,500	-10,691.09	337.58
21 SUPPLIES	15,261.42	4,753.21	16,200	25,294	5,279.37	79.13
21 OTHER OPERATING EXP.	11,468.21	3,761.55	42,200	31,506	16,276.24	48.34
21 INSTRUCTIONAL LEADER	2,309,730.93	8,514.76	2,867,576	2,865,676	547,430.31	80.90

FC OBJ	2023-24		Encumbered		2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Amount	Original Budget	Revised Budget	Unencumbered	Balance	FYTD %	Unencumbered	Balance	FYTD %		
23 PAYROLL COSTS	4,960,747.99	0.00	6,760,737	6,763,437	1,802,689.01	73.35	1,802,689.01	73.35				
23 PRO./CONTRACTED SVC.	0.00	0.00	5,000	0	0.00	0.00	0.00	0.00				
23 SUPPLIES	59,821.07	5,281.97	94,204	77,971	12,867.96	83.50	12,867.96	83.50				
23 OTHER OPERATING EXP.	30,723.91	7,718.88	87,100	49,767	11,324.21	77.25	11,324.21	77.25				
23 SCHOOL LEADERSHIP	5,051,292.97	13,000.85	6,947,041	6,891,175	1,826,881.18	73.49	1,826,881.18	73.49				
31 PAYROLL COSTS	2,202,283.09	0.00	3,069,671	3,069,671	867,387.91	71.74	867,387.91	71.74				
31 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
31 SUPPLIES	67,266.59	1,823.99	36,460	73,133	4,042.42	94.47	4,042.42	94.47				
31 OTHER OPERATING EXP.	12,774.29	98.00	12,835	19,081	6,208.71	67.46	6,208.71	67.46				
31 GUIDANCE & COUNSELIN	2,282,323.97	1,921.99	3,118,966	3,161,885	877,639.04	72.24	877,639.04	72.24				
32 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
32 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
32 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
32 SOCIAL WORK SERVICES	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
33 PAYROLL COSTS	1,060,027.49	0.00	1,441,846	1,441,846	381,818.51	73.52	381,818.51	73.52				
33 PRO./CONTRACTED SVC.	12,897.85	1,312.00	5,000	15,000	790.15	94.73	790.15	94.73				
33 SUPPLIES	17,954.47	874.25	33,175	21,175	2,346.28	88.92	2,346.28	88.92				
33 OTHER OPERATING EXP.	2,126.00	0.00	6,850	6,850	4,724.00	31.04	4,724.00	31.04				
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
33 HEALTH SERVICES	1,093,005.81	2,186.25	1,486,871	1,484,871	389,678.94	73.76	389,678.94	73.76				
34 PAYROLL COSTS	2,585,256.01	0.00	2,917,119	2,917,119	331,862.99	88.62	331,862.99	88.62				
34 PRO./CONTRACTED SVC.	76,952.09	12,602.53	110,000	111,429	21,874.38	80.37	21,874.38	80.37				
34 SUPPLIES	556,347.97	55,373.46	619,500	713,902	102,180.57	85.69	102,180.57	85.69				
34 OTHER OPERATING EXP.	148,230.80	4,385.07	98,000	137,280	-15,335.87	111.17	-15,335.87	111.17				
34 CAPITAL PROJECTS	616,422.33	604,190.15	326,000	1,221,209	596.52	99.95	596.52	99.95				
34 PUPIL TRANSPORTATION	3,983,209.20	676,551.21	4,070,619	5,100,939	441,178.59	91.35	441,178.59	91.35				
35 PAYROLL COSTS	25,507.24	0.00	0	0	-25,507.24	0.00	-25,507.24	0.00				
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
35 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00				
35 FOOD SERVICES	25,507.24	0.00	0	0	-25,507.24	0.00	-25,507.24	0.00				
36 PAYROLL COSTS	2,735,970.10	0.00	3,531,235	3,531,235	795,264.90	77.48	795,264.90	77.48				
36 PRO./CONTRACTED SVC.	253,972.85	21,899.00	219,939	284,259	8,387.15	97.05	8,387.15	97.05				
36 SUPPLIES	227,306.18	82,411.24	296,288	362,142	52,424.58	85.52	52,424.58	85.52				
36 OTHER OPERATING EXP.	615,883.96	50,744.28	1,033,394	875,306	208,677.76	76.16	208,677.76	76.16				

FC OBJ	2023-24		Encumbered		2023-24		2023-24		Unencumbered		2023-24	
	FYTD Activity	Amount	Original Budget	Revised Budget	Balance	FYTD %						
36 CAPITAL PROJECTS	478,879.50	39,287.39	0	519,168	1,001.11	99.81						
36 COCURR./EXTRACURR.AC	4,312,012.59	194,341.91	5,080,856	5,572,110	1,065,755.50	80.87						
41 PAYROLL COSTS	2,046,238.00	0.00	2,678,058	2,688,515	642,275.56	76.11						
41 PRO./CONTRACTED SVC.	333,283.09	7,215.00	504,550	498,054	157,555.91	68.37						
41 SUPPLIES	55,180.49	5,795.01	91,435	110,320	49,344.72	55.27						
41 OTHER OPERATING EXP.	198,084.88	50,710.78	454,185	402,276	153,480.56	61.85						
41 CAPITAL PROJECTS	29,064.00	0.00	7,000	36,064	7,000.00	80.59						
41 GENERAL ADMINISTRATI	2,661,850.46	63,720.79	3,735,228	3,735,229	1,009,656.75	72.97						
51 PAYROLL COSTS	4,766,093.79	0.00	6,447,085	6,447,085	1,680,991.21	73.93						
51 PRO./CONTRACTED SVC.	2,170,661.80	45,222.11	2,512,600	2,498,600	282,716.09	88.69						
51 SUPPLIES	627,820.34	62,195.57	800,000	842,850	152,834.09	81.87						
51 OTHER OPERATING EXP.	1,278,717.51	2,980.29	1,440,213	1,460,213	178,515.20	87.77						
51 CAPITAL PROJECTS	7,150.00	199,000.00	205,000	256,150	50,000.00	80.48						
51 PLANT MAINTENANCE &	8,850,443.44	309,397.97	11,404,898	11,504,898	2,345,056.59	79.62						
52 PAYROLL COSTS	1,444,399.64	0.00	1,454,270	1,454,270	9,870.36	99.32						
52 PRO./CONTRACTED SVC.	39,620.55	1,657.29	620,000	583,347	542,069.16	7.08						
52 SUPPLIES	26,383.14	56,184.46	64,000	90,656	8,088.40	91.08						
52 OTHER OPERATING EXP.	10,013.83	6,193.44	10,500	20,497	4,289.73	79.07						
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00						
52 SECURITY & MONITORIN	1,520,417.16	64,035.19	2,148,770	2,148,770	564,317.65	73.74						
53 PAYROLL COSTS	715,242.40	0.00	910,417	910,417	195,174.60	78.56						
53 PRO./CONTRACTED SVC.	494,653.95	5,000.00	595,195	595,195	95,541.05	83.95						
53 SUPPLIES	300,349.03	4,974.76	370,251	370,251	64,927.21	82.46						
53 OTHER OPERATING EXP.	10,506.47	0.00	15,383	15,383	4,876.53	68.30						
53 CAPITAL PROJECTS	8,443.92	35,715.00	45,000	45,000	841.08	98.13						
53 DATA PROCESSING SERV	1,529,195.77	45,689.76	1,936,246	1,936,246	361,360.47	81.34						
61 PAYROLL COSTS	154,159.49	0.00	219,882	219,882	65,722.51	70.11						
61 PRO./CONTRACTED SVC.	0.00	0.00	1,431	0	0.00	0.00						
61 SUPPLIES	26,019.72	0.00	27,241	30,148	4,128.28	86.31						
61 OTHER OPERATING EXP.	9,470.77	40.00	11,258	9,782	271.23	97.23						
61 COMMUNITY SERVICES	189,649.98	40.00	259,812	259,812	70,122.02	73.01						
71 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00						
71 DEBT SERVICES	0.00	0.00	0	0	0.00	0.00						

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	Unencumbered Balance	2023-24 FYTD %
81 PRO./CONTRACTED SVC.	2,000.00	0.00	0	0	-2,000.00	0.00
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00
81 CAPITAL PROJECTS	159,754.86	116,042.00	825,000	518,250	242,453.14	53.22
81 FACILITIES ACO. & CO	161,754.86	116,042.00	825,000	518,250	240,453.14	53.60
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
91 CONT.INST.SVCS.\PUBL	0.00	0.00	0	0	0.00	0.00
95 PRO./CONTRACTED SVC.	36,110.00	0.00	40,000	40,000	3,890.00	90.28
95 PYMTS.TO JJAEP PROGR	36,110.00	0.00	40,000	40,000	3,890.00	90.28
99 PRO./CONTRACTED SVC.	680,630.46	0.00	655,000	655,000	-25,630.46	103.91
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
99 Other Governmental C	680,630.46	0.00	655,000	655,000	-25,630.46	103.91
-- Expense	87,724,344.72	2,741,883.79	118,327,765	120,852,092	30,385,862.49	74.86
Grand Revenue Totals	88,595,895.92	0.00	119,329,045	119,340,848	30,744,952.08	74.24
Grand Expense Totals	87,724,344.72	2,741,883.79	118,327,765	120,852,092	30,385,862.49	74.86
Grand Totals	871,551.20	2,741,883.79	1,001,280	1,511,244	359,089.59	-57.67
	Profit	Loss	Profit	Loss	Profit	

Number of Accounts: 13458

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

WAXAHACHIE ISD
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FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	Comment	Unencumbered Balance	2023-24 FYTD %
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 STATE PROGRAM REV.	881,253.91	0.00	0.00	6,473,407.56		5,592,153.65	13.61
00 FEDERAL PROG. REV.	3,808,308.84	0.00	0.00	7,478,090.92		3,669,782.08	50.93
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
00 OTHER RESOURCES	0.00	0.00	0.00	0.00		0.00	0.00
00 gen	4,689,562.75	0.00	0.00	13,951,498.48		9,261,935.73	33.61
-- Revenue	4,689,562.75	0.00	0.00	13,951,498.48		9,261,935.73	33.61
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
00 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
00 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
00	0.00	0.00	0.00	0.00		0.00	0.00
00 gen	0.00	0.00	0.00	0.00		0.00	0.00
11 PAYROLL COSTS	1,253,875.14	0.00	0.00	2,256,363.26		1,002,488.12	55.57
11 PRO./CONTRACTED SVC.	461,713.41	36,461.04	0.00	641,879.33		143,704.88	71.93
11 SUPPLIES	495,182.16	1,970,878.51	0.00	3,186,198.76		720,138.09	15.54
11 OTHER OPERATING EXP.	8,320.65	4,257.50	0.00	21,277.00		8,698.85	39.11
11 CAPITAL PROJECTS	422,305.99	43,454.73	0.00	393,894.00		-71,866.72	107.21
11 INSTRUCTION	2,641,397.35	2,055,051.78	0.00	6,499,612.35		1,803,163.22	40.64
12 PAYROLL COSTS	7,620.59	0.00	0.00	7,621.00		0.41	99.99
12 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
12 INST. RESOURCES & ME	7,620.59	0.00	0.00	7,621.00		0.41	99.99
13 PAYROLL COSTS	210,041.79	0.00	0.00	801,554.81		591,513.02	26.20
13 PRO./CONTRACTED SVC.	494,561.95	10,761.00	0.00	2,874,591.00		2,369,268.05	17.20
13 SUPPLIES	8,272.88	59,440.34	0.00	294,777.00		227,063.78	2.81
13 OTHER OPERATING EXP.	54,004.66	11,775.07	0.00	351,851.00		286,071.27	15.35
13 CURRICULUM DEV. & INS	766,881.28	81,976.41	0.00	4,322,773.81		3,473,916.12	17.74
21 PAYROLL COSTS	9,162.94	0.00	0.00	9,164.00		1.06	99.99
21 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
21 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
21 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
21 INSTRUCTIONAL LEADER	9,162.94	0.00	0.00	9,164.00		1.06	99.99
23 PAYROLL COSTS	45,260.60	0.00	0.00	45,262.00		1.40	100.00

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FC OBJ	2023-24		Encumbered		2023-24		2023-24		Unencumbered		2023-24	
	FYTD Activity	Amount	Original Budget	Revised Budget	Comment	Balance	FYTD %					
23 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00					
23 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00					
23 OTHER OPERATING EXP.	64.25	0.00	0.00	6,991.28		6,927.03	0.92					
23 SCHOOL LEADERSHIP	45,324.85	0.00	0.00	52,253.28		6,928.43	86.74					
31 PAYROLL COSTS	1,459,858.02	0.00	0.00	2,098,192.00		638,333.98	69.58					
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00					
31 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00					
31 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00					
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00					
31 GUIDANCE & COUNSELIN	1,459,858.02	0.00	0.00	2,098,192.00		638,333.98	69.58					
32 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00					
32 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00					
32 SOCIAL WORK SERVICES	0.00	0.00	0.00	0.00		0.00	0.00					
33 PAYROLL COSTS	8,656.17	0.00	0.00	8,658.00		1.83	99.98					
33 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00					
33 HEALTH SERVICES	8,656.17	0.00	0.00	8,658.00		1.83	99.98					
34 PAYROLL COSTS	33,146.85	0.00	0.00	33,149.00		2.15	99.99					
34 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00					
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00					
34 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00					
34 PUPIL TRANSPORTATION	33,146.85	0.00	0.00	33,149.00		2.15	99.99					
35 PAYROLL COSTS	37,137.04	0.00	0.00	37,138.00		0.96	100.00					
35 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00					
35 FOOD SERVICES	37,137.04	0.00	0.00	37,138.00		0.96	100.00					
36 PAYROLL COSTS	2,544.22	0.00	0.00	2,546.00		1.78	99.93					
36 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00					
36 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00					
36 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00					
36 COCURR./EXTRACURR.AC	2,544.22	0.00	0.00	2,546.00		1.78	99.93					
41 PAYROLL COSTS	12,718.13	0.00	0.00	12,720.00		1.87	99.99					
41 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00					
41 GENERAL ADMINISTRATI	12,718.13	0.00	0.00	12,720.00		1.87	99.99					

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FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	2023-24 Comment	Unencumbered Balance	2023-24 FYTD %
51 PAYROLL COSTS	61,375.32	0.00	0.00	61,377.00		1.68	100.00
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
51 PLANT MAINTENANCE &	61,375.32	0.00	0.00	61,377.00		1.68	100.00
52 PAYROLL COSTS	21,932.44	0.00	0.00	21,934.00		1.56	99.99
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	95,000.00		95,000.00	0.00
52 SUPPLIES	0.00	0.00	0.00	48,482.00		48,482.00	0.00
52 OTHER OPERATING EXP.	0.00	0.00	0.00	100.00		100.00	0.00
52 CAPITAL PROJECTS	333,367.80	85,631.20	0.00	623,999.00		205,000.00	53.42
52 SECURITY & MONITORIN	355,300.24	85,631.20	0.00	789,515.00		348,583.56	45.00
53 PAYROLL COSTS	6,113.19	0.00	0.00	6,115.00		1.81	99.97
53 DATA PROCESSING SERV	6,113.19	0.00	0.00	6,115.00		1.81	99.97
61 PAYROLL COSTS	8,142.31	0.00	0.00	8,143.00		0.69	99.99
61 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
61 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
61 IMMUNITY SERVICES	8,142.31	0.00	0.00	8,143.00		0.69	99.99
71 DEBT SERVICE	0.00	0.00	0.00	0.00		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
81 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
81 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
81 FACILITIES ACQ. & CO	0.00	0.00	0.00	0.00		0.00	0.00
-- Expense	5,455,378.50	2,222,659.39	0.00	13,948,977.44		6,270,939.55	39.11
Grand Revenue Totals	4,689,562.75	0.00	0.00	13,951,498.48		9,261,935.73	33.61
Grand Expense Totals	5,455,378.50	2,222,659.39	0.00	13,948,977.44		6,270,939.55	39.11
Grand Totals	765,815.75	2,222,659.39	0.00	2,521.04		2,990,996.18	????????
	Loss	Loss		Profit		Profit	

Number of Accounts: 12136

FC OBJ	2023-24		Encumbered		2023-24		2023-24		Unencumbered		2023-24	
		FYTD Activity	Amount		Original Budget	Revised Budget	Balance	FYTD %				
00 LOCAL/INTER. SOURCES		32,855,959.06	0.00		33,699,502	33,699,502	843,542.94	97.50				
00 STATE PROGRAM REV.		1,605,263.00	0.00		0	0	-1,605,263.00	0.00				
00 FEDERAL PROG. REV.		53,063.20	0.00		100,000	100,000	46,936.80	53.06				
00 OTHER RESOURCES		0.00	0.00		0	0	0.00	0.00				
00 gen		34,514,285.26	0.00		33,799,502	33,799,502	-714,783.26	102.11				
-- Revenue		34,514,285.26	0.00		33,799,502	33,799,502	-714,783.26	102.11				
00 DEBT SERVICE		0.00	0.00		0	0	0.00	0.00				
00		0.00	0.00		0	0	0.00	0.00				
00 gen		0.00	0.00		0	0	0.00	0.00				
71 DEBT SERVICE		22,700,906.25	0.00		37,842,888	37,842,888	15,141,981.75	59.99				
71 DEBT SERVICES		22,700,906.25	0.00		37,842,888	37,842,888	15,141,981.75	59.99				
-- Expense		22,700,906.25	0.00		37,842,888	37,842,888	15,141,981.75	59.99				
Grand Revenue Totals		34,514,285.26	0.00		33,799,502	33,799,502	-714,783.26	102.11				
Grand Expense Totals		22,700,906.25	0.00		37,842,888	37,842,888	15,141,981.75	59.99				
Grand Totals		11,813,379.01	0.00		4,043,386	4,043,386	15,856,765.01	-292.17				
Profit Loss												

Number of Accounts: 29

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

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24		2023-24 Revised Budget	Comment	Unencumbered		2023-24 FYTD %
			Original Budget	Balance			Balance		
00 LOCAL/INTER. SOURCES	7,000,235.55	0.00	0	-7,000,235.55	0			0.00	
00 STATE PROGRAM REV.	0.00	0.00	0		0		0.00	0.00	
00 OTHER RESOURCES	202,228,739.25	0.00	0		0		-202,228,739.25	0.00	
00 gen	209,228,974.80	0.00	0		0		-209,228,974.80	0.00	
-- Revenue	209,228,974.80	0.00	0		0		-209,228,974.80	0.00	
00	0.00	0.00	0		0		0.00	0.00	
00 gen	0.00	0.00	0		0		0.00	0.00	
11 PAYROLL COSTS	0.00	0.00	0		0		0.00	0.00	
11 SUPPLIES	6,542.78	120,475.31	0		0		-127,018.09	0.00	
11 CAPITAL PROJECTS	0.00	0.00	0		0		0.00	0.00	
11 INSTRUCTION	6,542.78	120,475.31	0		0		-127,018.09	0.00	
12 SUPPLIES	0.00	0.00	0		0		0.00	0.00	
12 CAPITAL PROJECTS	0.00	0.00	0		0		0.00	0.00	
12 INST. RESOURCES & ME	0.00	0.00	0		0		0.00	0.00	
35 SUPPLIES	0.00	15,175.00	0		0		-15,175.00	0.00	
35 FOOD SERVICES	0.00	15,175.00	0		0		-15,175.00	0.00	
36 SUPPLIES	0.00	0.00	0		0		0.00	0.00	
36 CAPITAL PROJECTS	0.00	0.00	0		0		0.00	0.00	
36 COCURR./EXTRACUR.AC	0.00	0.00	0		0		0.00	0.00	
51 PRO./CONTRACTED SVC.	7,185.30	0.00	0		0		-7,185.30	0.00	
51 SUPPLIES	20,607.93	11,655.63-	0		0		-8,952.30	0.00	
51 CAPITAL PROJECTS	0.00	0.00	0		0		0.00	0.00	
51 PLANT MAINTENANCE &	27,793.23	11,655.63-	0		0		-16,137.60	0.00	
52 PRO./CONTRACTED SVC.	0.00	0.00	0		0		0.00	0.00	
52 SUPPLIES	0.00	0.00	0		0		0.00	0.00	
52 CAPITAL PROJECTS	0.00	0.00	0		0		0.00	0.00	
52 SECURITY & MONITORIN	0.00	0.00	0		0		0.00	0.00	
71 DEBT SERVICE	1,538,896.25	0.00	0		0		-1,538,896.25	0.00	
71 DEBT SERVICES	1,538,896.25	0.00	0		0		-1,538,896.25	0.00	
81 PAYROLL COSTS	0.00	0.00	0		0		0.00	0.00	

EC OBJ	2023-24	Encumbered	2023-24		2023-24	Comment	2023-24	
	FYTD Activity	Amount	Original Budget	Revised Budget			Unencumbered	FYTD %
81 PRO./CONTRACTED SVC.	0.00	0.00	0	0			0.00	0.00
81 SUPPLIES	0.00	0.00	0	0			0.00	0.00
81 OTHER OPERATING EXP.	-15.00	0.00	0	0			15.00	0.00
81 CAPITAL PROJECTS	53,522,174.80	10,531,840.31	0	537,770,684			473,716,668.89	9.95
81 FACILITIES ACQ. & CO	53,522,159.80	10,531,840.31	0	537,770,684			473,716,683.89	9.95
-- Expense	55,095,392.06	10,655,834.99	0	537,770,684			472,019,456.95	10.25
Grand Revenue Totals	209,228,974.80	0.00	0	0			-209,228,974.80	0.00
Grand Expense Totals	55,095,392.06	10,655,834.99	0	537,770,684			472,019,456.95	10.25
Grand Totals	154,133,582.74	10,655,834.99	0	537,770,684			681,248,431.75	28.66-
	Profit	Loss		Loss			Loss	

Number of Accounts: 325

FC OBJ	2023-24		2023-24		2023-24		2023-24		Unencumbered Balance	2023-24 FYTD &
	FYTD Activity	Amount	Original Budget	Revised Budget	Balance	FYTD &				
00 LOCAL/INTER. SOURCES	2,560,918.09	0.00	1,992,000	1,992,000	-568,918.09	128.56				
00 STATE PROGRAM REV.	512,805.43	0.00	354,874	354,874	-157,931.43	144.50				
00 FEDERAL PROG. REV.	0.00	0.00	0	0	0.00	0.00				
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00				
00 OTHER RESOURCES	2,910,864.37	0.00	3,090,000	3,090,000	179,135.63	94.20				
00 gen	5,984,587.89	0.00	5,436,874	5,436,874	-547,713.89	110.07				
-- Revenue	5,984,587.89	0.00	5,436,874	5,436,874	-547,713.89	110.07				
00	0.00	0.00	0	0	0.00	0.00				
00 gen	0.00	0.00	0	0	0.00	0.00				
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00				
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00				
35 PAYROLL COSTS	1,935,928.37	0.00	2,817,084	2,817,084	881,155.63	68.72				
35 PRO./CONTRACTED SVC.	2,944.94	2,569.00	4,000	12,625	7,111.06	43.67				
35 SUPPLIES	2,202,871.51	195,808.06	2,177,460	2,161,335	-237,344.57	110.98				
35 OTHER OPERATING EXP.	4,578.66	4,381.80	4,000	11,500	2,539.54	77.92				
35 CAPITAL PROJECTS	51,063.68	0.00	100,000	100,000	48,936.32	51.06				
35 FOOD SERVICES	4,197,387.16	202,758.86	5,102,544	5,102,544	702,397.98	86.23				
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00				
51 PRO./CONTRACTED SVC.	0.00	0.00	79,572	79,572	79,572.00	0.00				
51 PLANT MAINTENANCE &	0.00	0.00	79,572	79,572	79,572.00	0.00				
61 PAYROLL COSTS	395,419.04	0.00	568,990	568,990	173,570.96	69.49				
61 PRO./CONTRACTED SVC.	1,091.40	3,718.30	20,569	20,569	15,759.30	23.38				
61 SUPPLIES	43,920.55	3,780.01	35,200	52,700	4,999.44	90.51				
61 OTHER OPERATING EXP.	8,413.52	0.00	3,362	10,862	2,448.48	77.46				
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00				
61 COMMUNITY SERVICES	448,844.51	7,498.31	628,121	653,121	196,778.18	69.87				
81 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00				
81 FACILITIES ACQ. & CO	0.00	0.00	0	0	0.00	0.00				
-- Expense	4,646,231.67	210,257.17	5,810,237	5,835,237	978,748.16	83.23				
Grand Revenue Totals	5,984,587.89	0.00	5,436,874	5,436,874	-547,713.89	110.07				

FC OBJ	2023-24		Encumbered		2023-24		2023-24		Unencumbered		2023-24	
	FYTD Activity		Amount		Original Budget		Revised Budget		Balance		FYTD %	
Grand Expense Totals	4,646,231.67		210,257.17		5,810,237		5,835,237		978,748.16		83.23	
Grand Totals	1,338,356.22		210,257.17		373,363		398,363		1,526,462.05		-335.96	
	Profit		Loss		Loss		Loss		Loss			

Number of Accounts: 1006

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

WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF MAY 2024

GENERAL FUND	YTD ACTUAL	ORIGINAL BUDGET	REVISED BUDGET	YTD %	PRIOR YTD %
REVENUES	88,595,895.92	119,329,045	119,340,848	74.24%	88.29%
EXPENDITURES	87,724,344.72	118,327,765	120,852,092	72.59%	74.52%
SPECIAL PROGRAMS					
REVENUES	4,689,562.75	7,527,540	13,951,498	33.61%	42.51%
EXPENDITURES	5,455,378.50	7,525,019	13,948,977	39.11%	51.05%
INTEREST & SINKING					
REVENUES	34,514,285.26	33,799,502	33,799,502	102.11%	97.11%
EXPENDITURES	22,700,906.25	37,842,888	37,842,888	59.92%	33.94%
CAPITAL PROJECTS					
REVENUES	209,228,974.80	-	0.00	0.00%	0.00%
EXPENDITURES	55,095,392.06	-	537,770,684	102.45%	0.00%
ENTERPRISE FUNDS					
REVENUES	5,984,587.89	5,436,874	5,436,874	110.07%	100.05%
EXPENDITURES	4,646,231.67	5,810,237	5,835,237	79.62%	84.21%

Waxahachie ISD 2023-24 Budget Summary May 2024

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Andy Reeves

Subject: Report regarding maintenance department work orders **Related Page(s)** 1

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

Informational report on the maintenance department's work orders for the month of June 2024.

ATTACHMENTS:

Monthly work order report

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

JUNE 2024 WO REPORT

Campus	HVAC	Elec	Plumbing	General	Doors & Locks	Total
Challenge/AEP	0	0	1	0	0	1
Clift	2	3	2	8	3	18
Coleman JH	4	0	7	12	3	26
Dunaway	1	2	8	11	0	22
Felty	7	3	1	19	4	34
Finley JH	1	14	5	13	7	40
Global High	0	1	2	4	1	8
Howard JH	3	3	1	13	8	28
Marvin	0	1	1	53	8	63
Northside	1	1	4	7	3	16
Shackelford	1	5	5	19	2	32
Simpson	0	2	3	13	1	19
Turner Pre-K	1	1	6	19	0	27
Wedgeworth	0	0	0	11	2	13
WHS	11	11	17	35	5	79
Wilemon	0	3	1	5	1	10
Misc.	4	6	14	68	7	99
Total Count	36	56	78	310	55	535

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Theresa Burkhalter

Subject: New Hires and Resignations **Related Page(s)** Memorandum

**Informational
Agenda Item**

EXECUTIVE SUMMARY:

The Human Resources Department has provided an overview of teacher contracts, resignations, retirements, and new hires.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Theresa Burkhalter

Subject: New and/or modified positions and administrator contract as presented **Related Page(s)** Memorandum

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

The Human Resources Department requests approval for the attached position and stipend change requests.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

Recommendation:

Approve Requests

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Theresa Burkhalter

Subject: Certified TTESS Appraisers **Related Page(s)** 2

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

The Human Resources Department is requesting the approval of certified appraisers.

ATTACHMENTS:

Memorandum

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve certified TTESS appraisers.



Memorandum

To: Dr. Jerry Hollingsworth, Superintendent

From: Theresa Burkhalter, Assistant Superintendent of Human Resources

Date: July 22, 2024

Subject: Certified TTESS Appraisers

CAMPUS	Last Name	First Name
ADMIN	AVERETT	DAVID
ADMIN	BARNARD*	GARY
ADMIN	BINNICKER	ASHLEY
ADMIN	BURKHALTER	THERESA
ADMIN	CAGLE	SEAN
ADMIN	MOTT	LISA
CHALLENGE	BENSKIN	AL
CLIFT	FARMER*	ALICIA
CLIFT	STRONG	ANGELA
COLEMAN	EAST	JAMES
COLEMAN	MASON	AISHA
COLEMAN	MCLEMORE	JENNI
COLEMAN	SANDERS	SHANDRA
DUNAWAY	ALEMAN	GINGER
DUNAWAY	MORGAN*	SAMATHA
FELTY	GABBARD	ASHLEY
FELTY	GRIFFITH	BRITTANY
FINLEY	BLANCO	RAY
FINLEY	BRIDGES	BEN
FINLEY	JACKSON	HEATHER
FINLEY	OPEN	OPEN
GLOBAL	CAVAZOS	RYAN

GLOBAL	ZANDT	DEREK
HOWARD	LYNCH	CHRISTOPHER
HOWARD	MOBLEY*	MARLEY
HOWARD	WHITE	KARINA
HOWARD	WILLIAMS	MICHAEL
MARVIN	CEDENO	YULIA
MARVIN	POLK	KARIN
NORTHSIDE	DAVIS	CLAUDIA
NORTHSIDE	FOSTER	STEFANI
RAY	RECTOR	RACHEL
RAY	THORNTON*	ELIZABETH
SHACKELFORD	DAVIS	PAIGE
SHACKELFORD	SCHAEFFER	VERONICA
SIMPSON	BRAGG	CHRISTY
SIMPSON	MORALES	KAREN
SPECIAL POPS	HEIMBUCH	STEPHANIE
TLI	BINNICKER	DUSTIN
TLI	HILBURN	DAWN
TLI	KUBIN	CHRISTI
TLI	ROBINSON	GINGER
TLI	SMITHEY	THERESA
TLI	SOLIS	LYNDA
TLI	WITTENBURG	CHRISTIE
TURNER	GILLIAM	NORMEL
WEDGEWORTH	BROWN	ERICA
WEDGEWORTH	DENTON*	JULIANNE
WHS	BURKHALTER-FOLEY	JENNIFER
WHS	COLEMAN*	LEE
WHS	ESCOTO	TONY
WHS	HARRISON	DANIEL
WHS	JONES	ANTENESHIA
WHS	MCCARTY	ERIC
WHS	PERRY	JACOB
WHS	PERRY	JOSH
WILEMON	AUTHIER	KATE
WILEMON	NELSON	JESSICA

*New staff member with certification pending.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: Accept Felty flooring project as complete and authorize final payment **Related Page(s)**

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Included in the Proposition C items for Felty Elementary was the replacement of the campus flooring. The Board authorized the purchase order for this project at the April Board meeting. At this time, the project is complete, and the board is asked to accept the project as completed and authorize the release of the final payment on the project. The final payment on this project is \$80,000.

ATTACHMENTS:

Quote from Harts Flooring

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Accept the flooring replacement project at Felty Elementary as complete and authorize the release of final payment on the project of \$80,000.



Harts Flooring
4420 Mint Way
DALLAS, TX 75236 US
harts-flooring@att.net
hartsflooring.com

INVOICE

BILL TO

Waxahachie ISD

INVOICE # 9169

DATE 07/08/2024

DUE DATE 08/07/2024

TERMS Net 30

JOB NAME

Felty Elementary

DESCRIPTION	QTY	RATE	AMOUNT
Demo and dispose of existing carpet and vct flooring	68,080	0.55	37,444.00
remove and dispose of existing paver tiles (or float over)	1,400	5.00	7,000.00
remove and dispose of existing base	10,680	0.10	1,068.00
Supply and Install carpet tile Mohawk (First One Up or Drafty Point)	520	32.40	16,848.00
Supply and Install LVT Mohawk Large and Local Collection with secondary colors for hallways, 50000'	64,800	5.00	324,000.00
install patterns in hallways up to 4 colors, 14500'	1	7,250.00	7,250.00
Supply and install base 6" base for hallways	2,640	2.35	6,204.00
Supply and install base 4 " cove for rooms	8,040	1.90	15,276.00
material draw payment check # 196172	1	-249,054.00	-249,054.00
labor draw check # 196317	1	-86,036.00	-86,036.00

Final bill Felty

SUBTOTAL	80,000.00
TAX	0.00
TOTAL	80,000.00
BALANCE DUE	\$80,000.00

COMPLETE
OK TO PAY IN FULL
STEPHEN MOTT
JULY 9, 2024

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: Hancock Building Technology **Related Page(s)**

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

With the expansion of the Hancock Building to become Coleman JH, the district needs to purchase technology equipment (switches) to replace existing equipment and provide equipment for the new portion of the building. These costs are covered by bond funds in the amount of \$88,494.33 with DISYS Solutions Inc., through a Texas Department of Information Resources (DIR) contract.

ATTACHMENTS:

Quote comparison form and quote from DISYS Solutions Inc

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve purchase of technology equipment for the Hancock Building from DISYS Solutions Inc., at a cost not to exceed \$89,000.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quote Shelly Murphree

Department: Technology

Budget Allocated for Purchase: Bond

Item(s) being quoted: Network Expansion to Hancock Building

Vendor #1: Company Name: CDW

Representative: Corey & Becky

Vendor Approved via: TX Dir

Amount Quoted: \$ 147,165.00

Vendor #2: Company Name: DSI

Representative: Himmat Rathore

Vendor Approved via: Vendor approved through RFP for Erate Services

Amount Quoted: \$ 88,494.00

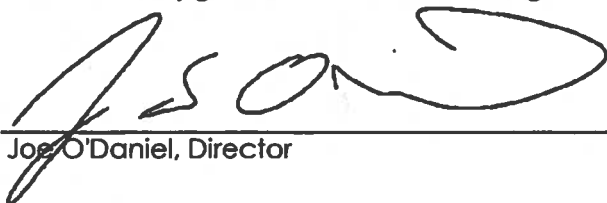
Vendor #3: Company Name: NetSync

Representative: Joshua Parker

Vendor Approved via: TX Dir

Amount Quoted: \$ 89,163.07

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use **DSI for fiber upgrade to Hancock building.**



Joe O'Daniel, Director

7/1/2024

Business Office Approval



Corporate Headquarters
44670 Cape Court, Suite 10
Ashburn, VA 20147
www.disysolutions.com

To: Brian Crouse
Waxahachie ISD

Himmat Rathore
DISYS SOLUTIONS INC
111 Congress Avenue, Suite 400
Austin, TX 78701
Ph no: +1 571-707-3611
Himmat.Rathore@dsitech.com

Quote ID: WISD062624-1
Date: 6/28/2024
Valid through: 9/24/2024

DIR-TSO-4167

All prices are shown in USD

LINE#	PART#	DESCRIPTION	MONTH	LEAD	LIST PRICE	QTY	UNIT PRICE	DISC	EXT. PRICE
Cisco C9300s for Coleman Junior High									
1	C9300-48UN-EDU	Catalyst 9300 48-port 5Gbps, K12	---	14	\$14,786.06	11	\$5,175.12	65.00	\$56,926.32
2	C9300-DNA-E-48-SY	C9300 DNA Essentials, 48-Port, 5 Year Term License	60	N/A	\$2,211.99	11	\$774.20	65.00	\$8,516.20
3	STACK-T1-50CM	50CM Type 1 Stacking Cable	---	14	\$118.29	11	\$41.40	65.00	\$455.40
4	CAB-SPWR-30CM	Catalyst Stack Power Cable 30 CM	---	14	\$112.38	11	\$39.33	65.00	\$432.63
5	C9300-NM-8X	Catalyst 9300 8 x 10GE Network Module	---	14	\$3,016.36	11	\$1,055.73	65.00	\$11,813.03
6	PWR-C1-1100WAC-P/2	1100W AC 80+ platinum Config 1 Secondary Power Supply	---	14	\$2,247.48	11	\$786.62	65.00	\$8,652.82
7	STACK-T1-50CM=	50CM Type 1 Stacking Cable	---	14	\$124.21	9	\$43.47	65.00	\$301.23
8	SFP-10G-SR-S=	10GBASE-SR SFP Module, Enterprise-Class	---	14	\$860.98	5	\$301.34	65.00	\$1,508.70
Total:									\$88,494.33

Engineering Notes:

This Quote Includes Materials only.

All returns or exchanges are at the discretion of the Manufacturer.

Customer agrees to abide by the Manufacturer return policy and will not hold DISYS Solutions liable for returns.

If you have any questions regarding this quote, please contact: Himmat Rathore @ 571-707-3611 or himmat.rathore@dsitech.com

Wire Transfer Information:

JP Morgan Chase Bank, N.A

4 New York Plaza, Floor 15, Mailcode : NY1-E050

New York, NY 10004-2413

Account# 329381377

Routing/Transit# 021000021(NY)

Remit to Address:

Disys Solutions Inc (DSI)

44670 Cape Court, Suite 100 Ashburn VA 20147

Duns # 962751918

Fein # 27-2586114

Cage Code # 674Q4

Product/Subscription \$88,494.33

Schedule A Subtotal: \$88,494.33

Shipping & Handling \$0.00

Estimated Sales Tax (0%) \$0.00

Total Investment \$88,494.33

"The materials contained and expressed in this proposal represent the exclusive intellectual property of DISYS Solutions, Inc. and are intended for use of the customer.

Any reproduction, distribution, or unauthorized sharing of this information without the express written consent of DISYS Solutions, Inc. executive authority is strictly prohibited."

Client Name:

DISYS Solutions, Inc. Name:

Title:

Title:

Signature:

Signature:

Date:

Date:

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** David Averett

Subject: Navarro College-WISD Memorandum of Understanding **Related Page(s)** MOU

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Navarro College and Waxahachie ISD are partnering to provide eligible high school students with the opportunity to enroll in Navarro College courses and receive simultaneous academic credit (dual credit) from Navarro College and Waxahachie ISD. Results of the dual credit/concurrent enrollment courses will be noted on transcripts from both institutions.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

It is recommended that the Board approve the MOU between Navarro College and Waxahachie ISD.

Part I: General Information

Navarro College is pleased to propose a joint partnership effort with Waxahachie ISD for the 2024-2025 academic year, hereafter referred to as “the I.S.D.,” to provide high school students an opportunity to take selected college-level academic and/or career and technical courses for both high school credit and college credit. Students must meet requirements established by the Texas Higher Education Coordinating Board (THECB) and the Texas Education Association as outlined in the Texas Administrative Code Rule 4.85:

Alignment of Navarro College Dual Credit Program Goals to the Texas Higher Education Coordinating Board Dual Credit Statewide Goals:

THECB Statewide Dual Credit Goals	Navarro College Dual Credit Program Goals
Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit including enrollment and fee policies. Measures of Implementation and examples of items to include in documentation: Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits, and cost; ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies, hosting dual credit 101 sessions for high school counselors, collaboration between ISDs and IHE partner(s) on a marketing campaign, documentation summarizing collaboration and outreach efforts of IHEs; and secondary school partners will be readily available and posted.	Goal 1: Provide high school students the opportunities to a smooth transition from high school into college. Continue to increase communication to all parties with our dual credit population. - Measurements of Implementation: - Constant collaboration with ISD partners. - Routine meetings with counselors and administrators. - Dual Credit Staff presents to students and parents several times throughout the year to share program information, such as enrollment, college expectations, benefits, costs and student services. - Dual Credit webpage is updated routinely for current information. We routinely share updates and marketing materials with our partners to then share information to students and parents through handouts, email, text, and social media. - Dual Credit department maintains records of all dual credit events and tracks enrollment to best communicate with all students.
Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education. Metric: Examples of items included in analysis: Student enrollment in postsecondary after high school; time to degree completion; semester credit hours to degree; analysis of measures in enrollment in and persistence through,	Goal 2: Continue to create and implement guided pathways for dual credit students that align with high school pathways and graduation requirements. - Metric: - Student enrollment in postsecondary after high school is tracked through THECB and internal data. - Time to degree completion and semester credit

postsecondary education disaggregated by student sub-population.	hours to degree is tracked through internal data. ▪ Analysis of measures in enrollment in persistence through postsecondary education, disaggregated by student subpopulation is tracked through internal data. ▪ Dual credit office performs transcript audits to determine hours to degree completion, student success, and graduation opportunities. ▪ The Dual Credit Department performs student academic advising with dual credit high school students per THECB rules.
Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion. ▪ Metric: ▪ Examples of items included in analysis: Student enrollment in postsecondary after high school. ▪ Time to degree completion; decrease in excess number of semester hours beyond required hours to degree completion; analysis of measures in enrollment and degree completion disaggregated by student sub-population.	Goal 3: Continue to increase academic and transition advising to our dual credit population. ○ Metric: ▪ Student enrollment in postsecondary after high school is tracked through THECB and internal data. ▪ The Dual Credit Department performs transcript audits to determine the time to degree completion, student success, and graduation opportunities. ▪ The Dual Credit Department performs academic and career goal advisement to establish a plan of enrollment for efficient use of courses in order to decrease the excess hours to completion. ▪ Collaboration with ISD's to offer more dual credit course offerings that are of high need/interest with student's field of study goals.
Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses. ○ Metric: Analysis of performance in subsequent course work.	Goal 4: ○ The Dual Credit Department continuously analyzes student success by course by term, as well as, performs faculty evaluations to insure student success.

Eligible Courses

- Courses offered for college credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual (ACGM) adopted by the Texas Higher Education Coordinating Board, or as college-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) adopted by the Texas Higher Education Coordinating Board.

- A college course offered for dual credit must be: (A) in the core curriculum of the public institution of higher education providing the credit; (B) a career and technical education course; (C) a foreign language course; or (D) a college pathway course that satisfies specific degree plan requirements leading to the completion of a Board approved certificate; AA, AS, AAS degree program, or FOSC.
- Public colleges may not offer remedial and developmental courses for dual credit. Navarro College participates with the Texas College Bridge Program to assist our service area students by accepting successful completion of the Texas College Bridge college preparatory mathematics and english language arts courses to meet college readiness measures.

Student Eligibility

- High school students must meet all eligibility requirements set forth in the Texas Higher Education Coordinating Board rules and demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative to be eligible for enrollment in a dual credit course offered by a public college. Please reference the Dual Credit Testing Requirements for detailed score information.
- A student may enroll in workforce education college courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute in the eleventh and/or twelfth grade and shall not be required to provide any additional demonstration of college readiness. Students enrolling in a Level 2 certificate or applied associate degree program must demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative.
- Students must maintain a minimum GPA of a 2.0 per the Navarro College academic standing guidelines. Students enrolling in Career and Technical Programs must adhere to the specific program requirements in addition to the requirements of the Dual Credit Program.
- To be eligible for enrollment in a dual credit course offered by Navarro College, students must meet all the College's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.) to be eligible for enrollment in a college course offered by a public college.
- Ninth and tenth grade students with demonstrated outstanding academic performance and capability may be eligible to begin academic or technical college courses. Students must meet the following requirements prior to enrollment:
 - Must have a minimum overall average of 85, or an equivalent GPA, in the year preceding enrollment in college coursework.
 - Must be TSI complete in both TSI Writing and Reading or TSI Math and have successfully met the Texas Success Initiative (TSI) requirements (Reading and Writing, OR Math) for the desired college course.
 - Must have approval from the high school official, parent/legal guardian, and a Navarro College Dual Credit Coordinator.

Dual Credit Admissions

- Students must meet the following admission requirements:
 - Complete an application for Navarro College through Apply Texas.
 - Complete the online Dual Credit Enrollment Form on the NC Self-Service student portal. New students must have parent approval upon initial enrollment and all students must have high school official approval each semester enrolling.
 - Provide a current high school transcript. Incoming 9th graders may provide a final 8th grade report card.
 - Provide applicable test score reports to meet current college readiness standards and dual credit eligibility. Please reference the Dual Credit Testing Requirements page for further test score information.
 - Provide a vaccination record indicating a current bacterial meningitis vaccination if the student will be taking courses on the Navarro College campus.
- High school students will be academically advised by their assigned Navarro College Dual Credit Coordinator prior to enrolling in coursework. Students must select a Navarro College degree plan or program of study.
- High school students taking Navarro College courses are recognized as college students and will be treated as such, regardless of the course location. All Navarro College students, including students enrolled for dual credit, are expected to abide by the Navarro College Code of Conduct and Academic Decorum standards located in the Navarro College Student Handbook. A collegiate classroom environment is expected at all times.
- Navarro College courses, including those offered on high school campuses, may contain controversial material and mature content. Navarro College courses will not be tailored to high school learners. Parents and high school officials are encouraged to consider the maturity level of the individual student prior to approving that student's enrollment in college courses.
- Dual credit students who earn a Navarro College GPA of less than 2.0 may be removed from the dual credit program.
- Students must complete their sophomore year of high school to be eligible to enroll in summer course(s).
- Additional enrollment requirements may apply.

Location of Class

- College courses may be taught on the college campus, on the high school campus, or via distance learning. In addition, college courses taught electronically shall comply with the Navarro College Standards for Quality Online Course Design and Instruction.

Deadline Requirements

- Please refer to the Navarro College Dual Credit Program deadlines for the dual credit enrollment periods. All course offering requests for the upcoming school year must be submitted to the Dual Credit Department no later than April 1st.

Composition of Class

College courses taught for dual credit may be composed of:

- Dual credit students only
- Dual credit and college credit students
- Dual credit and high school credit-only students if one of the following conditions apply:
 - The course is required by State Board of Education and the high school is otherwise unable to offer such a course.
 - The high school credit-only students are College Board Advanced Placement (AP) students.
 - The course is a career and technical or college workforce education course and the high school credit-only students are earning articulated college credit. Please note that Navarro College does not articulate credit. Therefore, all Navarro College career and technical dual credit course sections are for dual credit only and may not be mixed with regular high school students.

Faculty Selection, Supervision, and Evaluation

- Faculty members who are employed with the school district on a full-time basis and teach a Navarro College course, either inside or outside of their regular ISD duty hours, are considered employees of Navarro College for the purposes of the college course taught for dual credit and are required to meet all other Navarro College adjunct faculty requirements.
- The College shall approve instructors of college courses taught for dual credit. These adjunct faculty members must meet the same credentialing standards and complete the same approval processes as other faculty who are selected to teach the same courses at Navarro College. This includes, but is not limited to, adhering to the minimum requirements set by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The College cannot guarantee that a faculty member will be available to teach every dual credit course requested by the I.S.D.
 - The College will supervise and evaluate instructors of college courses taught for dual credit using the same criteria and procedures as those used for other faculty at Navarro College.

Course Curriculum, Instruction, and Grading

- The College shall ensure that a college course taught for dual credit is equivalent to the corresponding course offered at Navarro College in relation to the curriculum, materials, instruction, method, and rigor of student evaluation. These standards must be maintained regardless of the student composition of the class.
- College courses taught for dual credit, regardless of location, will start and end with Navarro College's semester dates. Faculty will follow the College's calendar for all course planning, curriculum, reporting, and grading.

- College courses taught for dual credit must meet the appropriate contact hours required for each course taught.
- Final course grades must be submitted on the College's schedule.
- The only official grades currently assigned at Navarro College are mid-term and final course number grades. Navarro College does not assign progress grades to our college students. All course-grading conventions are stipulated in each instructor's course syllabus. Students are responsible for managing their status in their college course(s) and for reporting progress to their high school official. Students may obtain their current grade or course standing by the gradebook method outlined in their course syllabi. Grades provided by students should only be used as an academic check for intervention purposes and to monitor student success. As always, faculty report academic or behavioral concerns through Navarro College's Care Report system as appropriate.

Academic Policies and Student Support Services

- Regular academic policies applicable to courses taught at Navarro College also apply to college courses taught for dual credit. These policies include, but are not limited to, syllabus distribution, communication of grading policies to students, course drops, academic integrity, scholastic probation and suspension, student/instructor conflict resolution, and final course grade challenges.
- High school students in college courses are eligible to utilize the same support services that are afforded all Navarro College students. The College is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.
- High school students requesting disability accommodations in their college classes must file with Navarro College's Disability Services Department at least two weeks prior to the start of each semester. Please refer to the Navarro College Student Handbook or Navarro College Catalog for additional information.

Transcription of Credit

- For dual credit courses, both high school and college credit should be transcribed immediately upon a student's completion of the college course.

Tuition and Fees

- Navarro College offers a dual credit discount for tuition and fees for the fall and spring terms only. Navarro County residents receive a 50% discount and residents outside of Navarro County receive a 51% discount. For current tuition and fee schedules, please refer to the Navarro College Website at: <https://www.navarrocollege.edu/costs-aid/>
- Navarro College is a participant in the HB 8 Financial Aid for Swift Transfer (FAST) program, set forth by the Texas Education Agency and the Texas Higher Education Coordinating Board. Please see the attached appendices for further information.

Funding

The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education.

Part II: Responsibilities of Navarro College

1. A Navarro College administrator or full-time faculty member may visit dual credit classes for evaluation purposes.
2. Navarro College will conduct an orientation session for I.S.D. faculty teaching Navarro College courses as needed.
3. Appropriate Navarro College faculty and/or administrators may review major examinations in each course to determine whether students are required to master the skills and concepts identified in the course syllabus.
4. Navarro College is responsible for maintaining a college transcript for each student. All courses will be identified on the college transcript as regular college-level courses.
5. Navarro College will work with the high school administration to determine which courses will be offered for dual credit and will review the list of dual credit courses annually.
6. Navarro College reserves the right to require a minimum number of students for enrollment in each course section. If the minimum is not met, Navarro College reserves the right to cancel the course offering. Navarro College cannot guarantee the availability of every course requested by the high school.
7. All reasonable accommodations for disability services and special needs must be approved by the Navarro College Disability Services Office.
8. Navarro College is responsible for maintaining the confidentiality of all student information and records as required by the Family Educational Rights and Privacy Act (FERPA). Students who wish to allow parents or guardians to access grades or other student information must complete the Navarro College Student Record Release Form available in the Navarro College Office of Admissions or MyNC Student Portal.
9. Navarro College reserves the right to deny continued enrollments for students who display unsatisfactory academic progress.
10. Navarro College reserves the right to deny enrollment or readmission for students who violate the Navarro College Student Code of Conduct.
11. Navarro College will provide academic advisement to all dual credit students.
12. Navarro College will provide intervention reports to school officials regarding the academic status of the dual credit population several times throughout the semester.
13. Navarro College will collaborate with school administrators to schedule dual credit information sessions, parent meetings, advising sessions, and other related events.

14. Navarro College will provide routine updates to our service area partners about tuition and fees, enrollment policies and procedures, and deadlines.

Part III: Responsibilities of the Dual Credit Instructor

1. The instructor is responsible for providing any necessary employment documents and official college transcripts to the appropriate Navarro College dean or department chair.
2. The instructor shall meet all the same requirements and guidelines as other Navarro College adjunct faculty.
3. All Navarro College faculty are required to use their Navarro College email and to check it on a regular basis.
4. Each course must be taught using and conforming to the Navarro College course syllabus for each specific course.
5. The instructor is responsible for verifying the accuracy of the Navarro College class roster(s) and reporting discrepancies to the Registrar's Office prior to the official census date.
6. The instructor is responsible for teaching the material outlined in the College course syllabus and departmental requirements.
7. The instructor will adhere to the policies and practices of Navarro College. This includes using the approved departmental syllabus, textbooks, and other related materials. The high school text may serve as a supplement, if necessary, to meet the TEKS requirements.
8. Faculty members teaching a dual credit course must record student grades in Navarro College's system in accordance with the College calendar and deadlines.
9. Faculty are required to inform students of course standing, grades, etc., and must comply with all Navarro College departmental and grading policies.
10. Faculty are encouraged to report progress or potential problems to the I.S.D. as requested.
11. Faculty may not give any accommodation to students without written approval from the Navarro College Disability Services Department.
12. Instructors should treat dual credit students in the same manner as other college students.
13. Dual credit instructors will attend Convocation and/or departmental meetings each fall and spring semester. New instructors will also need to attend Canvas training as well as any training provided by the department regarding topics such as publisher materials. Competency evaluations may be required when teaching a career and technical dual credit course. Any instructor teaching hybrid or online classes must complete Canvas training and be approved for online or hybrid courses prior to teaching them. Information about upcoming Canvas training is provided by Office of Media Integration.

Part IV: Responsibilities of the School District

1. The high school is responsible for maintaining the high school transcript.
2. Every semester, the designated high school official must approve each student's enrollment in college courses, regardless of whether the student is enrolling for dual credit or college credit only.
3. The I.S.D. must provide all final official high school transcripts for graduating seniors who have completed coursework with Navarro College. Official Navarro College transcripts will not be released until the final official high school transcript is on file.
4. The I.S.D. will provide Navarro College personnel with a school calendar (including teacher in-service days, holidays, and special events).
5. The I.S.D. will provide Navarro College faculty teaching courses on the high school campus with an overview and orientation of the high school facility and procedures.
6. The I.S.D. is responsible for covering all course time outside of the College calendar and regular meeting dates and times.
7. The high school must provide a safe and secure campus environment.
8. The high school must provide an adequate college learning environment and appropriately equipped classroom facilities for each dual credit course taught on the high school campus.
9. The I.S.D., a stakeholder in student success, will communicate issues and concerns to the appropriate dean in a timely manner.
10. The high school will establish the weighted value of college-credit courses in determining high school class rank and honor graduates.
11. All dual credit enrollment and schedule changes must be finalized with the Dual Credit Department prior to the first day of classes each semester.
12. The I.S.D. will provide Navarro College personnel with a proposed course offering schedule and anticipated enrollment per course by the end of March for planning the upcoming school year.
13. The I.S.D. will provide Navarro College meeting dates and times for each scheduled college course section taught on the high school campus.
14. The I.S.D. will collaborate with Navarro College dual credit staff to establish dates for information sessions, parent meetings, and student advising sessions.
15. The I.S.D. will provide professional-level personnel, as needed, to assist with enrollment and advisement of dual credit students.

16. Dual credit students must have access to all online student resources provided by the College. The Navarro College website and library resources must not be blocked by the I.S.D.
17. The I.S.D. will schedule dual credit courses in a manner which minimizes student absences due to school-related activities.
18. The I.S.D. will minimize interruptions during scheduled dual credit courses.

Part V: Responsibilities of the Student

1. All students in the program must have written approval from the high school principal or counselor as well as the student's parent or guardian.
2. In order for college credit to be awarded the student must be registered for the course and the required tuition must be paid by the stated deadline.
3. Students anticipating completion of a certificate or degree must provide an updated current high school transcript and meet the graduation requirements as outlined in the Navarro College Admissions and Records policies and procedures. The student is responsible for applying for graduation. This includes monitoring the Navarro College student email and following instructions regarding any additional graduation requirements.
4. Students will be required to have the necessary college textbooks and course materials for each course in which the student is enrolled. These may be purchased by the student or provided by the I.S.D.
5. Students are expected to adhere to all policies of Navarro College and the I.S.D.
6. Students and their parents/guardians should communicate any dual credit questions or concerns to their high school counselor.
7. Students must complete a "Navarro College Student Record Release Form" to give permission for parents or designated individuals to have access to their student academic and/or financial records. Students may access this form through their MyNC Student Portal under the Admissions and Records page.
8. Navarro College expects all students to do their own schoolwork at all times. Any student found in violation of academic integrity is subject to instructional consequences as defined in the course syllabus or departmental handbook. This may include any of the following: a grade of zero, course failure, or removal from a program.
9. The student is required to use all Navarro College student portals and to keep all Navarro College passwords and access codes confidential.
10. Students are responsible for keeping up with their progress in their college courses and for communicating with their instructors for any clarifications, questions, or concerns.
11. Maintaining eligibility in University Interscholastic League (UIL) activities is the responsibility of the student.
12. High school students are not eligible for federal financial aid.

Part VI: Attachments

~~Appendix A: Navarro College Dual Credit Partnership Agreement for the Financial Aid for Swift Transfer (FAST) Program.~~
Appendix B: 2024-2025 Dual Credit Crosswalk

Signatures appear on the following page}

Part VII: Signatures of Authorization

With the understanding that this Dual Credit Program is being offered to assist students, Navarro College and the I.S.D. agree to the above.

APPROVAL SIGNATURES:

J. Johnson

Navarro College Administrator Signature

05/10/2024

Date

ISD Administrator Signature

Date

WAXAHACHIE HS DUAL CREDIT CROSSWALK 2024-2025

Navarro College ID	Navarro College Course Title	NC Credit Hours	HS Course	HS Credits	Grade	Code	AAR Code
ARTS 1301	Art Appreciation	3	Art 1, Art Appreciation	0.5	9-12	03500110	Fine Arts
BIOL 1406/1407	Biology for Science Majors I & II	8	SRD 3	1	12	13037220	Science
BIOL 2401/2402	Anatomy & Philosophy I & II	8	Anatomy & Philosophy	1	12	13020600	CTE
CHEM 1405/1411	Intro to Chemistry I & Gen. Chemistry I	8	SRD1	1	12	13037200	Science
COSC 1301	Intro to Computing	3	Fundamental of Computer Sci	0.5	9-12	03580140	Tech Apps
ECON-2301	Principles-Economics Macro	3	Economics	0.5	12	03310300	Social Studies
EDUC 1301	Intro to Teaching Profession	3	Instr. Practices or Pract in Edu	1/2	11/12	13014400/130114500	CTE
EDUC 2301	Intro to Special Populations	3	Instr. Practices or Pract in Edu	1/2	11/12	13014400/130114500	CTE
ENGL-1301/1302	Composition I & II	6	English III & IV	1	11	03220300	English
ENGL-2321/2326	British Literature & American Literature	6	English IV	1	12	03220400	English
ENGL 2307	Creative Writing	3	English IV	1	12	03220400	English
ENGL 2311	Business Technical Writing	3	English IV	1	12	03220400	English
GEOL-1401/1402	Earth Sciences Non Majors 1 & II	8	SRD 2	1	12	13037210	Science
GOVT-2305	Federal Government	3	United States Government	0.5	12	03330100	Social Studies
GOVT 2306	Texas Government	3	SSADV I	0.5	11/12	03380001	Social Studies Elective
HIST-1301/1302	United States History I & UU	6	United States History	1	11	03340100	Social Studies
MATH-1314	College Algebra	3	Pre Calculus	0.5	11/12	03101100	Math
MATH-2412	Pre-Calculus	3	Pre Calculus	0.5	11/12	03101100	Math
MATH 1314	College Algebra	3	Statistics	0.5	11/12	03102500	Math
MATH-1342	Elem. Statistical Methods	3	Statistics	0.5	11/12	03102500	Math
MUSI-1306	Music Appreciation	3	Music Theory-Music Appreciation I	0.5	9-12	03155600	Fine Arts
PSYC 2301	General Psychology	3	Psychology	0.5	11/12	03350100	Social Studies
PSYC 2314	Human Growth & Development	3	Human Growth	1	11/12	13014300	Other Elective
SOCI 1301	Intro to Sociology	3	Sociology	0.5	9-12	03370100	Social Studies
SPAN 1411	Beginning Spanish III	4	Spanish III	1	10-12	03440300	Foreign Lang
SPAN 1412	Beginning Spanish IV	4	Spanish IV	1	10-12	03440400	Foreign Lang
SPCH 1315	Public Speaking	3	Public Speaking I	0.5	9-12	03240900	Speech
CTE DC Pathways							
CJSA 1312	Crime in America	3	Law Enforcement I (fall)	0.5	10/12	13029300	CTE
CJSA 1322	Intro to Criminal Justice	3	Law Enforcement I (spring)	0.5	10/12	13029300	CTE
CJSA 1342	Criminal Investigation	3	Law Enforcement II (fall)	0.5	11/12	13029400	CTE
CJSA 1317	Juvenile Justice System	3	Law Enforcement II (spring)	0.5	11/12	13029400	CTE
CJCR 2324	Comm. Resources in Correction	3	Correctional Services (spring)	0.5	11/12	13029700	CTE
CJSA 1313	Correctional Systems and Practices	3	Correctional Services (fall)	0.5	11/12	13029700	CTE

[illegible]

	A	B	C	D	E	F	G	H
1	WAXAHACHIE GLOBAL ECHS: DUAL CREDIT CROSSWALK- 2024-2025							
2	Navarro College ID	Navarro College Course Title	Credit Hours	HS Course	HS Credits	Grade	Code	AAR Code
3	ARTS 1301	Art Appreciation	3	Art I	0.5	9	3500100	Fine Arts
4	ARTS 1311	Design I	3	Art I	0.5	9	3500100	Fine Arts
5	BIOL 1406/1407	Biology for Science Majors I & II	8	SCRID I or SCRID II	1	11/12	13037200/13037210	Science
6	BIO 1408/1409	Biology for Non-Science Majors I and II	8	SCRID I or SCRID II	1	11	13037200/13037210	Science
7	BIOL 2401/2402	Anatomy & Physiology I & II	8	SCRID I or SCRID II	1	12	13037200/13037210	Science
8	CHEM 1411/1412	General Chemistry I and II	8	SCRID I or SCRID II	1	12	13037200/13037210	Science
9	COSC 1301	Intro to Computing	3	BIM I	0.5	10	13011400	Tech Apps
10	DRAM 1310	Theater Appreciation	3	Theater Arts I	0.5	10	03250100	Fine Arts
11	DRAM 2366	Film Appreciation	3	Theater Arts II	0.5	10	03250200	Fine Arts
12	ECON-2301	Principles-Economics Macro	3	Economics	0.5	12	3310300	Social Studies
13	EDUC 1301	Intro to Teaching Profession	3	Instr. Practices or Pract in Edu	1/2	11/12	13014400/130114500	CTE
14	EDUC 2301	Intro to Special Populations	3	Practicum of Ed & Training	1/2	11/12	13014400/130114500	CTE
15	EMSP 1501	EMT Basic	3	Practicum in Health Science	2/3	12	13020500	CTE
16	EMSP 1160	EMT Basic	3	Practicum in Health Science II	2/3	12	13020510	CTE
17	ENGL-1301/1302	Composition I & II	3	English III	1	11	3220300	English
18	ENGL-2322/2311	British Literature I & Business Tech Writing	6	English IV	1	12	3220400	English
19	GEOL 1401/1402	Earth Sciences I & II	8	SCRID I or SCRID II	1	11/12	13037200/13037210	Science
20	GOVT-2305	Federal Government	3	United States Government	0.5	12	3330100	Social Studies
21	GOVT 2306	Texas Government	3	SSADV I or SSADV II	0.5	11/12	03380001/03380021	Other Elective
22	HIST-1301/1302	United States History I & II	6	United States History	1	11	3340100	Social Studies
23	HPRS -1101	Intro to Health Professions	1	PRINHLSC	1	9	13020200	CTE
24	ITSC 1305	Intro to PC Operating Systems	3	Computer Maintenance	0.5	10	12027300	CTE
25	ITSC 1325	Intro to PC Hardware	3	Computer Maintenance	0.5	10	12027300	CTE
26	ITNW 1425	Fundamentals of Networking Technologies	4	Networking/Lab	1	11	13027410	CTE
27	ITSC 2339	Personal Computer Helpdesk Support	3	Practicum in Information Tech	2	12	13028000	CTE
28	ITSY 1300	Fundamentals of Information Security	3	Networking/Lab	1	11	3580855	CTE
29	ITSC 1316	Linux Installation & Configuration	3	Practicum in Information Tech	2	12	13028000	CTE
30	MATH-1314	College Algebra	3	Pre Calculus	0.5	11/12	3101100	Math
31	MATH-2412	Pre-Calculus	4	Pre Calculus	0.5	11/12	3101100	Math
32	MATH 1314	College Algebra	3	Independent Study in Math I or II	0.5	11/12	03102500/03102501	Math
33	MATH-1342	Elem. Statistical Methods	3	Independent Study in Math I or II	0.5	11/12	03102500/03102501	Math
34	MATH 2413	Calculus I	4	Independent Study in Math I or II	0.5	12	03102500/03102501	Math
35	MATH 2414	Calculus II	4	Independent Study in Math I or II	0.5	12	03102500/03102501	Math
36	PHYS 1403/1404	Stars and Galaxies and The Solar System	8	Astronomy	1	11	03060100	Science
37	PSYC 2301	General Psychology	3	Psychology	0.5	10	03350100	Social Studies
38	SOCI 1301	Intro to Sociology	3	Sociology	0.5	10	03370100	Social Studies
39	SPAN 1411	Beginning Spanish III	4	Spanish III	1	11/12	03440300	Foreign Lang
40	SPAN 1412	Beginning Spanish IV	4	Spanish IV	1	11/12	03440400	Foreign Lang
41	SPCH 1315	Public Speaking	3	Public Speaking I	0.5	9	03240900	Speech
42								

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: Teacher Devices **Related Page(s)**

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

The district is looking to utilize the remaining ESSER III funding to purchase replacement technology devices for teachers. As with previous device offerings, there will be two choices for staff on a first-come, first-served basis. The total cost of these devices is \$97,184.

ATTACHMENTS:

Quote comparison form and quote from Dell Computers

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve purchase of replacement teacher devices from Dell at a cost not to exceed \$98,000.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quote Shelly Murphree

Department: Technology

Budget Allocated for Purchase: ESSER 3

Item(s) being quoted: Teacher Laptops

Vendor #1: Company Name: CDW

Representative: Corey & Becky

Vendor Approved via: TX Dir

Amount Quoted: \$123,008

Vendor #2: Company Name: Dell

Representative: Aloura Alvarado

Vendor Approved via: TX Dir

Amount Quoted: \$ 97,184

Vendor #3: Company Name: Howard

Representative: Aaron Cross

Vendor Approved via: TX Dir

Amount Quoted: \$ 157,759.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use **Dell for teacher machines.**



Joe O'Daniel, Director

7/1/2024



Your Quote is ready.

Your personalized Quote is now available for purchase.

Complete your order through our secure online checkout before your Quote expires.

[Order Now](#)

Quote No.	3000178552130.1	Sales Rep	Aloura Alvarado
Total	\$97,184.00	Phone	(800) 456-3355, 6179399
Customer #	1115600	Email	Aloura_Alvarado@Dell.com
Quoted On	Jun. 27, 2024	Billing To	ACCOUNTS PAYABLE
Expires by	Jul. 27, 2024		WAXAHACHIE I S D
Contract Name	Texas Department of Information Resources (TX DIR)		411 NORTH GIBSON ST
Contract Code	C000000006841		WAXAHACHIE, TX 75165
Customer Agreement #	TX DIR-TSO-3763		
Deal ID	27775432		

Message from your Sales Rep

Please use the Order button to securely place the order with your preferred payment method online. You may contact your Dell sales team if you have any questions. Thank you for shopping with Dell.

Regards,
Aloura Alvarado

Shipping Group

Shipping To	Shipping Method
RUTH BALLARD WAXAHACHIE I S D 1000 N DALLAS HWY WAXAHACHIE, TX 75165 (972) 923-4695	Standard Delivery

Product	Unit Price	Quantity	Subtotal
Dell Latitude 3340	\$708.57	64	\$45,348.48
Dell Latitude 3550	\$809.93	64	\$51,835.52

Subtotal:	\$97,184.00
Shipping:	\$0.00
Non-Taxable Amount:	\$97,184.00
Taxable Amount:	\$0.00
Estimated Tax:	\$0.00

Total: **\$97,184.00**

Prevent, respond and recover
from cyber threats

Managed Detection and Response Pro Plus

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Shipping Group Details

Shipping To

RUTH BALLARD
WAXAHACHIE I S D
1000 N DALLAS HWY
WAXAHACHIE, TX 75165
(972) 923-4695

Shipping Method

Standard Delivery

	Unit Price	Quantity	Subtotal
Dell Latitude 3340	\$708.57	64	\$45,348.48

Estimated delivery if purchased today:

Jul. 15, 2024

Contract # C000000006841

Customer Agreement # TX DIR-TSO-3763

Description	SKU	Unit Price	Quantity	Subtotal
Dell Latitude 3340, XCTO	210-BGCL	-	64	-
13th Gen Intel Core i5-1335U (12 MB cache, 10 cores, up to 4.60 GHz Turbo)	379-BFBK	-	64	-
Windows 11 Pro, Natl Aca STANDARD. K12 EDU only. MSFT LOE Approval req'd. English, Spanish, French, Brazilian Portuguese	619-ARRY	-	64	-
Activate Your Microsoft 365 For A 30 Day Trial	658-BCSB	-	64	-
Compete Bid Use Only, Intel Iris Xe Graphics for i5-1335U Processor, 16 GB LPDDR5 Memory, 2-in-1	338-CHJX	-	64	-
Intel® Rapid Storage Technology Driver	409-BCWZ	-	64	-
Intel vPro Management Disabled	631-BBBB	-	64	-
16 GB, LPDDR5, 4800 MT/s, integrated	370-BBGJ	-	64	-
256 GB, M.2 2230, PCIe NVMe, SSD, Class 35	400-BOSX	-	64	-
2in1, 13.3", FHD 1920x1080, 60Hz, WVA/IPS, Touch, Anti-Glare, 250 nit, NTSC 45%, No Pen Support	391-BHHC	-	64	-
English US backlit keyboard, 79-key	583-BHBS	-	64	-
Intel AX201/AX211 WLAN Driver	555-BJDS	-	64	-
Intel(R) Wi-Fi 6E (6 if 6E unavailable) AX211, 2x2, 802.11ax, Bluetooth Wireless Card	555-BHHU	-	64	-
3-cell, 42 Wh, ExpressCharge™ Capable, ExpressCharge™ Boost Capable	451-BDBQ	-	64	-
65W AC adapter, USB Type-C, EcoDesign	492-BDMN	-	64	-
Palmrest, No Fingerprint Reader	346-BJBZ	-	64	-
E4 Power Cord 1M for US	450-AMEI	-	64	-
Quick Start Guide for 3340 2-in-1	340-DDPF	-	64	-
SERI Guide (ENG/FR/Multi)	340-AGIK	-	64	-
ENERGY STAR Qualified	387-BBLW	-	64	-
Custom Configuration	817-BBBB	-	64	-
Dell Additional Software	658-BFQB	-	64	-
Latitude 3340 2-in-1 Mix Model, 65W, Type-C, WLAN AX201/AX211	340-DFXN	-	64	-
Latitude 3340 Bottom Door	321-BJBK	-	64	-
FHD Camera, Temporal Noise Reduction, No ExpressSign-In, Camera Shutter, Mic	319-BBIW 337	-	64	-

EPEAT 2018 Registered (Gold)	379-BDZB	-	64	-
Dell Limited Hardware Warranty Extended Year(s)	975-3461	-	64	-
Dell Limited Hardware Warranty	997-6727	-	64	-
ProSupport Plus: Accidental Damage Service, 3 Years	997-6746	-	64	-
ProSupport Plus: Keep Your Hard Drive, 3 Years	997-6755	-	64	-
ProSupport Plus: Next Business Day Onsite, 1 Year	997-6762	-	64	-
ProSupport Plus: Next Business Day Onsite, 2 Year Extended	997-6764	-	64	-
ProSupport Plus: 7x24 Technical Support, 3 Years	997-6773	-	64	-
Thank you for choosing Dell ProSupport Plus. For tech support, visit www.dell.com/contactdell or call 1-866-516-3115	997-8367	-	64	-

Unit Price	Quantity	Subtotal
\$809.93	64	\$51,835.52

Dell Latitude 3550

Estimated delivery if purchased today:

Jul. 12, 2024

Contract # C000000006841

Customer Agreement # TX DIR-TSO-3763

Description	SKU	Unit Price	Quantity	Subtotal
Dell Latitude 3550, XCTO	210-BLRF	-	64	-
13th Gen Intel Core i5-1335U (12 MB cache, 10 cores, up to 4.60 GHz Turbo)	379-BFBK	-	64	-
Windows 11 Pro, Natl Aca STANDARD. K12 EDU only. MSFT LOE Approval req'd. English, Spanish, French, Brazilian Portuguese	619-ARRY	-	64	-
Activate Your Microsoft 365 For A 30 Day Trial	658-BCSB	-	64	-
Intel 13th Generation i5-1335U, Intel Integrated Graphics	338-CNSG	-	64	-
Intel Rapid Storage Technology Driver	409-BCXQ	-	64	-
16 GB: 2 x 8 GB, DDR5, 5600 MT/s (5200 MT/s with 13th Gen Intel Core processors)	370-BBTL	-	64	-
256GB, M.2 2230, TLC PCIe Gen 4 NVMe	400-BQZS	-	64	-
15.6" FHD (1920x1080) Touch, AG, IPS, 250 nits, FHD IR Cam, WLAN	391-BHZC	-	64	-
FHD HDR IR Camera, ExpressSign-In, No Intelligent Privacy, TNR, Camera Shutter, Microphone	319-BBKH	-	64	-
English US backlit AI hotkey keyboard with numeric keypad, 99-key	583-BLNH	-	64	-
Wireless Intel AX211 WLAN Driver MOD-SRV, + Bluetooth Wireless Card	555-BKKT	-	64	-
Intel Wi-Fi 6E (6 if 6E unavailable) AX211, 2x2, 802.11ax, Bluetooth Wireless Card	555-BKLT	-	64	-
3- cell, 42Wh Battery, Express Charge, Express Charge Boost capable	451-BDGN	-	64	-
65W AC adapter, USB Type-C, EcoDesign	492-BDMN	-	64	-
Single Pointing Keyboard, No Finger Print Reader, No SIM	346-BKJB	-	64	-
E4 Power Cord 1M for US	450-AMEI	-	64	-
Quick Start Guide for 3550	340-DMKL	-	64	-
SERI Guide (ENG/FR/Multi)	340-AGIK	-	64	-
ENERGY STAR Qualified	387-BBLW	-	64	-
Custom Configuration	817-8888	-	64	-

338

Dell Additional Software	658-BFQB	-	64	-
Mix PKG, 65W Typ C Adpt, RPL	340-DPGY	-	64	-
Latitude 3550 Laptop Bottom Door, Integrated Graphics	321-BKQW	-	64	-
EPEAT 2018 Registered (Gold)	379-BDZB	-	64	-
Dell Limited Hardware Warranty Extended Year(s)	975-3461	-	64	-
Dell Limited Hardware Warranty	997-6727	-	64	-
ProSupport Plus: Accidental Damage Service, 3 Years	997-6746	-	64	-
ProSupport Plus: Keep Your Hard Drive, 3 Years	997-6755	-	64	-
ProSupport Plus: Next Business Day Onsite, 1 Year	997-6762	-	64	-
ProSupport Plus: Next Business Day Onsite, 2 Year Extended	997-6764	-	64	-
ProSupport Plus: 7x24 Technical Support, 3 Years	997-6773	-	64	-
Thank you for choosing Dell ProSupport Plus. For tech support, visit www.dell.com/contactdell or call 1-866-516-3115	997-8367	-	64	-

Subtotal:	\$97,184.00
Shipping:	\$0.00
Estimated Tax:	\$0.00
Total:	\$97,184.00

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dell.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** David Averett

Subject: UT Tyler-WISD Memorandum of Understanding **Related Page(s)** MOU

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

The University of Texas at Tyler and Waxahachie ISD are continuing a partnership to provide eligible high school students with the opportunity to enroll in UT Tyler courses and receive simultaneous academic credit (dual credit) from UT Tyler and Waxahachie Global High School. Results of the dual credit/concurrent enrollment courses will be noted on transcripts from both institutions.

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

It is recommended that the Board approve the MOU between UT Tyler and Waxahachie ISD.

Memorandum of Understanding for UT Tyler Dual Credit Program the University of Texas at Tyler and Waxahachie Global High School

The University of Texas at Tyler (UT Tyler) and Waxahachie Global High School are partnering to provide eligible high school students with the opportunity to enroll in UT Tyler courses and receive simultaneous academic credit from the UT Tyler and Waxahachie Global High School. Results of the dual credit courses will be noted on transcripts from both institutions.

Students will be eligible to participate in dual credit courses if they meet state eligibility requirements (THECB Title 19, part I, Chapter 4, Subchapter D, Rule 4.85) and the admission requirements of UT Tyler's dual credit program.

UT Tyler and Waxahachie Global High School are committed to ensuring the success of dual credit students by aligning our dual credit program with the following statewide goals.

1. UT Tyler and Waxahachie Global High School will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit. Examples of information shared and provided include:

- a) an inventory of the dual credit courses offered and their alignment with the UT Tyler general education undergraduate core and academic major requirements;
- b) tuition and fee schedules;
- c) documentation of how dual credit courses influence students' federal aid opportunities; and
- d) sample timelines to complete a baccalaureate degree with and without dual credit courses. UT Tyler will post documentation of materials on the UT Tyler website enabling easy access for Waxahachie Global High School administration, parents, and students. Waxahachie Global High School will share these resources with students and parents.

2. UT Tyler will provide dual credit students with supports for a successful transition to UT Tyler such as a Canvas course for students and parents, degree plan for the desired major, etc.

3. UT Tyler will provide dual credit students with services and supports to enhance their opportunities for successfully completing a course and make timely progress toward earning a baccalaureate degree. These services include [PASS tutoring](#), supplemental instruction, Upswing online tutoring, [academic advising](#), and [library resources](#). UT Tyler will work to ensure the quality and rigor of dual credit courses by working regularly with the dual credit teacher/facilitator, reviewing instruction provided by UT Tyler faculty and administrators, initiating consistent communication between UT Tyler faculty and Waxahachie Global High School administrators and instructors, seeking feedback from Waxahachie Global High School administrators, and utilizing student evaluations to ensure high quality levels for all students.

Courses

UT Tyler and Waxahachie Global High School will grant simultaneous credit for the course(s) listed in Appendix A. Delivery methods for the dual credit courses are also outlined in Appendix A.

UT Tyler will ensure the courses offered to Waxahachie Global High School students are equivalent to other sections of courses with respect to the content, materials, instructional activity, contact time, standard of grading, and method/rigor of evaluation of student performance. The syllabi for the course

will be developed by UT Tyler faculty in the academic department/school and approved by the chairperson/director of the department/school.

Course Structure

Online courses will be taught through a partnership with a faculty member at UT Tyler and an instructor at Waxahachie Global High School. The UT Tyler faculty will serve as the official instructor of record and will provide the content of the course. The high school instructor will serve as a facilitator to deliver content and assist students with application and comprehension of material. The UT Tyler faculty or support staff and Waxahachie Global High School instructor will communicate regularly to ensure students are learning the course content. The course will be delivered via UT Tyler's Learning Management System (Canvas) and the students and Waxahachie Global High School instructor/facilitator will have access to the respective course shell.

If the Waxahachie Global High School teacher has been credentialed according to the requirements for The University of Texas at Tyler's standards, the dual credit course will be taught online or in a face-to-face setting. The credentialing requirements align with The Commission on Colleges of the Southern Association of Colleges and Schools requirements. The credentialed teacher will be required to assign and submit the student work and grading for all undergraduate general core curriculum assignments at the conclusion of each course.

Tuition and Fees

Tuition and fees for the 2024-2025 academic year are waived for Waxahachie Global High School students. The Waxahachie Global High School are responsible for purchasing required textbooks. Students will be responsible for the fee when requesting an official transcript. Students should also be aware that UT Tyler does not provide transcripts if the student has a financial hold (owes money to the University).

Student Eligibility

To be eligible for admission to the UT Tyler's dual credit program, an applicant must be a registered student at Waxahachie Global High School. As noted in Texas statute, a high school student is not limited to registering for a certain number of credit hours per semester and students in 9th, 10th, 11th, and 12th grades are eligible to participate upon completion of the application for admission and appropriate registration documents. However, students should understand that all courses taken may not apply to the degree plan for their intended major due to misalignment of course selection. In addition, students and their parents should understand that all dual credit courses count toward a student's lifetime allotment of federal financial aid. Students are required to apply and course(s) request list, official high school transcripts, and official scores on the Texas Success Initiative (TSIA) and/or additional scores (ACT, SAT, STAAR, PSA in order to be eligible to enroll in courses. Students must meet college readiness standards in certain sections of the TSIA depending on the course(s) in which they wish to enroll.

Minimum Enrollment

UT Tyler reserves the right to request a minimum enrollment for each course depending on course demand and availability of UT Tyler faculty. Minimum enrollment requirements may differ among departments depending on staffing needs. Minimum enrollment requirements (if applicable) will be communicated to Waxahachie Global High School by July 1, 2024.

Application Process

UT Tyler staff will work with the Waxahachie Global High School administration and school counselor to ensure all paperwork is accurate and completed in a timely fashion for students to engage in the required orientation and coursework. The deadline for submission of applications, transcripts, placement test scores, and registration forms is August 16, 2024 for the fall 2024 semester and December 16, 2024 for the spring 2025 semester.

Course Selection Process

Waxahachie Global High School must work with the students and parents to determine appropriate courses. School counselors, parents, and each student should carefully use the dual credit course inventory information and degree plan information based upon the student's intended major provided by UT Tyler to ensure that the courses taken are appropriate for the student's academic and career goals. Waxahachie Global High School personnel must work with UT Tyler staff and advisors to determine that each student meets the prerequisites for the courses selected. Waxahachie Global High School should also make sure to discuss with the student and parent that the course is appropriate and aligns with the degree requirements for the student's desired major.

Student Services

The dual credit courses will follow traditional university procedures in faculty selection, course content, course evaluation, transcription of credit, student grading, and student support services. Students will have access to online and on-campus academic resources available to traditional students at UT Tyler. These services include [PASS tutoring](#), supplemental instruction, Upswing online tutoring, [academic advising](#), and [library resources](#). Dual credit students are also held to the same university policies regarding academic integrity and behavior as traditional students.

Academic Policies

Regular academic policies applicable to courses taught at UT Tyler must also apply to dual credit courses for Waxahachie Global High School students. Policies include the appeal process for disputed grades, drop policy, syllabus distribution, academic suspension/probation policies, and grade replacement policies. More information regarding UT Tyler academic policies can be found at <https://www.uttyler.edu/catalog/>

Dates and Deadlines

Dual credit students must adhere to the dates and deadlines about application, registration, adding/dropping/withdrawing from courses, and assignments. Pertinent dates and deadlines will be provided on the course syllabus as required by policy. All dates and deadlines for the Academic Calendar can be found on the UT Tyler website at <https://www.uttyler.edu/academics/academic-calendar/> In addition, tuition due dates and refund policies follow the UT Tyler schedule each semester, which can be found at <https://www.uttyler.edu/catalog/tuition/>.

High School Instructor/Administrator Training

All high school faculty acting as facilitators and/or instructor of record for UT Tyler dual credit must attend a required workshop on the UT Tyler campus in order to connect with UT Tyler faculty and receive current information pertaining to the successful operation of UT Tyler dual credit courses. This includes, but is not limited to, Canvas training, entering grades, managing rosters, and college advising. In addition, the high school instructor of record and/or facilitator must provide the content covered in course sections taught by UT Tyler faculty.

Student Training

All dual credit students must complete a Canvas course designed exclusively for dual credit students prior to starting any UT Tyler dual credit courses. This orientation will provide important information such as strategies for success as a college student, understanding important policies and procedures for UT Tyler students, navigating in Canvas, contacting your UT Tyler faculty member, understanding higher education vocabulary, offices on campus, resources, and more.

Timeline for MOU

This agreement shall remain valid for the 2024-2025 academic year or until one or both parties deem it necessary to terminate.

AS SIGNED BY:

UNIVERSITY:

The University of Texas at Tyler

Representative

DocuSigned by:
Amir Mirmiran

6038D7939FB642E...
Signature

Provost, EVPAcademicAffairs

Title

5/17/2024

Date

CONTRACTOR:

Waxahachie Global High School

Representative

DocuSigned by:
D. Sandt

FB759DDA11549D...
Signature

Principal

Title

5/17/2024

Date

Appendix A: Waxahachie Global High School Courses and Delivery methods:

College Course	High School Equivalent Course	College Credit Hours	Tuition	Duration of Course	Delivery Method*
BIOL 1106	General Biology 1 Lab	1	\$0	Fall 2024	1
BIOL 1306	General Biology 1	3	\$0	Fall 2024	1
CHEM 1111	General Chemistry 1 Lab	1	\$0	Fall 2024	1
CHEM 1311	General Chemistry 1	3	\$0	Fall 2024	1
MATH 1314	College Algebra	3	\$0	Fall 2024	1
MATH 2413	Calculus I	4	\$0	Fall 2024	1
MATH 1342	Statistics I	3	\$0	Spring 2025	1
MATH2312	Precalculus	3	\$0	Spring 2025	1
MATH 2414	Calculus 11	4	\$0	Spring 2025	1
BIOL 1107	General Biology 2 Lab	1	\$0	Spring 2025	1
BIOL 1307	General Biology 2	3	\$0	Spring 2025	1
CHEM 1112	General Chemistry 2 Lab	1	\$0	Spring 2025	1
CHEM 1312	General Chemistry 2	3	\$0	Spring 2025	1

Delivery Methods

1. **High School Campus (high school teacher):** A credentialed high school instructor teaches the course on the high school campus and serves as the Instructor of Record. These courses are only offered during Fall, Spring, or Year-Long terms.
2. **Online or Hybrid Dual Credit (UT Tyler faculty):** Online or hybrid dual credit course taught at the high school with UT Tyler faculty as instructor of record and high school teacher as facilitator/coach. This method also includes hybrid courses with online content and face-to-face requirements at either high school or college campus. These courses are offered in Fall, Spring, or Year-Long terms. Some courses could be available online during Summer terms.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: HVAC Controls for Finley Jr High **Related Page(s)**

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Install New HVAC Controls at Finley Jr. High for \$142,414.59 to APS Building Systems. The cost of this agreement will be paid through proposition C funds from the 2023 bond.

ATTACHMENT:

Quote comparison form and quote from APS Building Systems

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve contract for new HVAC controls at Finley Junior High with APS Building Systems at a cost not to exceed \$142,414.59.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott
Department: Support Services
Budget Allocated for Purchase: _____
Item(s) being quoted: HVAC Controls Upgrade Finley Jr High

Vendor #1: Company Name: APS Building Services
Representative: Josh Crain
Vendor Approved via: TIPS
Amount Quoted: \$142,414.59

Vendor #2: Company Name: Texas Air Systems
Representative: Josh Atchkinson
Vendor Approved via: Local
Amount Quoted: \$159,632.00

Vendor #3: Company Name: George Wayne Mechanical
Representative: Seth
Vendor Approved via: TIPS
Amount Quoted: \$172,318.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

Fire Alarm System Upgrade Finley
Jr High

APS Building Services

(vendor) _____ for the procurement of (item) _____


Campus Principal / Department Head / Administrator

7/9/2024
Date

Business Office Approval _____
348

Date

6/13/2024

Waxahachie ISD
Stephen Mott
631 Solon Road
Waxahachie, TX 75165

**Reference: Waxahachie ISD Controls Retro
Building: Finley Jr. High, Howard Jr. High**

Pursuant to your request, APS Building Services, Inc is pleased to estimate the following work at the above referenced property. Please find our services and associated cost as follows:

Scope of Work:

Finley Jr High School -

**Proposal: 301811
TIPs Contract:23010402**

- Provide and install a BACnet UPS to serve as backup power for the Jace.
- Provide a Niagara Jace to be installed in the existing Location of the Alerton System to include:
 - 18 Month SMA
 - 200 Device License
- Provide and install a unitary Distech Controller to control each RTU (83) to also include:
 - Room Air Sensor
 - Fan Status Sensor
 - Discharge Air Sensor
 - Programming & Testing for proper operation
 - Two stage cooling control with economizer control.
- Provide and install a unitary controller on the Large AHU on the roof.
- Provide and install a controller to control the exterior lights as controlled now.
- Create a Graphical user interface similar to the graphics within this quote to enable the end user the ability to monitor and control setpoints throughout the building.
- Develop and design a 3D graphical floor plan of the building and place the above scoped controllers and place links for each controller scoped above in the area that it serves for end-user monitoring and control of the installed devices scoped above.
- Connect the Jace to the District Supervisor Server.
- Commission and test each controller for specific applications and provide the customer with a deficiency list of any found mechanical issues.
- Development of Alarms and Histories per end user specifications.

Howard Jr. High School

Proposal: 302543
TIPs Contract:23010402

- Provide and install a BACnet UPS to serve as backup power for the Jace.
- Provide a Niagara Jace to be installed in the existing Location of the Alerton System to include:
 - 18 Month SMA
 - 200 Device License
- Provide and install a unitary Distech Controller to control each WSHP (98) to also include:
 - Room Air Sensor
 - Discharge Air Sensor
 - Programming & Testing for proper operation
 - Controlling of existing Control Valve Actuator
 - Sensor Readings
- Provide and install the following for each of the (4) pump rooms:
 - Distech Unitary Controller to control pumps
 - All necessary relays and sensors to properly control.
- Commission and test each controller for specific application and provide the customer with a deficiency list of any found mechanical issues.
- Create a Graphical user interface similar to the graphics within this quote to enable the end user the ability to monitor and control setpoints throughout the building.
- Develop and design a 3D graphical floor plan of the building and place the above scoped controllers and place links for each controller scoped above in the area that it serves for end-user monitoring and control of the installed devices scoped above.
- Connect the Jace to the District Supervisor Server.
- Commission and test each controller for specific applications and provide the customer with a deficiency list of any found mechanical issues.
- Development of Alarms and Histories per end user specifications.

Supervisory Software

- Provide Niagara Supervisor Software to be installed on a server in a central location provided by Waxahachie ISD to include the following:
 - 2 Niagara Connection License
 - 5 Year SMA
- Provide a Waxahachie ISD Employee with a Niagara 4 Certification & Distech GFX Class.
- Provide End User Training on the new Centralized Niagara EMS System.

Site Home



- HOME
- CHILLER PLANT
- FLOORPLANS
- EQUIPMENT
- SCHEDULES
- ADMIN
- LOGOUT

Home

700 Highlander

74.0 °F

Outside Air Temp

1st Floor

Average Floor Temp:	69.3 °F
Lowest Temp:	AMU-3 55.0 °F
Highest Temp:	SFPB 1-1-3 73.6 °F

2nd Floor

Average Floor Temp:	71.8 °F
Lowest Temp:	SFPB 2-2-18 70.2 °F
Highest Temp:	SFPB 2-1-23 74.5 °F

3rd Floor

Average Floor Temp:	70.4 °F
Lowest Temp:	SFPB 3-2-24 66.4 °F
Highest Temp:	SFPB 3-3-30 75.5 °F

4th Floor

Average Floor Temp:	70.4 °F
Lowest Temp:	SFPB 4-2-22 67.3 °F
Highest Temp:	SFPB 4-3-23 73.6 °F

5th Floor

Average Floor Temp:	70.4 °F
Lowest Temp:	SFPB 5-2-22 67.3 °F
Highest Temp:	SFPB 5-3-23 73.6 °F

APS Building Services - (772) 387-3334

Floor Plan



- HOME
- CHILLER PLANT
- FLOORPLANS
 - 1st Floor
 - 2nd Floor
 - 3rd Floor
 - 4th Floor
 - 5th Floor
 - 6th Floor
 - 7th Floor
- EQUIPMENT
- UNIT SCHEDULES
- AMU SCHEDULES
- MISC. SCHEDULES
- ADMIN
- LOGOUT

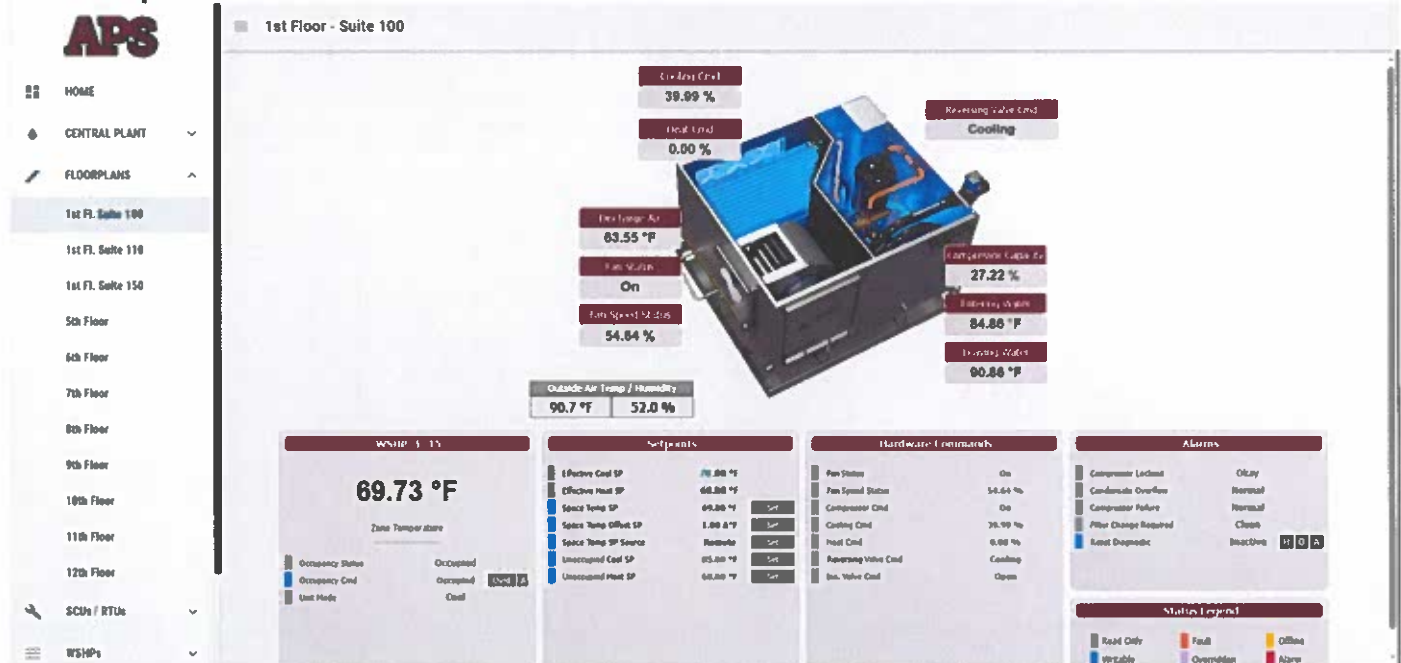
2nd Floor Plans

APS Building Services - (772) 387-3334

RTU Graphic



WSHP Graphic



Clarifications & Exclusions

- All labor quoted in this quote is quoted at normal business hours of Monday-Friday 8am-5pm.
- APS is utilizing existing wiring where applicable.
- The Customer is responsible for providing up to date floor plan to allow APS the ability to render 3D floor plans.
- The Customer is responsible for ensuring adequate power is at each unit to power the DDC Controller.
- The Customer is responsible for providing access to all areas where work is to be performed.
- This quote excludes any cost for any Test & Balance services. If APS services are needed for T&B, this will be at an additional cost to the customer with customer approval.
- This quote excludes conduit, electrical, and/or tying into any life safety devices.
- APS assumes all existing mechanical equipment is in working order. APS will provide a deficiency report for any issues found while performing the above scope of work.
- APS is not responsible for patching, painting, or cosmetic touch up that installation of these devices may cause.
- APS will provide a 2 year warranty on parts, and a 90 day warranty on labor for poor/faulty workmanship.
- This proposal excludes all other work not included in the above Scopes of work.

Finley Jr. High School: \$142,414.59
Howard Jr. High School: \$162,075.81
Total without tax for Finley & Howard Jr Highs: \$304,490.40

This estimated cost is for the services, to be performed during regular business hours unless otherwise noted above. Excluded from this amount are sales taxes, permits, freight, restocking fee, and any additional parts, repairs or services not listed. **This quote is effective for a period of 15 days.**

Upon acceptance of this proposal, APS reserves the right to bill for the equipment and material costs when it ships from the manufacturer. The labor and any additional material will be progressively billed monthly based on the duration of the project. The remainder of the balance will be billed at the completion of the project and in accordance with our billing terms unless otherwise specified and agreed upon between APS and the customer.

APS Building Services, Inc. appreciates the opportunity to provide you with a quality service on which to rely. If you have any questions or concerns, please do not hesitate to contact me at 972-387-3334.

Sincerely,

Josh Crain

Josh Crain
Automation Account Manager

Approved by: _____

Date: _____

APS Building Services, Inc. Terms and Conditions

1. LIMITED WARRANTY

Parts Warranty – All parts as recorded on the face of the invoice are warranted for a period of ninety (90) days or longer if the manufacture's specific warranty carries additional time.

- a. If within ninety (90) days from date a repair part is installed by APS, Inc. fails due to a defect in material or workmanship, APS, Inc. will furnish a replacement part free of charge.
- b. Parts furnished with longer than ninety (90) days warranty periods by the parts manufacturer shall be furnished in accordance with their specific warranty.

Labor Warranty –

- a. There will be no charge for labor necessary to correct any repair previously made within thirty (30) days from date of original repair.
- b. There will be a charge for labor to repair or replace parts which were not a part of the original repair.

Refrigerant Warranty –

Refrigerant leak repair is warranted for a period of thirty (30) days. If within thirty (30) days from date a leak repair is made and a leak redevelops at the original repair, APS, Inc. will furnish the necessary refrigerant and labor to make the repair. Any loss of refrigerant caused other than original repairs made during the first thirty (30) days shall be billed at APS, Inc.'s normal selling price.

- a. Any and all implied warranties that may exist or arise by operation of law, including but not limited to, any implied warranty of merchantability of fitness for a particular purpose, are hereby limited in time and duration, as state above, after the date of initial operation (startup) of the equipment installed hereunder.
 - b. All incidental and consequential damage are expressly excluded and not covered by this limited warranty.
 - c. Some states do not allow limitations on how long an implied warranty lasts or the exclusion of limitation of incidental or consequential damages, so the above limitations and exclusions may not apply to you, the Buyer.
 - d. In order to obtain performance of this limited warranty obligation, the Buyer must contact the Seller at its mailing address shown on the invoice. All work under this limited warranty must be done by Seller (Seller will not pay for any labor or material rendered by other parties) and Seller will be the sole judge to the extent and necessity for all repairs and/or replacements under the limited warranty.
 - e. There are no other express warranties and no representations, promises or statements whatsoever made by Seller other than those contained herein.
 - f. The obligations of Seller under this limited warranty shall abate and be unenforceable during any period of time that Buyer may be in default of payment, or shall fail to fulfill any obligation hereunder.
 - g. This warranty give you, the Buyer, specific legal rights, and you may also have other rights which vary from state to state.
2. In the event plans and specifications are not attached to this agreement, Seller agrees to furnish only the fixtures, appliances, equipment, and materials for the proper installation of same as listed on the invoice and/or service work order hereof together with the installation thereof. Any additional fixtures, appliances, materials, or work not specifically mentioned herein (or required by attached plans and specifications) shall be considered extras and paid for by Buyer as extra work. Increases in Seller's costs resulting from delays, acts of omissions of Buyer or Contractor, or other persons and not cased by Seller shall be paid by Buyer to Seller.
 3. It is agreed that the title to, and security interest in, the materials and equipment, (as provided by the Uniform Commercial Code of Texas), described on the reverse side hereof to be furnished and installed by seller shall be, and remain in, and is granted to, the Seller, until the payment of all sums of money called for in this proposal, and required to be paid by Buyer are fully paid the Seller in legal tender of the United States; and that, until said sums of money are so paid, said materials and equipment shall be, and by the acceptance hereof Buyer agrees that they shall be, and re-main personal and moveable property in whatsoever manner they may be annexed, or affixed to the realty and be deemed severable without injury to the freehold; and that, in case of default in the payment of any of the installments herein provided for, the Seller is hereby authorized to enter upon said premises and take possession of and remove said materials and equipment at any time without liability, whatsoever to Buyer for any damages that might be occasioned to said premises in removing said materials and equipment; and that, in such event, Seller shall have the right and option to retain as rental for the use of said material and equipment any sum or sums of money that may have been paid by Buyer. On default of any payment or failure to perform any term or condition of this agreement, or in the event proceedings in bankruptcy or insolvency be instituted against Buyer, or if said equipment be misused, illegally used, wasted, or imperiled, then at

Seller's option the entire unpaid balance of the monies due on the same shall become immediately due and payable, and Seller may without notice or demand enter the premises and retake, remove and hold or resell the equipment or any part thereof at public or private sale, and if the unpaid balance plus interest is not satisfied by the net proceeds of such sale after deducting the expenses of retaking and repairs necessary to place equipment in saleable condition, storing, taxes, liens, attorney's fees, and other accessory expenses in connection therewith, Buyer shall pay any deficiency as liquidated damages for breach of contract. The terms for payment of the principal amount of the contract herein set out are net cash on receipt by Buyer of Seller's invoices as job progresses and, in all events the total amount of the contract price is to be paid upon completion. Any amount unpaid at the end of thirty (30) days after due date shall bear interest at the rate of ten per cent (10%) per annum, and twenty-five per cent (25%) additional shall be allowed as attorney's fees if collected through legal process or by an attorney.

4. Unless stated, specifically to the contrary herein, Buyer at his own cost and risk is to prepare the premises and provide proper size openings sufficient for free movement and installation of materials, openings in the walls, floors and ceiling for all air ducts and pipes for the installation of this work and finishing around same after work is completed; and install where required in accordance with local codes, the following; lighting; water, sewer and drain connections; steam supply and exhaust connections; cutting and patching; foundations and structural supports; electric wiring; and obtain all permits, certificates of inspection and pay the fees therefor.
5. If equipment furnished hereunder requires the use of water or steam, recirculated or otherwise, Seller shall not be liable for the effect of its physical or chemical properties upon said equipment.
6. On arrival of equipment at the premises described on the invoice/service work order or quote, Buyer shall assume all risks of loss or damage to such equipment; and shall cause same to be insured against loss or damage in an amount sufficient to protect the interest of Seller. Cost of insurance is to be paid by Buyer. Policies will be delivered to Seller at its option.
7. When installation of the equipment of material herein is required specifically as specified by this order, such installation work shall be performed only during usual working hours unless otherwise stated herein.
8. If demonstration is required, full opportunity for test under requisite conditions will be furnished. Lack of such opportunity shall not be cause for deviation from terms of payment. Prior to and during such demonstration, Buyer will furnish all necessary power, water, refrigerant, oil, waste, light, etc., and also an employee of Buyer is to be instructed in the care and operation of the equipment. On the completion of the operating demonstration, the equipment shall be deemed to have been accept buy Buyer, unless Buyer notifies Seller in writing, at Seller's office, within ten (10) days after the completion of the operating demonstration that the equipment has not been installed as provided and specifies in what particular it fails. Thereafter, Seller shall have a reasonable time to make necessary replacements, repairs, and adjustments.
9. In event, Buyer requires Seller to delay shipment or completion of the work under this order, or the demonstrations referred to in Condition 8, payment for the equipment shall not be withheld or delayed on such account. Seller shall have the right to deliver any portion of the materials to be furnished hereunder and to bill Buyer therefor, and Buyer agrees to pay for the same in accordance with the terms of payment hereof upon notification that such shipment is ready for delivery, notwithstanding the fact that Buyer may be unable to receive or provide suitable storage spaces for any such partial delivery. In such event, such portion of materials ready for shipment may be stored by Seller at Buyer's risk and expense.
10. All drawings, memoranda, ideas and information furnished by Seller shall remain its property and shall be considered its business and trade secrets, received in trust and confidence for the sole purpose of installation and operation said specified equipment.
11. Until all payments due hereunder have been made in cash, Buyer shall keep said equipment free of all taxes and encumbrances, and without the written consent of Seller shall not remove the same from the premises or transfer any interest therein or in this order.
12. Any price or prices herein set forth shall be increased in an amount or amounts equal to the tax or taxes which may be assessed on the equipment supplied hereunder, or which may be due or become due from Seller, or which Seller may be required to pay with respect to this transaction, as a result of any excise, sales, use, occupation or similar tax now in effect or hereafter imposed by the United States or any Federal, State or Local governmental authority. Any such increased amount shall be payable to the Seller no later than the day the tax is payable by the Seller to the taxing authority.
13. Seller in performance hereunder, shall not be liable for any loss, damage or delay caused by the elements, fire, strike, labor trouble, inclemency of the weather, regulations or priorities of civil or military authorities, insurrection, riot, transportation

difficulties or delays, the acts or omissions of other contractors, or persons, or similar causes reasonably beyond its control, nor is any completion date agreed to unless specifically specified herein.

14. This agreement does not include gas, light, or water service between utility main or pole and the meter under any condition whether specified or not.
15. The signer of the acceptance hereof thereby acknowledges that he is owner of property in which this contract is to be executed, or that he is authorized to sign same for any parties interested in the property; and he further declares that the property is and shall remain free from mortgage or other encumbrances that affect the carrying out of the condition herein set out.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: HVAC Units for Howard Jr High **Related Page(s)** 4

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Install New HVAC Controls for Howard Jr. High for \$134,199.00 to George Wayne Mechanical. The cost of this project is funded through proposition C of the 2023 bond.

ATTACHMENT:

Quote comparison form and quote from George Wayne Mechanical

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve contract for replacement of HVAC controls at Howard Junior High with George Wayne Mechanical at a cost not to exceed \$134,199.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott
Department: Support Services
Budget Allocated for Purchase: _____
Item(s) being quoted: HVAC Controls Upgrade Howard Jr High

Vendor #1: Company Name: APS Building Services
Representative: Josh Crain
Vendor Approved via: TIPS
Amount Quoted: \$162,075.81

Vendor #2: Company Name: Texas Air Systems
Representative: Josh Atchkinson
Vendor Approved via: Local
Amount Quoted: \$173,485.00

Vendor #3: Company Name: George Wayne Mechanical
Representative: Seth
Vendor Approved via: TIPS
Amount Quoted: \$193,484.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

HVAC Controls Upgrade Howard Jr
High

APS Building Services

(vendor) _____ for the procurement of (item) _____



Campus Principal / Department Head / Administrator

7/9/2024

Date

Business Office Approval

Date

6/13/2024

Waxahachie ISD
Stephen Mott
631 Solon Road
Waxahachie, TX 75165

Reference: Waxahachie ISD Controls Retro
Building: Finley Jr. High, Howard Jr. High

Pursuant to your request, APS Building Services, Inc is pleased to estimate the following work at the above referenced property. Please find our services and associated cost as follows:

Scope of Work:

Finley Jr High School -

Proposal: 301811
TIPs Contract:23010402

- Provide and install a BACnet UPS to serve as backup power for the Jace.
- Provide a Niagara Jace to be installed in the existing Location of the Alerton System to include:
 - 18 Month SMA
 - 200 Device License
- Provide and install a unitary Distech Controller to control each RTU (83) to also include:
 - Room Air Sensor
 - Fan Status Sensor
 - Discharge Air Sensor
 - Programming & Testing for proper operation
 - Two stage cooling control with economizer control.
- Provide and install a unitary controller on the Large AHU on the roof.
- Provide and install a controller to control the exterior lights as controlled now.
- Create a Graphical user interface similar to the graphics within this quote to enable the end user the ability to monitor and control setpoints throughout the building.
- Develop and design a 3D graphical floor plan of the building and place the above scoped controllers and place links for each controller scoped above in the area that it serves for end-user monitoring and control of the installed devices scoped above.
- Connect the Jace to the District Supervisor Server.
- Commission and test each controller for specific applications and provide the customer with a deficiency list of any found mechanical issues.
- Development of Alarms and Histories per end user specifications.

Howard Jr. High School

Proposal: 302543
TIPs Contract:23010402

- Provide and install a BACnet UPS to serve as backup power for the Jace.
- Provide a Niagara Jace to be installed in the existing Location of the Alerton System to include:
 - 18 Month SMA
 - 200 Device License
- Provide and install a unitary Distech Controller to control each WSHP (98) to also include:
 - Room Air Sensor
 - Discharge Air Sensor
 - Programming & Testing for proper operation
 - Controlling of existing Control Valve Actuator
 - Sensor Readings
- Provide and install the following for each of the (4) pump rooms:
 - Distech Unitary Controller to control pumps
 - All necessary relays and sensors to properly control.
- Commission and test each controller for specific application and provide the customer with a deficiency list of any found mechanical issues.
- Create a Graphical user interface similar to the graphics within this quote to enable the end user the ability to monitor and control setpoints throughout the building.
- Develop and design a 3D graphical floor plan of the building and place the above scoped controllers and place links for each controller scoped above in the area that it serves for end-user monitoring and control of the installed devices scoped above.
- Connect the Jace to the District Supervisor Server.
- Commission and test each controller for specific applications and provide the customer with a deficiency list of any found mechanical issues.
- Development of Alarms and Histories per end user specifications.

Supervisory Software

- Provide Niagara Supervisor Software to be installed on a server in a central location provided by Waxahachie ISD to include the following:
 - 2 Niagara Connection License
 - 5 Year SMA
- Provide a Waxahachie ISD Employee with a Niagara 4 Certification & Distech GFX Class.
- Provide End User Training on the new Centralized Niagara EMS System.

Site Home

APS

HOME

- CHILLER PLANT
- FLOORPLANS
- EQUIPMENT
- SCHEDULES
- ADMIN
- LOGOUT

Home



1st Floor	
Average Floor Temp:	69.3 °F
Lowest Temp:	AHRP-1 55.0 °F
Highest Temp:	SFPB 1-1-3 73.6 °F

2nd Floor	
Average Floor Temp:	71.8 °F
Lowest Temp:	SFPB 2-2-18 70.2 °F
Highest Temp:	SFPB 2-3-23 74.5 °F

3rd Floor	
Average Floor Temp:	70.4 °F
Lowest Temp:	SFPB 3-2-24 66.4 °F
Highest Temp:	SFPB 3-3-30 75.5 °F

4th Floor	
Average Floor Temp:	70.4 °F
Lowest Temp:	SFPB 4-3-22 67.3 °F
Highest Temp:	SFPB 4-3-23 73.6 °F

5th Floor	
Average Floor Temp:	70.4 °F
Lowest Temp:	SFPB 4-3-22 67.3 °F
Highest Temp:	SFPB 4-3-23 73.6 °F

APS Building Services (972) 387-3334

Floor Plan

APS

HOME

- CHILLER PLANT
- FLOORPLANS
 - 1st Floor
 - 2nd Floor
 - 3rd Floor
 - 6th Floor
 - 5th Floor
 - 6th Floor
 - 7th Floor
- EQUIPMENT
- UNIT SCHEDULES
- AHU SCHEDULES
- MISC. SCHEDULES
- ADMIN
- LOGOUT

2nd Floor Plans



APS Building Services (972) 387-3334

RTU Graphic

Lobby Floorplan



WSHP Graphic

APS

HOME

CENTRAL PLANT

FLOORPLANS

1st Fl. Suite 100

1st Fl. Suite 110

1st Fl. Suite 150

5th Floor

6th Floor

7th Floor

8th Floor

9th Floor

10th Floor

11th Floor

12th Floor

SCUs / RTUs

WSHPs

1st Floor - Suite 100



Clarifications & Exclusions

- All labor quoted in this quote is quoted at normal business hours of Monday-Friday 8am-5pm.
- APS is utilizing existing wiring where applicable.
- The Customer is responsible for providing up to date floor plan to allow APS the ability to render 3D floor plans.
- The Customer is responsible for ensuring adequate power is at each unit to power the DDC Controller.
- The Customer is responsible for providing access to all areas where work is to be performed.
- This quote excludes any cost for any Test & Balance services. If APS services are needed for T&B, this will be at an additional cost to the customer with customer approval.
- This quote excludes conduit, electrical, and/or tying into any life safety devices.
- APS assumes all existing mechanical equipment is in working order. APS will provide a deficiency report for any issues found while performing the above scope of work.
- APS is not responsible for patching, painting, or cosmetic touch up that installation of these devices may cause.
- APS will provide a 2 year warranty on parts, and a 90 day warranty on labor for poor/faulty workmanship.
- This proposal excludes all other work not included in the above Scopes of work.

Finley Jr. High School: \$142,414.59

Howard Jr. High School: \$162,075.81

Total without tax for Finley & Howard Jr Highs: \$304,490.40

This estimated cost is for the services, to be performed during regular business hours unless otherwise noted above. Excluded from this amount are sales taxes, permits, freight, restocking fee, and any additional parts, repairs or services not listed. **This quote is effective for a period of 15 days.**

Upon acceptance of this proposal, APS reserves the right to bill for the equipment and material costs when it ships from the manufacturer. The labor and any additional material will be progressively billed monthly based on the duration of the project. The remainder of the balance will be billed at the completion of the project and in accordance with our billing terms unless otherwise specified and agreed upon between APS and the customer.

APS Building Services, Inc. appreciates the opportunity to provide you with a quality service on which to rely. If you have any questions or concerns, please do not hesitate to contact me at 972-387-3334.

Sincerely,

Josh Crain

Josh Crain
Automation Account Manager

Approved by: _____

Date: _____

APS Building Services, Inc. Terms and Conditions

1. LIMITED WARRANTY

Parts Warranty – All parts as recorded on the face of the invoice are warranted for a period of ninety (90) days or longer if the manufacture's specific warranty carries additional time.

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 - b. All incidental and consequential damage are expressly excluded and not covered by this limited warranty.
 - c. Some states do not allow limitations on how long an implied warranty lasts or the exclusion of limitation of incidental or consequential damages, so the above limitations and exclusions may not apply to you, the Buyer.
 - d. In order to obtain performance of this limited warranty obligation, the Buyer must contact the Seller at its mailing address shown on the invoice. All work under this limited warranty must be done by Seller (Seller will not pay for any labor or material rendered by other parties) and Seller will be the sole judge to the extent and necessity for all repairs and/or replacements under the limited warranty.
 - e. There are no other express warranties and no representations, promises or statements whatsoever made by Seller other than those contained herein.
 - f. The obligations of Seller under this limited warranty shall abate and be unenforceable during any period of time that Buyer may be in default of payment, or shall fail to fulfill any obligation hereunder.
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Seller's option the entire unpaid balance of the monies due on the same shall become immediately due and payable, and Seller may without notice or demand enter the premises and retake, remove and hold or resell the equipment or any part thereof at public or private sale, and if the unpaid balance plus interest is not satisfied by the net proceeds of such sale after deducting the expenses of retaking and repairs necessary to place equipment in saleable condition, storing, taxes, liens, attorney's fees, and other accessory expenses in connection therewith, Buyer shall pay any deficiency as liquidated damages for breach of contract. The terms for payment of the principal amount of the contract herein set out are net cash on receipt by Buyer of Seller's invoices as job progresses and, in all events the total amount of the contract price is to be paid upon completion. Any amount unpaid at the end of thirty (30) days after due date shall bear interest at the rate of ten per cent (10%) per annum, and twenty-five per cent (25%) additional shall be allowed as attorney's fees if collected through legal process or by an attorney.

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11. Until all payments due hereunder have been made in cash, Buyer shall keep said equipment free of all taxes and encumbrances, and without the written consent of Seller shall not remove the same from the premises or transfer any interest therein or in this order.
12. Any price or prices herein set forth shall be increased in an amount or amounts equal to the tax or taxes which may be assessed on the equipment supplied hereunder, or which may be due or become due from Seller, or which Seller may be required to pay with respect to this transaction, as a result of any excise, sales, use, occupation or similar tax now in effect or hereafter imposed by the United States or any Federal, State or Local governmental authority. Any such increased amount shall be payable to the Seller no later than the day the tax is payable by the Seller to the taxing authority.
13. Seller in performance hereunder, shall not be liable for any loss, damage or delay caused by the elements, fire, strike, labor trouble, inclemency of the weather, regulations or priorities of civil or military authorities, insurrection, riot, transportation

difficulties or delays, the acts or omissions of other contractors, or persons, or similar causes reasonably beyond its control, nor is any completion date agreed to unless specifically specified herein.

14. This agreement does not include gas, light, or water service between utility main or pole and the meter under any condition whether specified or not.
15. The signer of the acceptance hereof thereby acknowledges that he is owner of property in which this contract is to be executed, or that he is authorized to sign same for any parties interested in the property; and he further declares that the property is and shall remain free from mortgage or other encumbrances that affect the carrying out of the condition herein set out.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: HVAC Units for Howard Jr High **Related Page(s)** 4

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Install New HVAC Controls for Howard Jr. High for \$134,199.00 to George Wayne Mechanical.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott
Department: Support Services
Budget Allocated for Purchase: _____
Item(s) being quoted: AC Units Howard Jr High

Vendor #1: Company Name: Perfered Mechanical Group
Representative: Justin Johnson
Vendor Approved via: TIPS
Amount Quoted: \$166,914.00

Vendor #2: Company Name: C & S Services of Texas
Representative: Charlton D. Stovall
Vendor Approved via: TIPS
Amount Quoted: \$149,957.00

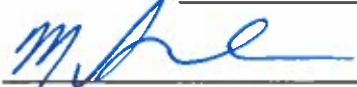
Vendor #3: Company Name: George Wayne Mechanical
Representative: Seth
Vendor Approved via: TIPS
Amount Quoted: \$134,199.00

Based on the quotes received, I believe it is the most advantegous to Waxahachie ISD to use

AC Units Howard Jr High

George Wayne Mechanical

(vendor) _____ for the procurement of (item) _____



Campus Principal / Department Head / Administrator

7/9/2024

Date

Business Office Approval _____

Date

Quotation

Date: 7/8/2024

Project: Waxahachie ISD Howard Junior High School Additions and Renovations

Engineer: EMA

Based on Plans Dated: 05/23/24

Addenda: #1



PRICING SUMMARY

TIPS Contract: 211001

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
AAON Packaged Heat Pump RTU's (Basis of Design)	3	(3)RTU-15T	Included
Bioclimatic Air Ionizers (Basis of Design)	12	RTUs/Split Systems	Included
TOTAL NET PRICE			\$134,199

*FOB Factory, Full Freight Allowed, Tax Not Included

QUOTE DOES NOT INCLUDED SPLIT SYSTEMS

AAON A/C PACKAGED ROOFTOP UNITS

AAON Model **RN/RQ**, roof mounted, air-cooled, vertical airflow, single zone, electric cooling, gas heating, packaged rooftop unit, designed for **460V/3Ph/60HZ** power, and complete as follows:

- Galvanized steel (G90) casing with enamel finish
- Unit cabinet is **double wall construction** with interior 2" thick, foam insulated panels
- Door Hinges, Filter Racks, and Economizers factory installed
- Sloped stainless steel drain pans
- Aluminized steel heat exchangers
- Access doors with full length stainless steel piano hinges and quarter turn, zinc cast lockable handles
- **Two Step Compressors**
- DX evaporator coils
- ECM condenser fan motors
- 2" – 30% filters (one set)
- Direct drive backward curved plenum blowers with rubber isolation mounts
- Economizer w/DDC actuator
- **ECM or VFD** on supply fans & exhaust fans
- Factory mounted hail guards
- **Modulating hot gas reheat**

Roof Curb:

- Adapter curbs or 18" tall standard roof curbs as required

Controls standard on units:

- **Terminal Strip for mounting of Controls by Others**
- DDC Actuator on OA/RA dampers – FDD by others

Services and Warranties:

- Startup by factory authorized technician
- **10 year complete unit warranty – parts only**
- 15-year non-prorated aluminized gas heat exchanger warranty – parts only

Not Included:

- Labor warranty not included
- **Fault Detection and Diagnostics (FDD) by controls contractor**
- **2 speed fan control by controls contractor**
- Installation and wiring of controls (by BAS contractor)
- Wiring of GFI outlets, Thermostats, Smoke or fire detectors, or Spare filters
- Disconnects

BIOCLIMATIC INDOOR DUCT MOUNT BI-POLAR IONIZATION UNITS

Model IGN Bi-polar Ionization Generators comes complete as follows:

- Low-profile, needlepoint output
- Aluminum enclosure
- Self-cleaning type
- 16 ga. galvanized steel mounting plate
- Automatic fault reset
- Circuit breaker/disconnect (on/off) switch

NOT INCLUDED: ION COUNTER, TRANSFORMERS, INSTALLATION, WIRING, STARTUP, CONTROL WIRING (24 VOLT, 1 PHASE, 60 Hz ELECTRIC SERVICE IS REQUIRED), OR CONTROLS NOT MENTIONED ABOVE.

Thank you for choosing George Wayne Mechanical

CUSTOMER AUTHORIZATION

THIS IS AN ESTIMATE, NOT A CONTRACT FOR SERVICES. The summary above is furnished by George Wayne Mechanical as a good faith estimate of work to be performed at the location described above and is based on our evaluation and does not include material price increases or additional labor and materials which may be required should unforeseen problems arise after the work has started. I understand that the final cost of the work may differ from the estimate, perhaps materially. THIS IS NOT A GUARANTEE OF THE FINAL PRICE OF WORK TO BE PERFORMED. I agree and authorize the work as summarized on

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: HVAC Units for Finley Jr High **Related Page(s)** 4

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Install New HVAC Controls for Finley Jr. High for \$165,801.00 to George Wayne Mechanical. The cost of this program is to be paid with funds from proposition C of the 2023 bond.

ATTACHMENTS:

Quote comparison form and quote from George Wayne Mechanical.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve contract for new HVAC control systems at Finley Junior High with George Wayne Mechanical at a cost not to exceed \$165,801.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott
Department: Support Services
Budget Allocated for Purchase: _____
Item(s) being quoted: AC Units Finley Jr High

Vendor #1: Company Name: Perfered Mechanical Group
Representative: Justin Johnson
Vendor Approved via: TIPS
Amount Quoted: \$197,196.00

Vendor #2: Company Name: C & S Services of Texas
Representative: Charlton D. Stovall
Vendor Approved via: TIPS
Amount Quoted: \$190,911.00

Vendor #3: Company Name: George Wayne Mechanical
Representative: Seth
Vendor Approved via: TIPS
Amount Quoted: \$165,801.00

Based on the quotes received, I believe it is the most advantegous to Waxahachie ISD to use

AC Units Finley Jr High

George Wayne Mechanical

(vendor) _____ for the procurement of (item) _____


Campus Principal / Department Head / Administrator

7/9/2011
Date

Business Office Approval _____

Date

Quotation

Date: 7/8/2024

Project: Waxahachie ISD Finley Junior High School

Engineer: EMA

Based on Plans Dated: 06/14/24

Addenda: #1



PRICING SUMMARY

TIPS Contract: 211001

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
AAON Packaged RTU's (Basis of Design)	7	(3)3T, (1)4T, (1)5T, (1) 10T, (1) 15T	Included
Bioclimatic Air Ionizers (Basis of Design)	7	RTU's	Included
TOTAL NET PRICE			\$165,801

*FOB Factory, Full Freight Allowed, Tax Not Included

RTU count for this proposal was taken from roof plan and tonnages listed on roof plans. Our proposal covers these RTUs only, any additional units/tonnage scheduled or required are NOT covered in this bid.

Tonnage	QTY - Total	QTY - Contractor Purchase	Tagging
3	6	3	A100B, A100C-2, A107A, A107B, B107B, XXXX
3	1	1	B104E (Alt)
4	4	1	A100A, A100C-1, A106A, B103B
5	4	1	A103A, A111A, A111B, B100A
5	1	1	B102A (Alt)
10	1	1	NO TAG
10	1	1	NO TAG (Alt)
15	1	1	B107A

AAON A/C PACKAGED ROOFTOP UNITS

AAON Model **RN/RQ**, roof mounted, air-cooled, vertical airflow, single zone, electric cooling, gas heating, packaged rooftop unit, designed for **460V/3Ph/60HZ** power, and complete as follows:

- Galvanized steel (G90) casing with enamel finish
- Unit cabinet is **double wall construction** with interior 2" thick, foam insulated panels
- Door Hinges, Filter Racks, and Economizers factory installed
- Sloped stainless steel drain pans
- Aluminized steel heat exchangers
- Access doors with full length stainless steel piano hinges and quarter turn, zinc cast lockable handles
- Two Step Compressors**
- DX evaporator coils
- ECM condenser fan motors
- 2" – 30% filters (one set)
- Direct drive backward curved plenum blowers with rubber isolation mounts
- Economizer w/DDC actuator
- ECM or VFD** on supply fans & exhaust fans
- Factory mounted hail guards

Roof Curb:

- Adapter curbs or 18" tall standard roof curbs as required

Controls standard on units:

- Terminal Strip for mounting of Controls by Others**

- DDC Actuator on OA/RA dampers – FDD by others

Services and Warranties:

- Startup by factory authorized technician
- **10 year complete unit warranty – parts only**
- 15-year non-prorated aluminized gas heat exchanger warranty – parts only

Not Included:

- Labor warranty not included
- **Fault Detection and Diagnostics (FDD) by controls contractor**
- **2 speed fan control by controls contractor**
- Installation and wiring of controls (by BAS contractor)
- Wiring of GFI outlets, Thermostats, Smoke or fire detectors, or Spare filters
- Disconnects

BIOCLIMATIC INDOOR DUCT MOUNT BI-POLAR IONIZATION UNITS

Model IGN Bi-polar Ionization Generators comes complete as follows:

- Low-profile, needlepoint output
- Aluminum enclosure
- Self-cleaning type
- 16 ga. galvanized steel mounting plate
- Automatic fault reset
- Circuit breaker/disconnect (on/off) switch

NOT INCLUDED: ION COUNTER, TRANSFORMERS, INSTALLATION, WIRING, STARTUP, CONTROL WIRING (24 VOLT, 1 PHASE, 60 HZ ELECTRIC SERVICE IS REQUIRED), OR CONTROLS NOT MENTIONED ABOVE.

Thank you for choosing George Wayne Mechanical

CUSTOMER AUTHORIZATION

THIS IS AN ESTIMATE, NOT A CONTRACT FOR SERVICES. The summary above is furnished by George Wayne Mechanical as a good faith estimate of work to be performed at the location described above and is based on our evaluation and does not include material price increases or additional labor and materials which may be required should unforeseen problems arise after the work has started. I understand that the final cost of the work may differ from the estimate, perhaps materially. **THIS IS NOT A GUARANTEE OF THE FINAL PRICE OF WORK TO BE PERFORMED.** I agree and authorize the work as summarized on

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: Fire Alarm System Upgrades for Finley Jr High **Related Page(s)** 4

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Install Fire Alarm System Upgrades for Finley Jr. High for \$242,500.00 to Texas Fire and Cabling Services, Inc. The cost of this project to be paid utilizing proposition C funding from the 2023 bond.

ATTACHMENTS:

Quote comparison form and quote from Texas Fire and Cabling Services, Inc.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve contract for fire alarm system upgrades at Finely Junior High with Texas Fire and Cabling Services, Inc. in an amount not to exceed \$242,500.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott
Department: Support Services
Budget Allocated for Purchase: _____
Item(s) being quoted: Fire Alarm System Upgrade Finley Jr High

Vendor #1: Company Name: Texas Fire & Cabling Services, LLC
Representative: Billy Hudgins
Vendor Approved via: Local
Amount Quoted: \$242,500.00

Vendor #2: Company Name: Texas Fire & Sound
Representative: Kevin McCauley
Vendor Approved via: Buy Board
Amount Quoted: \$383,446.00

Vendor #3: Company Name: Firetol Protection Services
Representative: Wade Tennison
Vendor Approved via: Buy Board
Amount Quoted: \$262,000.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

Fire Alarm System Upgrade Finley
Jr High

Texas Fire & Cabling Services, LLC

(vendor) _____ for the procurement of (item) _____



Campus Principal / Department Head / Administrator

7/9/2024

Date

Business Office Approval _____

Date

Texas Fire & Cabling Services, LLC



July 3, 2024

Finley and Howard Jr. High School

Texas Fire & Cabling Services (TFCS) is pleased to present this proposal thank you for the opportunity to earn your business and trust.

Scope of Work

We will provide labor and materials to install the Voice Fire Alarm Install as per the specifications listed below:

Drawings & Addenda

1. Drawings date: 5/23/24
2. Sheets: FA2.11-12

This proposal includes the following:

> Fire Detection and Alarm System

o General

- This proposal includes materials and labor for installing a new Silent Knight fire alarm system with voice.
- This proposal includes all materials as shown on the bid documents, as well as supplementary materials required to support the shown materials for the design and installation of a code minimum installation per NFPA, ADA, ANSI, local, state, and national codes applicable at bid time, and based upon the information provided on the bid drawings listed above.

Exclusions

- Price is based on Texas Fire & Cabling Services normal working hours, Monday-Friday, 8:00am-5:00pm.
- Any fees for CAD files.
- Expedited design and submittals.
- Any 120v power.
- Any conduit/raceway, backboxes, and t-bar hangars. Pricing can be supplied on request.
- Any cutting, coring, patching, access panels, fire caulking, painting, and plywood backboards.
- Any lifts and/or scaffolds.
- Any controls interfacing (i.e. AHU shutdown, elevator recall/shunt trip, door release, etc.); Fire Alarm Relays/Monitor Modules to act as the demarcation point.
- Troubleshooting and repair of any existing systems.
- Any additional devices that are above or beyond any code requirement.
- Any phone lines for any dialer for monitoring of the system.
- Any monitoring and programming of the system for monitoring.
- Any scope of work not listed above.
- No warranty for customer-supplied equipment
- Any umbrella insurance in the amount greater than \$2m.
- payment/performance bonds.
- Any specialty door hardware
- Each cable will be tested according to industry standards and test documentation will be provided upon completion
- All conduit, conduit stub ups, back-boxes, wall boxes, floor boxes, basket style tray or cable tray outside of TR's, backbone grounding, cores and penetrations are NOT included in this proposal

Texas Fire & Cabling Services, LLC



- EZ PATH Firestop will be installed with all cabling entering the TRs, however, all other fire-stopping and penetrations will be provided and installed by others
- All outlets shown on drawings must have back box with string which will be provided and installed by the EC
- All electronic equipment including WAPs, Cameras, Switches, Hubs, Routers, or any other network equipment is excluded from this proposal
- The installation of any electronic equipment including WAPs, Cameras, Switches, Hubs, Routers, or any other network equipment is excluded from this proposal
- The installation of patch cables from the patch panel to any active equipment is not included in this proposal
- All requests for work to be performed outside of this scope of work will be considered a change order and must be requested electronically via email and approved by the customer before work commences
- This scope of work must be incorporated into any contractual agreement and PO must be issued before procurement of material and mobilization of TFCs technicians and site supervisors

Our price for the scope of work stated within this proposal is listed below. This pricing is valid for 30 days from the date listed above. Please feel free to contact me should you have any questions or concerns. Thank you for this opportunity and we look forward to being able to provide our services to you.

Base Proposal Price

• Finley Jr. High School Voice Fire Alarm	\$188,500.00
• Finley Jr. High emergency DAS (BDA)	\$54,000.00
• Howard Jr. High School Voice Fire Alarm	\$184,160.00
• Howard Jr. High emergency DAS (BDA)	\$52,000.00

PROPOSAL ACCEPTED BY:

By signing below you authorize Texas Fire & Cabling Services, LLC to proceed with the work stated within this proposal for the dollar amount stated above.

Company Name: _____

Signed by: _____

Printed Name: _____

Date: _____

Title: _____

PO #: _____

Best Regards,

Billy Hudgins

3101 N Main Suit A
Cleburne, TX 76033
skelley@texasfirecs.com
817.733.5785
ACR-1869255
B19494
ECR-3156945

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Stephen Mott

Subject: Fire Alarm System Upgrades for Howard Jr High **Related Page(s)** 4

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Install Fire Alarm System Upgrades for Howard Jr. High for \$236,160.00 to Texas Fire and Cabling Services, Inc. The cost of this project will be funded through proposition C funds from the 2023 bond.

ATTACHMENT:

Quote comparison form and quote from Texas Fire and Cabling Services, Inc.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve contract for fire alarm system upgrades at Howard Junior High with Texas Fire and Cabling Services, Inc. in an amount not to exceed \$236,160.

Waxahachie Independent School District

Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott
Department: Support Services
Budget Allocated for Purchase: _____
Item(s) being quoted: Fire Alarm System Upgrade Howard Jr High

Vendor #1: Company Name: Texas Fire & Cabling Services, LLC
Representative: Billy Hudgins
Vendor Approved via: Local
Amount Quoted: \$236,160.00

Vendor #2: Company Name: Texas Fire & Sound
Representative: Kevin McCauley
Vendor Approved via: Buy Board
Amount Quoted: \$446,296.00

Vendor #3: Company Name: Firetol Protection Services
Representative: Wade Tennison
Vendor Approved via: Buy Board
Amount Quoted: \$271,000.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

Fire Alarm System Upgrade
Howard Jr High

Texas Fire & Cabling Services, LLC

(vendor) _____ for the procurement of (item) _____



Campus Principal / Department Head / Administrator

7/9/2024

Date

Business Office Approval

Date

Texas Fire & Cabling Services, LLC



July 3, 2024

Finley and Howard Jr. High School

Texas Fire & Cabling Services (TFCS) is pleased to present this proposal thank you for the opportunity to earn your business and trust.

Scope of Work

We will provide labor and materials to install the Voice Fire Alarm Install as per the specifications listed below:

Drawings & Addenda

1. Drawings date: 5/23/24
2. Sheets: FA2.11-12

This proposal includes the following:

> Fire Detection and Alarm System

o General

- This proposal includes materials and labor for installing a new Silent Knight fire alarm system with voice.
- This proposal includes all materials as shown on the bid documents, as well as supplementary materials required to support the shown materials for the design and installation of a code minimum installation per NFPA, ADA, ANSI, local, state, and national codes applicable at bid time, and based upon the information provided on the bid drawings listed above.

Exclusions

- Price is based on Texas Fire & Cabling Services normal working hours, Monday-Friday, 8:00am-5:00pm.
- Any fees for CAD files.
- Expedited design and submittals.
- Any 120v power.
- Any conduit/raceway, backboxes, and t-bar hangars. Pricing can be supplied on request.
- Any cutting, coring, patching, access panels, fire caulking, painting, and plywood backboards.
- Any lifts and/or scaffolds.
- Any controls interfacing (i.e. AHU shutdown, elevator recall/shunt trip, door release, etc.); Fire Alarm Relays/Monitor Modules to act as the demarcation point.
- Troubleshooting and repair of any existing systems.
- Any additional devices that are above or beyond any code requirement.
- Any phone lines for any dialer for monitoring of the system.
- Any monitoring and programming of the system for monitoring.
- Any scope of work not listed above.
- No warranty for customer-supplied equipment
- Any umbrella insurance in the amount greater than \$2m.
- payment/performance bonds.
- Any specialty door hardware
- Each cable will be tested according to industry standards and test documentation will be provided upon completion
- All conduit, conduit stub ups, back-boxes, wall boxes, floor boxes, basket style tray or cable tray outside of TR's, backbone grounding, cores and penetrations are NOT included in this proposal

Texas Fire & Cabling Services, LLC



- EZ PATH Firestop will be installed with all cabling entering the TRs, however, all other fire-stopping and penetrations will be provided and installed by others
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- The installation of any electronic equipment including WAPs, Cameras, Switches, Hubs, Routers, or any other network equipment is excluded from this proposal
- The installation of patch cables from the patch panel to any active equipment is not included in this proposal
- All requests for work to be performed outside of this scope of work will be considered a change order and must be requested electronically via email and approved by the customer before work commences
- This scope of work must be incorporated into any contractual agreement and PO must be issued before procurement of material and mobilization of TFCs technicians and site supervisors

Our price for the scope of work stated within this proposal is listed below. This pricing is valid for 30 days from the date listed above. Please feel free to contact me should you have any questions or concerns. Thank you for this opportunity and we look forward to being able to provide our services to you.

Base Proposal Price

• Finley Jr. High School Voice Fire Alarm	\$188,500.00
• Finley Jr. High emergency DAS (BDA)	\$54,000.00
• Howard Jr. High School Voice Fire Alarm	\$184,160.00
• Howard Jr. High emergency DAS (BDA)	\$52,000.00

PROPOSAL ACCEPTED BY:

By signing below you authorize Texas Fire & Cabling Services, LLC to proceed with the work stated within this proposal for the dollar amount stated above.

Company Name: _____

Signed by: _____

Printed Name: _____

Date: _____

Title: _____

PO #: _____

Best Regards,

Billy Hudgins

3101 N Main Suit A
Cleburne, TX 76033
skelley@texasfirecs.com
817.733.5785
ACR-1869255
B19494
ECR-3156945

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: Additional science adoption materials **Related Page(s)**

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

In ordering our science materials for the 2024 science adoption, we inadvertently used incorrect projected enrollment numbers and are short materials at elementary grade levels. We are addressing this situation with the publisher and believe the total additional cost to be less than \$60,000. A copy of the quote for the additional purchase will be provided to you at the July board meeting.

ATTACHMENT:

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve purchase of additional science materials as part of 2024 proclamation in an amount not to exceed \$60,000.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Dustin Binnicker

Subject: Amendment to Contract with Ed Elements **Related Page(s)** Ed Elements Proposal

**Consent
Agenda Item**

EXECUTIVE SUMMARY:

Consideration with possible action to approve an amendment to the original contract Ed Elements as the approved provider for the Strong Foundations Planning and Implementation grant and sign the contract for services in an amount not to exceed \$1,995,000, utilizing funds from the Strong Foundations Planning and Implementation grants according to the grant program guidelines as set forth by TEA:

- 50% of grant funds to contract with a single provider from the LASO Cycle II state-approved vendor list to provide HQPL,
- 20% of grant funds for additional support from the approved provider and/or salaries or partial salaries for instructional coaches or other positions directly supporting the implementation of the instructional materials.

An amended contract will be provided at the dais the night of the board meeting.

ATTACHMENTS:

Ed Elements Implementation and Support Plan

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Administration recommends the board approve the amended contract as presented.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024

Presented By: Dr. Jerry Hollingsworth

Subject: Board Operating Procedures

Related Page(s)

**Action
Agenda Item**

EXECUTIVE SUMMARY:

The Board was given the revised Board Operating Procedures at the June Board Meeting and is being asked to approve the change for record.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

To approve the revised Board Operating Procedures as presented in the June Board Meeting.

WAXAHACHIE ISD

Standard
Operating
Procedures
for the
Board of Trustees

Updated June 10, 2024

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Opening Statement

The Board defines the District's policies and goals that shall reflect the District's advocacy for all students. Board members serve as advocates for all students by providing leadership at the local and state level. The policies set by the Board will ensure the District's mission and goals are achieved.

A responsibility of the Board is to hire a Superintendent who then implements the policies and goals adopted by the Board. The Board shall evaluate the Superintendent's job performance based upon these policies and goals on an annual basis.

A district is only as strong as the Superintendent/Board relationship, also referred to as the "Team of Eight." The Superintendent is the CEO of the organization, and the Board is a governing body, much like a Board of Directors is in a Business setting. The Board must give the Superintendent leeway to accomplish the directives provided by the Board without getting involved in the day-to-day operations of the district and campuses.

The Operating Agreement will be reviewed no later than June 30 of each school year by the Board and shall reflect a continuous improvement model.

The Waxahachie ISD Board of Trustees adopts this Operating Agreement to effectively communicate with staff, the public, and each other while serving as School Board members.

Board Member Ethics (BBF LOCAL)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

STUDENT CENTERED FOCUS:

I will be continuously guided by what is best for all students of the District.

EQUALITY IN ATTITUDE:

I will be fair, just, and impartial in all my decisions and actions.

I will accord others the respect I wish for myself.

I will encourage expressions of different opinions and listen with an open mind to others' ideas.

TRUSTWORTHINESS IN STEWARDSHIP:

I will be accountable to the public by representing the District policies, programs, priorities, and progress accurately.

I will be responsive to the community by seeking its involvement in District affairs and by communication its priorities and concerns.

I will work to ensure prudent and accountable use of District resources.

I will make no personal promise or take private action that may compromise my performance or my responsibilities.

HONOR IN CONDUCT:

I will tell the truth.

I will share my views while working for consensus.

I will respect the majority decision as the decision of the Board.

I will base my decisions on fact rather than supposition, opinion, or public favor.

INTEGRITY OF CHARACTER

I will refuse to surrender judgement to any individual or group at the expense of the District as a whole.

I will consistently uphold all applicable laws, rules, policies, and governance procedures.

I will not disclose information that is confidential by law, obtained in closed session, or that will needlessly harm the district if disclosed.

COMMITMENT TO SERVICE:

I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making, and evaluation.

I will diligently prepare for and attend Board meetings.

I will avoid personal involvement in activities the Board has delegated to the Superintendent.

I will seek continuing education that will enhance my ability to fulfill my duties effectively.

- I. ROLE AND AUTHORITY OF BOARD MEMBERS AND/OR BOARD OFFICERS AS SET DOWN BY STATE STATUTE (BDAA LEGAL & LOCAL)
 - A. No Board member or officer has authority outside the Board meeting.
 - B. No Board member can direct employees in regard to performance of their duties.
 - C. President shall:
 - i. Preside at all Board meetings.
 - ii. Appoint committees and call special meetings.
 - iii. Sign all legal documents required by law.
 - D. Vice President shall:
 - i. Act in capacity of President in absence of the President.
 - E. Secretary shall:
 - i. Ensure that accurate records are kept.
 - ii. Act in absence of President and Vice President.
 - F. A trustee may not serve as a Board Officer unless the Trustee has served for at least one year on the Board.
- II. VACANCIES ON THE BOARD
 - A. Appointment of a Trustee
 - i. If a vacancy occurs on the Board, the remaining Trustees may fill the vacancy by appointment in accordance with Board Policy BBC (LEGAL).
 - ii. The appointee must be a registered voter and resident of the District.
 - iii. The Board Officers shall draft a proposed application for use in soliciting interest from prospective appointees and guidelines for selection of an appointee. The draft application and guidelines for selection shall be presented to the Board for approval at a properly called Board meeting.
 - iv. The final, approved version of the application and guidelines shall be posted on the District's website.
 - v. The application shall be open for 30 days unless the Board takes action to set a different deadline for receiving applications. The deadline shall be posted on the District website at the same time as the application and guidelines for selection.
 - vi. Only candidates who complete the application in accordance with the selection guidelines and by the posted deadline shall be eligible for appointment to the vacant place.
 - vii. Once a candidate has submitted an application for review, no individual Trustee may communicate with the candidate outside of the prescribed selection process until the selection process has been completed.
 - viii. After the application deadline, the Board shall meet to review applications and select candidates for interviews.
 - ix. Interviews of the selected candidates shall be conducted at a properly called Board meeting.
 - x. The Board shall deliberate on the candidates and make an appointment at a properly called Board meeting.
 - xi. The appointee shall serve until the next regular Trustee election at which point the

place in which the vacancy occurred shall be placed on the ballot for the unexpired term.

B. Special Election

- i. If the Board does not fill the vacancy by appointment, the Board may call a special election to fill the vacancy for the unexpired term in accordance with Board Policy BBC (LEGAL).
- ii. Such an election shall be conducted in the same manner as the district's general election.

III. TAKING OFFICE

A. Oath of Office and Statement of Officer

- i. A newly elected Trustee may be administered the Oath of Office at any point after the issuance of a certificate of election by the Board.
- ii. The Oath of Office must be administered by an individual listed in Texas Government Code Section 602.002.
- iii. The Statement of Officer and Oath of Office must be filed with the Assistant to the Superintendent and Board of Trustees in order for a newly elected Trustee to take office.

B. Administering the Oath of Office at a Board Meeting

- i. Each newly elected Trustee, whether they have already been administered the Oath of Office or not, may choose to have the Oath of Office administered to them by the Assistant to the Superintendent and Board of Trustees, or any other person authorized by law to administer an oath of office, at the first regular Board meeting after the issuance of a certificate of election by the Board.
- ii. Newly elected Trustees are required to have the Oath of Office administered at a Board meeting.

IV. BOARD TRAINING

A. New Trustee Orientation - Within 60 days after a Trustee has taken the Oath of Office, a new Trustee shall complete New Trustee Orientation per TASB standards.

B. Content of Orientation. A meeting with the Board President and Superintendent to review the following:

- i. The Board Operating Procedures;
- ii. Board Goals;
- iii. The Board's annual calendar;
- iv. The State Board of Education's framework for School Board Development;
- v. Board Member Ethics, including prohibited practices and disclosure of conflicts of interest; and
- vi. Superintendent goals from the District Improvement Plan.
- vii. Board Member contact information.
- viii. New Trustee Orientation Manual

C. Meetings with District staff, as assigned by the Superintendent to provide an overview of District operations for the following:

- i. Organizational chart;
- ii. The District's budget;
- iii. Student performance;
- iv. Guide for Teaching and learning;
- v. Recruitment, retention, and hiring practices;
- vi. Security and emergency management practices;
- vii. Student discipline and guidance & counseling;
- viii. Communications and community engagement practices;
- ix. District technology;
- x. Capital projects and improvement;
- xi. Any other topics deemed necessary by the Superintendent.

D. Required Training for Trustees

- i. Each Trustee shall complete the required continuing education as outlined in Board Policy BBD(LEGAL) and TASB requirements.
- ii. Attending local, regional, state, and national conferences is encourage, as is applying for the Leadership TASB program.
- iii. At the regularly scheduled Board meeting in April of each year, the presiding officer shall report whether each individual Trustee has or has not met the training requirements.

V. GOVERNANCE

A. Board Goals

- i. Annually, the Board will identify goals.
- ii. In addition, the Board will annually adopt priorities that guide the focus and direction of the Board for each year.

B. Board Policy

- i. It is the responsibility of the Board to regularly review and maintain Board policies.
- ii. Revisions to Board policy may be proposed by individual Trustees or District staff and should be recommended to the Superintendent or designee.
- iii. Proposed revisions should be developed in consultation with the District's legal counsel and the Texas Association of School Boards Policy Service staff.
- i. Proposed policy revisions should be presented to the Board Policy Committee of the Board for review prior to being recommended to the Board for adoption.

VI. DEVELOPING BOARD MEETING AGENDA (BE LEGAL & LOCAL)

A. Placing Items on the Agenda

- i. Agendas are created by the administration and approved by the President of the Board.
- ii. Any member of the Board of Trustees, with the concurrence of one other member, may request that a subject be included on the agenda for one meeting. That request shall be forwarded to the Superintendent or President of the Board.
- iii. The Superintendent shall include on the agenda all trustee requested items that have been timely submitted.

B. Finalizing the Agenda

- i. No action item can be placed on the agenda less than seven (7) calendar days in advance of regular meetings unless delay in acting or discussing an added agenda item could seriously affect operations of the District.
- ii. No discussion item can be placed less than four (4) calendar days in advance of the meeting unless an emergency or urgent public necessity exists.
- iii. Any agenda item added to the agenda after the original posting shall be done so in accordance with state laws.

C. Notification of Board Meetings

- i. Board members shall be notified of a meeting:
 - 1. At least 72 hours prior to a regular or special meeting.
 - 2. At least 2 hours prior to an emergency meeting.
- ii. Board members will be advised through the administrative reports as the agenda summary and complex agenda items are being developed.
- iii. All Board members should receive all information concerning each regular Board meeting a minimum of four (4) days before the meeting.

D. Items for Executive Session

- i. All individual personnel or student issues must be conducted in an executive session unless specifically required by the Texas Open Meeting law.
- ii. Discussions during closed meeting shall remain confidential.

VII. PROCEDURES FOR BOARD MEETINGS

A. Trustees are expected to conduct themselves professionally, ethically, and with decorum at all Board meetings.

- i. Trustees should not engage in external communications during Board meetings.
- ii. To ensure productive deliberations and the orderly conduct of Board meetings, Trustees should speak only when recognized by the presiding officer or once the presiding officer has opened the floor for comments, questions, or discussion. Trustees should not speak while another Trustee is speaking.
- iii. Trustees shall conduct themselves professionally and ethically during meetings in accordance with BOP and policy.
- iv. The presiding officer shall ensure that no Trustee has further comments, questions, or discussion on an item prior to asking for action on the item.
- v. Trustees must keep comments, questions, and discussion relevant to the particular item on the agenda being considered at the time.
- vi. Trustees shall not criticize any other Trustee for the questions, comments, discussion, or vote taken by the Trustee at the meeting. Differences of opinion, if respectfully submitted, are not to be construed as unacceptable behavior but rather as alternate views on a subject.
- vii. Trustees may not coerce other Trustees to vote in a particular manner and no member may solicit votes in any manner.
- viii. Trustees may abstain from voting on items but should briefly explain the reason for their abstention.
- ix. Nothing in these Operating Procedures shall be construed to limit a Trustee's ability to ask questions during a Board meeting.

VIII. CONDUCTING BOARD MEETINGS – Anytime four or more Board members are gathered to discuss school district business, it is considered a meeting.

- A. Persons Addressing the Board (BED LOCAL)
 - i. Any person may address the Board at any regular monthly Board at a time identified on the agenda.
 - ii. If the patron's request to address the Board on a specifically identified agenda item, the Board President shall ensure that the patron's comments are heard prior to action on the specific agenda item.
 - iii. A patron must sign up on the form provided for that purpose at least fifteen (15) minutes prior to the beginning of the meeting. The topic described on the form shall be complete and in sufficient detail as to determine the appropriateness of topic prior to addressing the Board.
 - iv. Patron comments may be on items listed on the agenda or other areas of school district operations but shall not include complaints/comments about individual students, employees, or officials of the district.
 - v. Each patron will be limited to a maximum of five (5) minutes, (unless the time is increased or decreased by majority vote of the Board). The Board President has the ability to limit the time further if there is a large number of patrons wishing to address the Board.
- B. Board Response to Patrons Addressing the Board
 - i. Board members will listen attentively to the comments.
 - ii. Board members may ask the Superintendent to clarify an item.
 - iii. Board members will not respond or enter into discussion with the audience during the meeting as:
 - 1. Items on the agenda will be discussed as appropriate and scheduled on the agenda.
 - 2. Items not on the agenda do not permit Board members to respond or discuss.
- C. Non-allowable Comments (Board/Audience)
 - i. The Board will not entertain comments on individual personnel, officials or students in public session. (employees or Board members)
- D. Hearings (BEC, DC, DFBB, DFD, GF)
 - i. During public hearings the Board is assembled only to gather input.
 - ii. At the conclusion of the hearing or at a subsequent meeting the Board will determine the results of the hearing.
 - iii. Rules for the hearing will be strictly adhered to.
 - iv. Board will limit response to 5 minutes per testifier (or as assigned/modified by Board President, as allowed by Board policy.)
 - 1. Testimony is to be presented orally or in writing, as detailed in Board policy.
 - 2. Board will not allow duplicate testimony.
 - 3. Board will not allow derogatory comments.
 - 4. Board members will not ask questions since they are acting as a tribunal.
 - v. If five or more speakers are present to speak on the same topic, speakers will be limited to three minutes.
 - vi. Hearings held in executive session follows essentially the same procedures, but public audience is prohibited.

- E. The Board shall be guided by parliamentary procedure as detailed in Robert's Rules of Order or as spelled out in Board policy BE(Local).
 - i. All discussion shall relate to the business currently under deliberation.
 - ii. The Board President shall halt inappropriate discussion.
 - iii. The Board President shall:
 - 1. Recognize members prior to them giving their comments.
 - 2. Be responsible for asking clarifying questions during the hearings.
- F. Town Meetings/Open Forums
 - i. Procedures for town meetings/open forums shall be determined on a case-by-case basis.
 - ii. The Board President, Superintendent, or designee shall lead discussions.
- G. Discussion of Motions
 - i. The Board President has the responsibility to keep the discussion to the motions at hand and shall halt discussion that does not apply to the business before the Board.
 - ii. The Board President may make motions, second motions, and enter into debate.
- H. Board members will come to all called meetings fully prepared to deliberate and vote.
- I. The Superintendent will make reasonable efforts to meet with Board Members before each regular meeting to conduct "pre-Board meetings" to review the upcoming agenda and district issues.
- J. In reviewing the Board packet, Board members should ask any questions they have to the Superintendent prior to the meeting.
- K. Role of the Board in Executive Session
 - i. The Board can only discuss those items listed on the executive agenda and as limited by law, Texas Government Code Chapter 551.
 - ii. The Board must vote in public session.
 - iii. Information discussed during the executive session must remain confidential.

IX. VOTING

- A. After discussion has concluded on a particular item, the presiding officer may request a motion on the item.
- B. When a motion has been duly made and seconded, the presiding officer shall call for a vote on the motion.
- C. All Trustees, including the Board President, may make and second motions, and vote on motions.
- D. Trustees shall cast a vote on every motion, except when the Trustee chooses to abstain and explains the reasoning for the abstention.
- E. Trustees shall vote by show of hands and voice.
- F. The presiding officer may conduct a roll call vote, if necessary, to ensure that each Trustee's vote is accurately recorded.
- G. All votes, including dissenting votes and abstentions, shall be recorded in the minutes of the meeting.

X. EMPLOYEE OR CITIZEN COMPLAINT TO INDIVIDUAL BOARD MEMBERS (DGBA, FNG, GF LEGAL & LOCAL)

- A. When a person complains to a Board member regarding school personnel

or an administrative issue:

- i. Remind the employee or citizen of due process and that the Board member must remain impartial in case the situation goes before the Board.
- ii. Refer the employee or citizen to appropriate person in the chain of command. ALL COMPLAINTS MUST GO THROUGH THE CHAIN OF COMMAND.

B. Board member shall advise the Superintendent of substantive or significant complaints within 72 hours.

XI. BOARD MEMBER VISIT TO SCHOOL CAMPUS (GKC LEGAL & LOCAL)

- A. Board members are encouraged to attend school events as their time permits and to support activities.
- B. Board members are not to go to campuses for the purpose of investigation or evaluation.
- C. Board members shall make arrangements through the Superintendent's office prior to their visits when not attending a scheduled activity.
- D. Board members must follow the same procedures as all visitors to campus.

XII. COMMUNICATIONS

- A. The President of the Board will meet with the Superintendent on a routine basis to discuss issues of the district.
- B. Requests for information to the Superintendent from a Board member will be communicated to all Board members.
- C. The Board will communicate through public hearings, Board meetings, and publications.
- D. Unless otherwise approved by the Board, individual members cannot speak in an official capacity or otherwise represent the views of the Board.
- E. School Board members will contact the Superintendent in advance before discussing school business, complaints, or district issues with district employees.
- F. The Superintendent will communicate information in a timely fashion to all Board members generally via electronic transmittal.
- G. Board members are advised that communications regarding school district business are subject to public disclosure by the Texas Public Information Act.
- H. Board members may communicate with other individual board members or the Superintendent for the purpose of asking clarifying questions, providing clarifying information, or socializing under certain circumstances that do not conflict with or circumvent the Texas Open Meeting Act.
- I. Trustees shall use discretion when utilizing social media sites, blogs, and similar online tools.
- J. Trustees should distinguish between their personal social media accounts, those used for campaigning, and those used for official District business.
- K. Social media accounts in which the Trustee holds himself or herself out as a District official is considered a District communication vehicle.
- L. Trustees who are parents of students in the District shall clearly indicate to District staff when they are speaking as a parent and not acting in their official capacity as a Trustee.
- M. Trustees shall not request, expect, or require extra consideration, or

preferential treatment for their students as a result of their position as a Trustee.

XIII. INDIVIDUAL BOARD MEMBER REQUEST FOR INFORMATION OR REPORT (BBE LEGAL & LOCAL)

- A. Board members are entitled to the information they require to make informed decisions on the matters before them. If a member requests information that requires an excessive amount of staff time to compile, the Superintendent and Board President should consult with the member to find a reasonable solution.
- B. A Trustee, acting in his or her official capacity, shall not have access to confidential student information unless the Trustee has a legitimate educational interest in the information.
- C. The Board will develop any specific criteria for staff reports.
- D. Information requested by a Board member will be provided to all trustees.
- E. Trustees requesting information in his or her personal capacity shall have no greater access to information than that provided to members of the public.

XIV. MAINTENANCE OF RECORDS

Any record related to school business, regardless of the location or typed, must be retained in accordance with the District's adopted retention schedules and potentially available to the public in accordance with the Texas Public Information Act.

XV. EVALUATION OF THE SUPERINTENDENT

- A. The summative evaluation will be conducted at least once annually or at more frequent intervals at the discretion of the Board.
- B. The Board President obtains input from all other members on the approved indicators.
- C. The Superintendent's evaluation is conducted by consensus in executive session.
- D. The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

XVI. EVALUATION OF THE BOARD (BG LEGAL & LOCAL)

- A. The status of Board/Superintendent team will be assessed annually.
- B. The Board may at any time conduct a self-evaluation in closed session when necessary to discuss board and/or board-superintendent relations.
- C. The evaluation may be conducted in executive session if individual Board members or staff will be discussed.
 - i. Are we following the Code of Ethics?
 - ii. Are we following the Operating Agreement?
 - iii. Is the Team of Eight functioning properly?
 - iv. Are goals effective?
- D. This will take place each year.

XVII. MEDIA INQUIRIES TO THE BOARD (GBBA LOCAL)

- A. The Board President or his/her designee shall be the official spokesperson for the Board to the media/press on issues of media attention.
 - i. All Board members who receive calls from the media should direct them to

the Board's spokesperson and notify the Board President and the Superintendent of the call.

- B. Any Board member may respond to general inquiries.

XXVIII. ANONYMOUS PHONE CALLS OR LETTERS

The WISD Board of Trustees encourages input; however, anonymous calls or letters will not receive the Board's attention, discussion, or response and will not be referred to the administration.

XIX. REVIEWING THE BOARD OPERATING PROCEDURES

- A. The Board Operating Procedures will be reviewed and updated annually.
- B. The Board Operating Agreement will be fully reviewed in new Board member orientation.

XX. COMPLAINTS/CONFLICTS BETWEEN BOARD MEMBERS

- A. Board members will first address complaints or issues with another Board member directly with the board member in question.
- B. If a resolution cannot be agreed upon, the Board President will mediate.
- C. Complaints or issues with the Board President will be handled by the Board Vice President.
- D. Discussion regarding issues, complaints, or conflicts between board members will be discussed in the executive session of an appropriately called and posted meeting of the Trustees.
- E. The Board of Trustees can take action to censure a Trustee who acts outside of his or her official capacity, violates the standard operating agreement, violates the WISD Trustee Code of Conduct, or engages in any other conduct that might be detrimental to the school district.

XXI. CONTACTING THE SCHOOL ATTORNEY

All Trustees agree that any contact to the outside school district attorney will be made through the Board President, unless specifically voted on by the Board, and the information or legal clarification will be reported to the entire Board. Trustees agree that any Board member may contact the in-house general counsel as he/she sees fit and the information or legal clarification does not necessarily have to be reported to the entire Board.

XXII. ELECTION RELATED ACTIVITIES

- A. Campaigning for Reelection
 - i. Trustees shall not solicit individual District employees for their endorsement or vote during the employee's work hours.
 - ii. Trustees may not use any District resources, including District intellectual property, such as the District logo, etc, in campaigning for re-election.
- B. Endorsements
 - i. The Board as a whole shall not endorse any candidate campaigning for public office.
 - ii. For individual Trustees, prior to endorsing a candidate for public office, the Trustee shall consider that the Board operates as a non-partisan, elected body that works with elected officials of both political parties in exercising its duties, and the

impact that an endorsement by the Trustee may have on the effectiveness of the Board in exercising those duties.

- iii. If a Trustee chooses to endorse a candidate for partisan elected office, the endorsement shall not include any reference to the Trustee's role as a WISD Board Trustee.

C. Board Elections

- i. At the conclusion of an election, Trustees must work together to govern the District.
- ii. Trustee support of a candidate for election to the Board may have a negative impact on the ability of the Board to function cohesively and constructively.
- iii. As a result, Trustees shall consider the impact of their participation in the campaign of an individual seeking election to the Board, including the provision of an endorsement, prior to engaging in such a campaign or providing an endorsement.

XXIII. BUILDING PLAQUE GUIDELINES

Large, metal plaques will be attached to the wall near the front entrance to all new WISD facilities so as to commemorate the completion of the facility and to recognize those who worked on the project. Sitting Board members who sat on the Board from the time that the bond issue was placed before the voters through the time of the building's completion will be listed in alphabetical order. The Superintendent will be listed as well as a former Superintendent in the event there was a change in leadership during the process.

XXIV. BOARD ADVOCACY

A. Advocacy Philosophy

- i. Trustees are encouraged to advocate for public school students both within the District and across the state of Texas.
- ii. Trustees should build positive, working relationships with local, state, and federal representatives, regardless of political party, to effectively communicate the importance and benefits of public education.
- iii. State law prohibits Trustees from using District resources to advocate for or against a particular candidate, political party, or ballot measure.
- iv. Trustees shall not communicate in such a way as to indicate that the District has taken a formal position on pending legislation.
- v. If a Trustee chooses to initiate independent political advocacy, including but not limited to initiating communication with a member of the legislature or their staff, or testifying before a governmental agency or legislative committee, the Trustee shall clarify that such advocacy reflects their opinions and actions and does not necessarily reflect the opinions of the District or of the Board.

XXV. BOARD COMMITTEES

- A. In accordance with Board Policy BDB (LEGAL), the Board has created standing committees to facilitate the efficient operation of the Board.
- B. Each standing committee shall consist of three Trustees.
- C. The Board President may create additional committees as necessary.
- D. Annually, the Board President shall assign the membership of each committee of the Board, including the designation of Chair of the committee.
- E. The Superintendent shall assign a staff for each committee.

- F. The Chair of the committee, in consultation with staff, shall determine the number and frequency of meetings each year.
- G. The Chair of the committee shall provide regular reports to the Board regarding the work of the committee during regularly scheduled Board meetings.

SCHOOL TRUSTEE ANNUAL CALENDAR

JANUARY

- School Board Appreciation Month
- TASA Midwinter for Administrators
- Filing period begins for School Board
- Course Catalog Approval
- No Pass-No Play Exemptions
- Ask about Leadership TASB

FEBRUARY

- Candidates continue filing applications for school board election
- Order school board election
- Administrator contract extensions/renewal

MARCH

- Any remaining administrator contract extensions/renewals
- Budget hearings
- Bilingual Program Update
- Approve school calendar
- SLI housing & registration opens
Alternate years between Fort Worth/San Antonio (7 trustees & superintendent)

APRIL

- Annual board member continuing education report
- Cancel May election if appropriate
- Post Notice of Election
- Early voting begins
- Teacher contracts
- Education Foundation Gala
- SAT scored Five Year Trend
- Superintendent Summative Evaluation

MAY

- Issue Certificate of Election
- Sign statement of elected members
- Reorganize board
- Presentation of Annual Investment Report
- New Board Member Orientation
- Teacher Appreciation Month
- PIE Luncheon
- GHS/WHs/School of Choice Graduation
- Service Awards Gala
- Board of Trustee election
- Canvass the election
- Recognition of outgoing trustee(s) if applicable
- Administer Oath of Office to new trustees
- Honors Breakfast for GHS & WHS

JUNE

- TASB SLI
- Begin four-day work week
- Approve Annual Investment Report
- Approve Adjunct Faculty Agreement with TAMU AgriLife Extension & Ellis 4-H.
- Budget Overview
- Previous year DIP achievements
- PIE Annual End of Year Report
- Review Board Standard Operating Procedures

JULY

- TASA/TASB Fall Conference Registration Opens
- More detailed budget presented
- New salary schedule presented
- New meal prices presented
- Student Handbook presented for review*
- Student Code of Conduct presented for approval*

*in Legislative years will be presented in August due to TASB's release date

AUGUST

- Operation First Day of School
- New hire orientation/breakfast
- Convocation
- STAAR/Campus Report Card presentation
- First Day of School
- Public Hearing/ Set tax rate
- Amend current budget
- Approve new budget
- Approve Stipend Schedule, Hiring Schedule & Salary Schedule (agenda items)

SEPTEMBER

- Trustee Legislative Update Meeting (every other year)

OCTOBER

- TASA/TASB Fall Conference
- TASB Delegate Assembly
- Team of Eight Workshop
- FIRST Report
- DIPS/CIPS
- Superintendent Formative Evaluation

NOVEMBER

DECEMBER

- TAPR – public hearing within 90 days of receiving
- Audit report
- PBMA

2024-2025 Trustee Committee Assignments:

Dusty Autrey

School Naming Committee
Library Committee
City Planning
CTE Liaison
Crisis Management
WISD Representative on City Economic Development Commission

Kim Kriegel

Partners in Education (PIE)
Athletics Liaison
Crisis Management
Special Services Liaison

Debbie Timmermann

Bond Oversight Committee
School Naming Committee
Library Committee
Education Foundation
School Health Advisory (SHAC) Council
Education Foundation

Adrian Cooper

Crisis Management
Construction Contractor Selection Committee
School Naming Committee
Athletics Liaison

Judd McCutchen

Bond Oversight Committee
School Health Advisory (SHAC) Council
Special Services Liaison

Ryan Pitts

District Education Improvement Council (DEIC)
Library Committee
Construction Contractor Selection Committee
Communications Liaison

Clay Schoolfield

Construction Contractor Selection Committee
Athletics Liaison
City Planning

(Updated 03/24)

Board Member Covenant

As a member of the Board, I shall promote the best interests of the District as a whole and I will observe the highest possible ethical standards. I will accord others the respect I wish for myself and share my view while working for consensus. I will be fair, just, and impartial in all my decisions and actions and will respect the majority decision as the decision of the Board.

I will be accountable to the public by representing District policies, programs, priorities, and progress accurately, and I will work to ensure prudent and accountable use of District resources.

I also pledge to follow the adopted Board Operating Agreement to the best of my ability. I understand that it is the duty of any member of the Team of Eight that feels the Agreement has been breached by any member to bring it to that member's attention for discussion and correction.



**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Ryan Kahlden

Subject: GMP for Finley and Howard projects **Related Page(s)**

**Action
Agenda Item**

EXECUTIVE SUMMARY:

Through our contractor BTC, the district recently obtained pricing for the proposed renovation projects at Finley and Howard Junior Highs. Unfortunately, escalating materials and labor pricing will not allow us to perform all of the renovations that we would like to perform on these campuses. The original project budgets will allow us to proceed with the base bid renovation packages on each campus.

The pricing of the base packages is approximately \$3.2M more than we budgeted through the bond. Our plan is to utilize cost savings from the Jimmie Ray and Wilemon projects to provide the additional needed funds. Since all of these projects are contained with Proposition A, the reallocation of funds between these projects is lawful.

In total, the guaranteed maximum price for these projects is \$23,800,000.

ATTACHMENTS:

GMP detail from BTC

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

RECOMMENDATION:

Approve GMP for Finley Junior High and Howard Junior High renovation projects with BTC with a guaranteed maximum price of \$23,800,000.

**Waxahachie Independent School District
BOARD OF TRUSTEES**

Date: July 22, 2024 **Presented By:** Sean Cagle

Subject: 2024-2025 Student Code of Conduct **Related Page(s)** 65

**Action
Agenda Item**

EXECUTIVE SUMMARY:

Annual update of the WISD Student Code of Conduct. Other than a few formatting changes there have been no updates to the Code of Conduct.

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ATTACHMENTS:

2024-2025 Student Code of Conduct

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

RECOMMENDATION:

It is recommended that the Board approve the 2024-2025 Student Code of Conduct.



Waxahachie
INDEPENDENT SCHOOL DISTRICT

2024-2025 Student Code of Conduct

*OUR VISION IS TO BE A DISTRICT WHERE INNOVATION THRIVES
AND GROWTH IS LIMITLESS*

411 N. Gibson Street
Waxahachie, TX 75165
972-923-4631

If you have difficulty accessing the information in this document because of disability, please contact Mr. Sean Cagle, Director of Student and Campus Services, 972-923-4631.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Sean Cagle, Director of Student and Campus Services at 972-923-4631.

Purpose

The Student Code of Conduct (“Code of Conduct”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

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 Waxahachie ISD Board of Trustees and developed with the advice of the district-level committee. This Code 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 an updated version adopted by the board becomes effective 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 office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator 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 37 of the Education Code.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of 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 authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. 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. Contact information may be found at www.wisd.org and at <https://www.wisd.org/Domain/276>.

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 school resource officers (SROs), school marshals, and/or security personnel 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 in the CKE policy series.

Waxahachie ISD relies upon School Resource Officers (SROs) assigned by the Waxahachie Police Department (WPD) to take enforcement action on criminal matters occurring on WISD campuses when appropriate and keep campus administrators informed of such actions. SROs perform other duties consistent with law enforcement, including, but not limited to, traffic enforcement and direction, security monitoring and consulting, and investigation of crimes. WPD provides to the SROs all the law enforcement training and certification, vehicles and police equipment that are provided to all WPD's police officers.

WISD also relies upon security officers to provide safety and security to each campus. The role of each security officer is to actively assess all potential threats and hazards, both inside and outside of the school building where the officer is assigned. WISD's security officers alert and respond to activity that could impact the safety and security of students and staff, provide notice to campus administration and WPD in the event of suspected criminal activity, and assist WPD officers as needed to further law enforcement efforts.

"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

as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting 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 in violation of the district's Code resulting 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, school resource officer (SRO), or district police officer shall have the authority to refuse entry 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 the person 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 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 22, 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, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of 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 Student 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 **Out-of-School Suspension** on page 15, **DAEP Placement** on page 17, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, certain 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** as detailed in that section on page 14.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- 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 conduct that constitutes 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**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- 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. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- 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. (For felony robbery, aggravated robbery, and theft, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- 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;
- 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; silencer or suppressor
- A stun gun;
- Knuckles
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than 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.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 17 and **Expulsion** on page 28 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 of the physical or mental faculties. (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.

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.
- 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 to encourage students to adhere to their responsibilities as 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.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. 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 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
- 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 or other assigned area, or to in-school suspension.
- 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 individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 15.
- Placement in a DAEP, as specified in **DAEP** on page 17.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- 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.
- Cooling off time or a brief time out period according with law.

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 by the use of 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 the Education Code.

A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. 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 campus behavior coordinator 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.

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 the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy Online at the following address: www.wisd.org

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 Director of Transportation to maintain effective discipline on the bus. The CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, 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 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 a behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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.
- In-school suspension. (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.

Out-of-School Suspension

Misconduct

Students may be suspended for any 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 in grade 2 or below 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 Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; 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 suspended 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 advise the student of the alleged misconduct. The student shall have the 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 campus behavior coordinator 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 co-curricular activities.

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 in-school suspension 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.

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.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

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 campus behavior coordinator 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 behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit 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, 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.

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 has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, 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.

The CBC **may**, but is not required to, 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 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:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - 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 on page 29 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 or possesses or uses an e-cigarette.
 - 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 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 against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see **glossary**),
 - 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**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if 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, the offending student shall be transferred to another campus in the district. 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 campus behavior coordinator.

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 the teacher, in the case of a teacher removal.

At the conference, the CBC or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student 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, or
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 the 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 the 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 the 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 a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. 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 commit offenses requiring placement in a DAEP 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). A copy of this policy may be obtained from the principal's office, CBC office, the central administration office, or through Policy Online at the following address: www.wisd.org.

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

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

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 individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

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 continue the DAEP 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.

When a student enrolls 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 shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement 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 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 placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be 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 Student

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.

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 these circumstances 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.

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 **DAEP Placement** on page 17)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit 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.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
 - 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. 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 conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- 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, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

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 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 Section 1.07, Penal Code; 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 school property or while attending a school-sponsored or school-related activity 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: The following should be indented a step but isn't the handgun addressed just above
 - 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**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code: The following should be indented a step
 - 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.
 - Aggravated kidnapping.
 - 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 retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten 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.

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 campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension (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 Director of Campus and Student Services 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 Director of Campus and Student Services 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 has violated the district's Code in a way that 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. Within ten 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 ten 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.

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.

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:

1. A crime that involves 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. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a) Recklessly damages or destroys a building belonging to another, or
 - b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as 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 in Section 37.0832 of the Education Code 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 of 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. A blackjack, nightstick, mace, and tomahawk are in the same category.

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 Section 37.0832 of the Education Code 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. 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 Section 37.001(b)(2) of the Education Code; 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, including a social media platform, repeated electronic communications in a manner 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 Section 37.151 of the Education Code 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; and
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 Section 37.001(b)(3) of the Education Code 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.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; 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; telecommunications or electronic devices; or 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;
 - b) A machine gun;
 - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
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, 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 Section 37.121(d) of the Education Code 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 Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force 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 Section 1.07, Penal Code; 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 school work 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 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 commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

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 influence" 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, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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LISTING OF GENERAL CONDUCT VIOLATIONS BY CLASS

General Information

The district may impose campus or classroom rules in addition to those found in Classes I-V lists of offenses. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline of Students with Disabilities

Federal law regarding the education of students with disabilities (IDEA and Section 504) imposes specific procedures and limitations on the discipline of students with disabilities. For further information on this topic, please contact the campus principal, who will direct you to the special education staff or the Executive Director of Special Services. Information is also available to parents of students with disabilities in the "Explanation of Rights and Procedural Safeguards of a Parent with a Child with Disabilities in School," which is provided to parents at the time of admission to special education and at every ARD meeting.

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, 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 the Education Code. A good faith effort shall be made on the day the action is taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. 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 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.

Parents will not necessarily be informed of every classroom infraction.

Appeals

Waxahachie ISD encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, campus principal, or other campus administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with Waxahachie ISD Board Policy FNG(LOCAL). A copy of the policy may be obtained from the campus principal's office, the campus behavior coordinator, central administration office, or through Board Policy On-line at the following Internet address:

<http://www.wisd.org>

(under the "Board of Trustees" header on the toolbar)

For Suspension, refer to Waxahachie ISD Board Policy FOB(LEGAL). For Removal to a DAEP, refer to Waxahachie ISD Board Policy FOC(LEGAL). For Expulsion, refer to Waxahachie ISD Board Policy FOD(LEGAL).

Consequences shall not be deferred pending the outcome of a grievance.

Class I

Offenses (At the Bus Stop, School, Within 300 Feet of the School, or at a School Event or Activity)

1. Commits misconduct (not abusive, threatening, or violent).
2. Commits a tardy to school or class.
3. Violates the Dress Code.
4. Litters.
5. Runs or makes excessive noise in the hall, classroom, or building.
6. Neglects to bring required materials or assigned work to class.
7. Eats or drinks in an undesignated area.
8. Fails to follow classroom/cafeteria rules.
9. Chews gum.
10. Commit a violation of the telecommunication device guidelines.

Disciplinary Options

- Verbal correction, oral or written.
- Cooling-off time or "time-out" in a separate setting from other students that is not locked and from which the student is not physically prevented from leaving.
- Seating changes within the classroom.
- Phone calls or e-mail home.
- Home visits.

- Positive Behavior Interventions and Supports (PBIS) program.
- Behavioral contracts.
- Confiscation of items that disrupt the educational process.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Community service.
- 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 individual student organizations' extracurricular standards of behavior.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Other strategies and consequences as determined by school officials.

Class II

Offenses (At the Bus Stop, School, Within 300 Feet of the School, or at a School Event or Activity)

1. Commits repeated violations of the Dress Code.
2. Commits repeated tardies to school and class.
3. Engages in conduct that is disrespectful to a teacher, district employee, or volunteer.
4. Fails to serve detention.
5. Engages in an act of familiarity with another and/or inappropriate public display of affection.
6. Loiters in an area without authorization.
7. Abuses the use of a hall pass.
8. Tells a falsehood to an adult (not associated with an investigation).
9. Violates parking rules/procedures.
10. Commits scholastic dishonesty, which includes but is not limited to, cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written or computer-generated work. (See glossary)

11. Possesses lighters, matches, tobacco-less cigarettes, electronic cigarettes, and any component, part, or accessory for an e-cigarette device, or any other electronic vaporizing device.
12. Fails to wear or present campus ID upon request.
13. Possesses a laser pointer.
14. Elementary Campuses: Possesses personal electronic item/cellular telephone without the permission of the classroom teacher during a prescribed telecommunication device learning activity.
 - Each offense: Confiscation.
 - After school parent pick up.
 - Waxahachie ISD is not responsible for lost or stolen personal electronic items.
15. Fails to disclose possession of any over-the-counter medications or personal prescriptions to the school nurse at the beginning of the school day.
16. Posts or distributes unauthorized publications.
17. Disobeys rules of conduct while on a school bus.
18. Encourages or promotes a fight.
19. Commits repeated violations of the telecommunication device guidelines.

Disciplinary Options

- Temporary confiscation of items that disrupt the educational process.
- Phone calls or e-mail home.
- Home visits.
- Positive Behavior Interventions and Supports (PBIS) program.
- Behavioral contracts.
- Confiscation of items that disrupt the educational process.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences or parent-administrator conferences.
- Grade penalties for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Community service.
- 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 individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.

- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school or overnight suspension, as specified in the Suspension section of this Code.
- Other strategies and consequences as determined by school officials.

Class III

Offenses (At the Bus Stop, School, Within 300 Feet of the School, or at a School Event or Activity)

1. Disrupts the school environment or educational process.
2. Interferes with school activities, including trespassing, boycotting, and group demonstrations.
3. Fails to disclose information, hides/covers up information/evidence for self or others, commits perjury, or lies as a witness.
4. Intentionally or knowingly makes libelous or slanderous remarks (written or verbal) toward a district student, employee, or volunteer.
5. Forges or alters school records, passes, parent notes, Student ID, forms, or other school/home communications.
6. Gambles.
7. Commits extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person).
8. Commits insubordination; noncompliance with the directives of a member of the school staff.
9. Violates district or classroom safety guidelines, policies, or rules.
10. Engages in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward a district student, employee, or volunteer.
11. Uses profane, lewd or vulgar language; vulgar body language and/or obscene gesture; threatening language or gesture.
12. Uses a laser pointer.
13. Possesses or uses tobacco products.
14. Uses tobacco-less cigarettes, electronic cigarettes, or any other electronic vaporizing device.
15. Possesses ammunition.
16. Uses ethnic, racial, or gender-related slurs (verbal or written) or inappropriate acts toward a specific racial/ethnic person/group.
17. Possesses or distributes fireworks of any kind, poppers, smoke or stink bombs, or any other pyrotechnic device.
18. Engages in bullying, hazing, harassment, or stalking (non-sexual). (See glossary for all four terms)

19. Records the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.
20. Vandalizes, defaces or damages school property, including non-felony graffiti—including textbooks, lockers, furniture, and other equipment. (For felony criminal mischief, see Class IV and V; The parent/ guardian and/or student may be responsible for financial restitution for any and all damage.
21. Uses lighters or matches. (For arson or other related infractions, see Class IV and V)
22. Possesses a chain (including chains attached to wallets).
23. Skips school or leaves school grounds after arrival.
24. Tampers with security surveillance equipment, a fire extinguisher, an Automated External Defibrillator (AED), or the AED storage cabinet.
25. Engages in behavior on school property or at school-related activities that represents affiliation with a gang. This includes, but is not limited to, wears gang-related clothing or “colors,” commits vandalism through the use of graffiti depicting gang signs, exposes tattoos that represent gang affiliation, uses or possesses (on the body, school supplies, or personal belongings) graffiti depicting gang signs.
26. Violates policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
27. Commits theft of $\leq$ \$50.
28. Causes an individual to act through the use of or threat of force (coercion).

Disciplinary Options

- Temporary confiscation of items that disrupt the educational process.
- Phone calls or e-mail home.
- Home visits.
- Behavioral contracts.
- Confiscation of items that disrupt the educational process.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences or parent-administrator conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Community service.
- 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 individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school or overnight suspension, as specified in the Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- 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.

Class IV

Discretionary Disciplinary Alternative Education Program (DAEP) Placement (At the Bus Stop, School, Within 300 Feet of the School, or at a School Event or Activity) Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

1. Involvement in a public school fraternity, sorority, or secret society, 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)
2. Involvement in criminal street gang activity. (See glossary)
3. Criminal mischief, not punishable as a felony. (< \$1,500.)
4. 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 has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, 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.

The appropriate administrator may, but is not required to, 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.

General Conduct Violations

A student may be placed in a DAEP for the following behaviors:

1. Commits persistent Level III offenses.
2. Engages in a fight. (All fights will be investigated thoroughly by a campus administrator. If a fight is determined to be consensual all participants may be assigned to DAEP. If a student is found to have acted in self-defense, a self-defense provision will be implemented.)
3. Engages in conduct that constitutes dating violence. (See glossary)
4. Possesses a pocketknife, any other small knife, or any sharp object that could be used as a weapon
5. Possesses a razor or box cutter.
6. Possesses, delivers, or uses a look-alike weapon.
7. Possesses any device, not included as a removable or expellable offense by statute, that is designed to propel a projectile either by a spring-type mechanism, air, or gas; This includes, but is not limited to, items such as BB-guns, pellet guns, paintball guns, slingshots, etc.
8. Uses fireworks of any kind, poppers, smoke or stink bombs, or any other pyrotechnic device.
9. Sells, gives, or delivers to another person, possesses, or uses look-alike drugs or items attempted to be passed off as drugs or contraband (including a nonprescription drug, K2, or bath salts).
10. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of a prescription drug on school property or at a school-related event. (See glossary)
11. Possesses, distributes, or uses a nonprescription drug.
12. Sells, gives, or delivers to another person, possesses, or uses seeds or pieces of marijuana (less than a usable amount).
13. Sells, gives, or delivers to another person, or possesses paraphernalia related to any prohibited substance. (See glossary)
14. Sells, gives, or delivers to another person, or possesses or creates pornographic or sexually oriented material.
15. Engages in inappropriate or indecent exposure of private body parts.
16. Uses the Internet or other electronic communications to threaten a district student, employee, board member, or volunteer, or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.
17. Threatens a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
18. Engages in repeated acts of misconduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward a district student, employee, or volunteer.

19. Attempts to access or circumvent passwords or other security-related information of the district, students, or employees, or uploads or creates computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
20. Sends, posts, or possesses 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, and/or the conduct causes a substantial disruption to the educational environment.
21. Uses e-mail or websites 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.
22. Commits or assists in a robbery or theft under Section 29.02 of the Texas Penal Code, against another student, district employee or Waxahachie ISD campus, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property, if the conduct is not punishable as a felony offense.
23. Possesses or distributes counterfeit money.
24. Engages in making a hit list. (See glossary)
25. Engages in repeated acts of bullying, hazing, harassment, or stalking (non-sexual). (See glossary for all four terms)
26. Engages in conduct that contains the elements of the offense of retaliation against a student who, in good faith, makes a report of bullying, serves as a witness, or otherwise participates in an investigation.
27. Makes a false accusation or perpetrates a hoax regarding school safety.

Disciplinary Options

- Confiscation of items that disrupt the educational process.
- 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 individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Out-of-school or overnight suspension, as specified in the Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- 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.

All Non-Title and Title V felonies may result in placement in DAEP until adjudicated or the completion of probation. The potential change in placement and subsequent return date will be determined by the District-level Hearing Committee.

For all students with disabilities, an ARD will be held regarding a potential change in placement.

Proper authorities may be notified for all Class IV offenses.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

1. Engages in conduct relating to the pulling of a fire alarm. (See glossary)
2. Commits the following offenses on school property 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:
 - a. Engages in conduct punishable as a felony.
 - b. Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - c. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. 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. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary)
 - d. Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - e. Sells, gives, or delivers to another person, or possesses or uses an e-cigarette.
 - f. Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals. (Sections 485.031 through 485.034 of the Texas Penal Code)
 - g. Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (Sections 21.07 through 21.08 of the Texas Penal Code)
3. Engages in expellable conduct and is between six and nine years of age.
4. Commits a federal firearms violation and is younger than six years of age.
5. Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
6. Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - a. The student receives deferred prosecution (see glossary),
 - b. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - c. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if 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, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Class V

Discretionary Expulsion: Misconduct That May Result in Expulsion Any Location

A student may be expelled for:

1. Engaging in the following, no matter where it takes place:
 - a. Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - b. Criminal mischief, if punishable as a felony. ($\geq \$1,500$)
2. Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - a. Aggravated assault, sexual assault, aggravated sexual assault.
 - b. Murder, capital murder, criminal attempt to commit murder or capital murder.
 - c. Aggravated robbery.
 - d. Breach of computer security. (See glossary)
3. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school, other students, district employees or volunteers.

Misconduct That May Result in Expulsion At School, Within 300 Feet, or at 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:

1. Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not 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.
2. 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, if the conduct is not punishable as a felony.
3. Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
4. Engaging in conduct that contains the elements of assault under Texas Penal Code Section

22.01(a)(1) against an employee or a volunteer.

5. Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

1. Aggravated assault, sexual assault, or aggravated sexual assault.
2. Arson.
3. Murder, capital murder, or criminal attempt to commit murder or capital murder.
4. Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
5. Continuous sexual abuse of a young child or children.
6. Felony drug- or alcohol-related offense.
7. Use, exhibition, or possession of a firearm (as defined by state law), a location restricted knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Mandatory Expulsion: Misconduct That Requires Expulsion (At School, Within 300 Feet of the School, or at a School Event or Activity) Federal Law

A student must be expelled for bringing to school a firearm, as defined by federal law, when the offense occurs on school property or while attending a school-sponsored or school-related activity on or off school property. "Firearm" under federal law includes:

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 weapon.
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Texas Penal Code Chapter 46

A student must be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

5. Using or possessing the following, as defined by the Texas Penal Code:
 - a. A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
 - b. A location restricted knife, which includes a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - c. A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack,

nightstick, mace, and tomahawk. (see glossary)

- d. A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, stun gun, or a tire deflation device.
- 6. Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - a. Aggravated assault, sexual assault, or aggravated sexual assault.
 - b. Arson. (See glossary)
 - c. Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - d. Indecency with a child.
 - e. Aggravated kidnapping.
 - f. Aggravated robbery.
 - g. Manslaughter.
 - h. Criminally negligent homicide.
 - i. Continuous sexual abuse of a young child or children.
 - j. Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- 7. Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

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 DAEP

A student may be expelled for engaging in serious offenses or persistent misbehavior (see glossary) that violates the district's Code, while placed in a DAEP.

Disciplinary Options

- 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 individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- 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.

For all students with disabilities, an ARD will be held regarding a potential change in placement. Proper authorities will be notified for all Class V offenses.

Depending on the offense, expulsion may range from one year from the date of the offense to a minimum of two nine-week grading periods (approximately 90 schooldays).

The period of expulsion may not exceed one year unless the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student. [See Texas Education Code 37.009(h)]

Notification of Hearing/Appeal Procedure

A written hearing notice will be provided to the student and the student's parent or legal guardian by the campus principal or other appropriate administrator. No later than the third class day after the student is removed, the campus principal or other appropriate administrator shall schedule the hearing conference. At the hearing conference, the student is entitled to written or oral notice 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. [See Texas Education Code 37.009(a)]

After the due process hearing, if the student is expelled, a district designee will deliver to the student and the student's parent or legal guardian a copy of the expulsion order.

If the parent is dissatisfied with the decision by the hearing committee, the student or the student's parent or legal guardian may appeal the decision to the superintendent or designee. The request for appeal must be in writing and must be received by the superintendent within ten days of the date of the order of expulsion.

Consequences shall not be deferred pending the outcome of a grievance.