

EMPLOYMENT OBJECTIVES

DA  
(LOCAL)

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BASIS FOR  
PERSONNEL  
POLICIES

The rapidly changing state of local and world affairs of the past few years has imposed new and unprecedented demands upon the schools of the District. Moreover, theories regarding employee relations have undergone considerable modification, and new and innovative approaches to maintaining employee - employer harmony are now of the highest priority. It is against the background of these new and urgent demands that the Board has adopted its personnel policies and continues to have these policies under constant study. These policies are based upon, and are to be interpreted in light of, the following considerations:

1. Recognizing that teaching is equally as important as any other profession, it is our goal that employees be paid to reflect this belief.
2. Recognizing that employees must broaden their experiences continuously, deepen their understandings, and increase their competencies, provisions shall be made for an extended staff development program that may include advanced study, travel, and other types of experiences for growth.
3. Recognizing that education is a continuous process that involves students throughout the entire year, provisions shall be made for extending the community educational program through the cooperative efforts of the schools and other community agencies concerned with the educational and recreational needs of the students.
4. Recognizing that the teaching and guidance of students is the most important single activity of the District, salaries shall be such as to attract and retain qualified and competent employees and to encourage their professional growth while on the job.
5. Recognizing our employees are our most important asset and that the physical and mental health of employees is of paramount importance and directly affects their efficiency, provisions shall be made for leaves of absence, sick leave with pay, and for other welfare provisions, to ensure due process and basic fairness in all personnel decisions, and a positive approach to employee relations.
6. Recognizing that harmonious relations between the District and its employees is of the utmost importance if the Dallas Independent School District is to provide a quality education to its students and the District being sincerely concerned with the best interest and well-being of its employees, provisions shall be adopted to facilitate prompt, orderly and equitable adjustment of grievances, complaints, and disputes which may arise from time to time between the District and its employees, to ensure that due process is followed by the District in all personnel actions, to certify that, to the extent possible, objective criteria be used for all hearings, transfer assignments, promotion and other types of employment decisions, and to promote cooperative labor relations between the District and its workforce.

7. Recognizing that conditions change and that policies must be based upon current needs, personnel policies shall be changed in the light of experiences and judgment.

CHARGE

In order to insure the accomplishment of the objectives established in this policy, the District shall establish a Department of Employee Relations. The administrator of the department, with the advice and consent of the General Superintendent and in his or her name, shall have the authority to oversee all personnel actions to ensure that the District adheres with all Board policies, administrative regulations, state and federal laws, statutes, and regulations pertaining to employees and employee relations. Within such department shall be established a program which is designed to assist employees of the District who, because of drug or alcohol dependency, or mental or physical impairment cannot adequately perform their jobs. Prior to any negative employment action against any employee who is identified by the employee assistance program to qualify as needing assistance, the staff of the Employee Relations Department must agree that:

1. The action is warranted.
2. Even with proper counseling, treatment, or intervention, the employee is unlikely to be able to be a productive and successful employee.
3. The employee refuses to seek, participate, or adhere to a treatment, counseling, or intervention program.

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EMPLOYMENT OBJECTIVES:  
EQUAL EMPLOYMENT OPPORTUNITY

DAA  
(LEGAL)

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NONDISCRIMINATION - IN GENERAL	The District shall not fail or refuse to hire or discharge any individual, or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment on the basis of any of the following protected characteristics:
	<ol style="list-style-type: none"><li>1. Race, color, or national origin;</li><li>2. Sex;</li><li>3. Religion;</li><li>4. Age (applies to individuals who are 40 years of age or older); or</li><li>5. Disability.</li></ol>
	<i>42 U.S.C. 1981; 42 U.S.C. 2000e et seq. (Title VII); 20 U.S.C. 1681 et seq. (Title IX); 42 U.S.C. 12100 et seq. (Americans with Disabilities Act); 29 U.S.C. 621 et seq. (Age Discrimination in Employment Act); 29 U.S.C. 793, 794 (Rehabilitation Act); U.S. Const. Amend. I; Labor Code Chapter 21 (Texas Commission on Human Rights Act)</i>
JOB QUALIFICATION	The District may take employment actions based on religion, sex, national origin, or age in those certain instances where religion, sex, national origin, or age is a bona fide occupational qualification. <i>42 U.S.C. 2000e-2(e); 29 U.S.C. 623(f)</i>
EMPLOYMENT POSTINGS	The District shall not print or publish any notice or advertisement relating to District employment that indicates any preference, limitation, specification, or discrimination based on race, color, religion, sex, or national origin, unless the characteristic is a bona fide occupational qualification. <i>42 U.S.C. 2000e-3(b)</i>
HARASSMENT OF EMPLOYEES	The District has an affirmative duty to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin. <i>42 U.S.C. 2000e et seq.; 29 CFR 1606.8(a), 1604.11 [See DIA]</i>
RETALIATION	The District may not discriminate against any employee or applicant for employment because the employee or applicant has opposed any unlawful, discriminatory employment practices or participated in the investigation of any complaint related to an unlawful, discriminatory employment practice. <i>29 U.S.C. 623(d) (ADEA); 42 U.S.C. 2000e-3(a) (Title VII); 34 CFR 100.7 (e) (Title VI); 34 CFR 110.34 (Age Act); 42 U.S.C. 12203 (ADA)</i>
NOTICES	The District shall post in conspicuous places upon its premises a notice setting forth the information the Equal Employment Opportunity Commission deems appropriate to effectuate the purposes of the anti-discrimination laws. <i>29 U.S.C. 627; 42 U.S.C. 2000e-10</i>
SECTION 504	A district that employs 15 or more persons shall take appropriate steps to

## NOTICE

notify applicants and employees, including those with impaired vision or hearing, that it does not discriminate on the basis of disability.

The notice shall state:

1. That the District does not discriminate in employment in its programs and activities; and
2. The identity of the District's 504 coordinator.

Methods of notification may include:

1. Posting of notices;
2. Publication in newspapers and magazines;
3. Placing notices in District publications; and
4. Distributing memoranda or other written communications.

If the District publishes or uses recruitment materials containing general information that it makes available to applicants or employees, it shall include in those materials a statement of its nondiscrimination policy.

### *34 CFR 104.8*

## AGE DISCRIMINATION

The District may take an employment action on the basis of age pursuant to a bona fide seniority system or a bona fide employee benefit plan.

However, a bona fide employee benefit plan shall not excuse the failure to hire any individual and no such benefit plan shall require or permit the involuntary retirement of any individual because of age. *29 U.S.C. 623(f)*

## SEX DISCRIMINATION

### PREGNANCY

The prohibition against discrimination on the basis of sex includes discrimination on the basis of pregnancy, childbirth, or related medical conditions. The District shall treat women affected by pregnancy, childbirth, or related medical conditions the same for all employment-related purposes, including receipt of benefits under fringe benefit programs. *42 U.S.C. 2000e(k)*

### EQUAL PAY

The District may not pay an employee at a rate less than the rate the employer pays employees of the opposite sex for equal work on jobs the performance of which require equal skill, effort, or responsibility and which are performed under similar working conditions. This rule does not apply if the payment is pursuant to a seniority system, a merit system, a system that measures earnings by quantity or quality of production, or a differential based on any other factor other than sex. *29 U.S.C. 206(d); 34 CFR 106.54*

## RELIGIOUS DISCRIMINATION

The prohibition against discrimination on the basis of religion includes all aspects of religious observances and practice, as well as religious belief, unless the District demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship to the District's business. "Undue hardship" means more than a *de minimus* (minimal) cost. *42 U.S.C. 2000e(j); 29 CFR 1605.2*

The District may not substantially burden an employee's free exercise of religion, unless the burden is in furtherance of a compelling governmental

interest and is the least restrictive means of furthering that interest. *Civ. Prac. & Rem. Code 110.003*

DISABILITY  
DISCRIMINATION

The District shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability, unless the District can demonstrate that the accommodation would impose an undue hardship on the operation of the District. *42 U.S.C. 12112(b); 29 CFR 1630.9; 29 U.S.C. 794; 34 CFR 104.11; Labor Code 21.051* [See DBB regarding medical examinations and inquiries under the Americans with Disabilities Act]

DISCRIMINATION  
BASED ON  
RELATIONSHIP

The District shall not exclude or deny equal jobs or benefits to, or otherwise discriminate against, a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a family, business, social, or other relationship or association. *42 U.S.C. 12112(b)(4); 29 CFR 1630.8; 34 CFR 104.11*

DEFINITIONS

"Disability" means a physical or mental impairment that substantially limits one or more of an individual's major life activities, a record of having such an impairment, or being regarded as having such an impairment. "Major life activities" are such functions as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. *42 U.S.C. 12102(2); 29 CFR 1630.2(g)-(l); 28 CFR 35.104; 34 CFR 104.3(j), (l); Labor Code 21.002(6)*

"Qualified individual with a disability" means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that the individual holds or desires. Consideration shall be given to the District's judgment as to what functions of a job are essential. A written job description prepared before advertising or interviewing applicants for the job is evidence of the job's essential functions. *42 U.S.C. 12111(8); 29 CFR 1630.2(m), (n); 34 CFR 104.3(l); Labor Code 21.105*

USE OF ILLEGAL  
DRUGS

The term "qualified individual with a disability" does not include any employee or applicant who is currently engaging in the illegal use of drugs, when the District acts on the basis of such use.

DRUG TESTING

The District is not prohibited from conducting drug testing of employees and applicants for the illegal use of drugs or making employment decisions based on the results of such tests.

*42 U.S.C. 12114(c), (d)* [See DHE]

ALCOHOL USE

The term "qualified individual with a disability" does not include an individual who is an alcoholic and whose current use of alcohol prevents the employee from performing the duties of his or her job or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others. *42 U.S.C. 12114(a); 29 CFR 1630.3(a); 28 CFR 35.104; 29 U.S.C. 705(20)(C)*

REASONABLE  
ACCOMMODATION

"Reasonable accommodation" includes:

1. Making existing facilities used by employees readily accessible to

- and usable by individuals with disabilities; and
2. Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

*42 U.S.C. 12111(9); 29 CFR 1630.2(o); 34 CFR 104.12(b)*

UNDUE  
HARDSHIP

"Undue hardship" means an action requiring significant difficulty or expense when considered in light of the nature and cost of the accommodation needed, overall financial resources of the affected facility and the District, and other factors set out in law. *42 U.S.C. 12111(10); 29 CFR 1630.2(p); 34 CFR 104.12(c)*

DIRECT THREAT  
TO HEALTH OR  
SAFETY

As a qualification standard, the District may require that an individual not pose a direct threat to the health or safety of other individuals in the workplace. "Direct threat" means a significant risk to the health or safety of the individual or others that cannot be eliminated by reasonable accommodation. *42 U.S.C. 12111(3); 29 CFR 1630.2(q)*

COMMUNICABLE  
DISEASES

The District may refuse to assign or continue to assign an individual to a job involving food handling if the individual has an infectious or communicable disease that is transmitted to others through handling of food. *42 U.S.C. 12113(d); 29 U.S.C. 705(20)(D); 29 CFR 1630.16(e); Labor Code 21.002(6)(B)*

MILITARY SERVICE

The District shall not deny initial employment, reemployment, retention in employment, promotion, or any benefit of employment on the basis of membership in a uniformed service, performance in a uniformed service, application for uniformed service, or obligation to a uniformed service. The District shall not take adverse employment action or discriminate against any person who takes action to enforce protections afforded by the Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA). *38 U.S.C. 4311* [See also DEC]

GRIEVANCE POLICIES

SECTION 504

A district that receives federal financial assistance and that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act. *34 CFR 104.7(b), 104.11*

AMERICANS WITH  
DISABILITIES ACT

A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Americans with Disabilities Act. *28 CFR 35.107, 35.140*

TITLE IX

A district that receives federal financial assistance shall adopt and publish grievance procedures providing for prompt and equitable resolution of employee complaints alleging any action prohibited by Title IX. *34 CFR 106.8(b); North Haven Board of Education v. Bell, 456 U.S. 512 (1982)*

[See DGBA]

COMPLIANCE  
COORDINATOR

The District shall designate at least one employee to coordinate its efforts to comply with Title IX, Section 504, the Age Act, and the ADA. The District shall notify all employees of the name, office address, and telephone number of the employee(s) so designated. *34 CFR 104.7(b), 104.11; 28 CFR 35.107, 35.140; 34 CFR 106.8(b)*

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AMERICANS WITH  
DISABILITIES ACT

COORDINATOR

The District designates the following person to coordinate its efforts to comply with the Americans with Disabilities Act:

	Name:	Marita Hawkins
	Position:	Executive Director- Benefits
		Employee Benefits Services Department
	Address:	3709 Ross Avenue, Portable 1, Dallas, 75204
		Box # 52
	Telephone:	(972) 925-4047

PROCEDURES TO  
REQUEST AN  
ACCOMMODATION  
UNDER ADA

Employees may request an ADA accommodation through their supervisor, principal, department head, or the Americans with Disabilities Act Advisory Committee (ADAAC). To ensure that requests are recorded and handle promptly, they should be submitted in writing. If the request for accommodation is made at the local level and the request is not handled, the employee may send the request to the ADAAC, to the attention of Marita Hawkins, Chairperson, at the address above.

The ADAAC shall determine if the employee is protected under the ADA and what reasonable accommodation must be made by the District. The supervisor and/or department head and the employee are invited to meet with the advisory committee. If the employee requests a review, the employee must provide the following documentation:

- A letter from the employee detailing the needed accommodations, and
- A physician's statement or other relevant diagnostic report outlining the diagnosis and limitation of the employee, and the accommodations required.

An ADAAC meeting shall be scheduled to review the request and a written recommendation for accommodations shall be rendered. This recommendation shall include instructions to the supervisor and all parties involved for the implementation of the accommodations.

Request for interpreters for hearing-impaired employees shall be forwarded to



the Psychological Services department upon verification that the employee has a qualifying disability. The Psychological Services Department shall facilitate the hiring or selection of interpreters.

To ensure securing the services of interpreters, requests should be submitted ten days prior to the need. For emergency need, at least three days should be allowed. All requests for interpreters shall be considered on the basis of availability.

**SECTION 504**

**COORDINATOR** The District designates the following person to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973 as amended:

	Name:	Chris Velasco-MooreJ=
	Position:	Psychological/Social Services Coordinator
	Address:	Nolan Estes Plaza 3434 So. R. L. Thornton Freeway, Dallas, 75224
	Telephone:	(214) 932-5212

**TITLE IX**

**COORDINATOR** The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

	Name:	Mary McCants
	Position:	Title IX Coordinator
	Address	3737 Ross Avenue, Dallas, 75204 Room 115
	Telephone:	(972) 925-3250

The Title IX regulations that became effective on July 21, 1975, cover all aspects of sex discrimination in schools with regard to admissions, treatment of students, and employment and shall be implemented in the letter and spirit of the Education Amendments of 1972 by all staff affected.

The notification policy adopted by the Board on October 8, 1976, states:

"The District does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX not to discriminate in such a manner. The District policy not to discriminate on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities."

**COMPLAINTS FILED UNDER TITLE IX**

**PURPOSE** The purpose of this complaint procedure is to secure at the first possible administrative level an equitable solution to any alleged act of sex discrimination prohibited by Title IX of the Education Amendments of 1972, as amended.

- DEFINITIONS      The following definitions apply in this procedure:
- DIRECTOR            1. The "director" is the Title IX Coordinator of the District or a nominee.
  - COMPLAINT        2. A "complaint" is an allegation made to the Title IX Coordinator, preferably in writing, by an individual based upon an alleged violation of Title IX of the Education Amendments of 1972, as amended.
  - COMPLAINANT      3. A "complainant" is the person or persons making the complaint.

If it is determined that the claimant has a legitimate complaint, an investigation regarding the complaint will be initiated. A sworn affidavit signed by the claimant must be on file. The Employee Relations staff and the Title IX Coordinator shall coordinate the resolution of the complaint. The Title IX Coordinator shall notify the accused person of the pending investigation and advise him or her about response procedures. The accused person shall cooperate with the investigation subject to Board Policy DH (LOCAL).

AFFIRMATIVE ACTION PROGRAM      The Human Resource Services Department shall oversee, manage, and monitor the Affirmative Action Program. The District shall produce demonstrable results toward recruitment, employment, retention, training development, and promotion of individuals to achieve annual District affirmative action goals based on the student population, the court-ordered ratios, the work force of Dallas County, and other variables.

The Minority Recruiting/Affirmative Action Office shall maintain current statistics on employee ethnicity, gender, and other variables and shall be responsible for informing the appropriate associate superintendent and the General Superintendent concerning progress toward achieving the affirmative action goals.

GOALS                      Annual Districtwide affirmative action goals shall be established. Each division and department shall establish processes for achieving the goals. Affirmative action goals for nonteaching personnel below pay grade 4 and support personnel shall be based on the current student population comparable work force statistics in Dallas County. The comprehensive affirmative action plan shall include:

- 1. Status of progress toward achieving the affirmative action goals.
- 2. Targets to attain annually.
- 3. Strategies to attain the goals.

The District shall enforce the implementation of the affirmative action policy. Annual performance evaluations of employees charged with the responsibility for implementation of the affirmative action goals shall include a review of the progress toward achieving the affirmative action goals.

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EMPLOYMENT OBJECTIVES:  
OBJECTIVE CRITERIA FOR PERSONNEL DECISIONS

DAB  
(LOCAL)

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PROFESSIONAL PERSONNEL    The District seeks to employ the best qualified candidate. Factors in determining the best qualified candidate shall be as follows:

1. Analysis of application.
2. Certification-all certified applicants must hold a Texas certificate or be eligible to hold a Texas certificate, as determined by TEA.
3. Evaluation of college transcript or appropriate preparation or experience.
4. Personal interview.
5. Review of personal and professional references.
6. Evaluation by principal.
7. Evaluation by interview team member(s).
8. Review of criminal history record.
9. College supervisor/cooperating teacher evaluations.

Nondegreed applicants other than reimbursable vocational units or registered nurses shall not be considered for employment without the approval of the General Superintendent or designee.

SUPPORT PERSONNEL        Factors in determining the best qualified candidates for support personnel positions in the District are:

1. Analysis of application.
2. Evaluation of education and specified training for the position for which the candidate is applying.
3. Personal interview.
4. Professional and personal references.
5. Evaluation of typing skills for clerical and secretarial positions.
6. Related experience.
7. Review of criminal history records.

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS

DB  
(LOCAL)

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**RESIDENCE WITHIN THE DISTRICT'S BOUNDARIES** The Board encourages all employees to reside within the District boundaries. The General Superintendent shall encourage current executive and administrative personnel, as well as those seeking administrative positions, to become and remain residents of the District.

Decisions of the General Superintendent in hiring or promoting employees shall involve, among other appropriate criteria, qualifications, skill, experience, dedication and commitment and if all other factors are equal on a hiring or promotion decision, residence. These factors may include the employee's capacity and willingness to perform functions essential to the success of community and parental involvement.

**RESIDENCE REQUIREMENTS** All executive employees of the District shall be bona fide residents of the District. Executive employees are those in the following positions: General Superintendent, Deputy Superintendent, Special Assistant to the Superintendent, Chief of Staff, General Counsel, Associate Superintendent, Assistant Superintendent, Area Superintendent, Division Manager, and Division Executive.

"Bona fide resident" shall mean that the employee's true, fixed, permanent home and domicile is located within the boundaries of the District.

**COMPLIANCE** Newly appointed employees shall have six months from the date of appointment to comply with this provision.

The General Superintendent shall ensure that all designated administrative employees adhere to the provisions of this policy but shall have the authority to waive the residence requirement or to extend it beyond the six-month period for newly employed personnel when there are extenuating circumstances.

**REASSIGNMENT OR TERMINATION UPON FAILURE TO COMPLY** An employee who fails to meet the residence requirement at the end of the six-month period shall be reassigned to a position below the executive positions listed in this policy.

If no position is available for reassignment of such employee, he or she shall be subject to termination in accordance with appropriate Board policies. [See DF policy series]

DB(LOCAL)-X

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PROFESSIONAL  
PERSONNEL

CREDENTIALS

A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by the District unless the person holds an appropriate certificate or permit. A person who desires to teach in a public school shall present the person's certificate for filing with the District before the person's contract with the Board is binding. *Education Code 21.003(a), 21.053(a)*

A person may not be employed by the District as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession. A person may perform specific services within those professions for the District only if the person holds the appropriate credentials from the appropriate state agency. *Education Code 21.003(b)*

ADDITIONAL  
CERTIFICATION

The State Board for Educator Certification (SBEC) shall provide for a certified educator to qualify for additional certification to teach at a grade level or in a subject area not covered by the educator's certificate upon satisfactory completion of an examination or other assessment of the educator's qualification. *Education Code 21.056; 19 TAC 230.437*

MASTER  
TEACHER GRANT  
PROGRAMS

The District may apply to the Commissioner of Education for grants to be used to pay stipends to certified master reading teachers, master mathematics teachers, master technology teachers, and master science teachers.

TEACHER  
ELIGIBILITY

The Commissioner shall reduce payments to the District proportionately to the extent a teacher does not meet the requirements for a master teacher for the entire school year.

If a teacher qualifies as a master reading or mathematics teacher for a partial month, the District's written policy will determine how the District counts the partial month, for example, as no month served or as an entire month served. Only whole months shall be entered on the application by the District on the teacher's behalf.

*19 TAC 101.1011(g), 102.1013(g)*

DESIGNATION  
OF TEACHER

A District that employs more certified master teachers than the number of grants available shall select the certified master teacher(s) to whom to pay the stipends based on a policy adopted by the Board, except that the District shall pay a stipend for two additional consecutive school years to a teacher:

1. The District has selected for and paid a stipend for a school year who remains eligible for a certified master teacher stipend; and
2. For whom the District receives a grant under this section for those years.

The District's decision is final and may not be appealed.

The District may not apportion among teachers a stipend paid for with a grant the District receives under this program. The District may use local money to pay additional stipends in amounts determined by the District.

*Education Code 21.410(g), 21.411(g), 21.412(g), 21.413(g); 19 TAC 102.1011(h), 102.1013(h)*

REDUCTION OF STIPEND

If state funds are appropriated but are insufficient to fully fund a master reading teacher, master mathematics teacher, or master science teacher grant, the Commissioner shall reduce the grant paid to each district and the District shall reduce the stipend the District pays to each teacher under the grant program proportionately so that each selected teacher receives the same amount of money. If funds are insufficient to fully fund a master technology teacher grant, the Commissioner shall determine the method of distributing the funds. *Education Code 21.410(i), 21.411(i), 21.412(i), 21.413(i)*

A stipend a teacher receives under this program is not considered in determining whether the District is paying the teacher the minimum monthly salary. *Education Code 21.410(l)*

The District must pay state stipends to certified master reading and mathematics teachers no later than 30 days after receipt of the grant by the District. *19 TAC 102.1011(i)*

*Education Code 21.410-413; 19 TAC 102.1011, 102.1013*

TEACHERS IN CORE ACADEMIC SUBJECTS

As part of the state plan described at 20 U.S.C. 6311, TEA shall develop a plan to ensure that all teachers teaching in core academic subjects within the state are highly qualified not later than the end of the 2005-06 school year.

'CORE ACADEMIC SUBJECTS' DEFINED

The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

TEACHERS IN TITLE I PROGRAMS

Beginning with the first day of school of 2002-03, each district receiving assistance under Title I, Part A of the ESEA (20 U.S.C. 6301 *et seq.*) shall ensure that all teachers hired after that day and teaching in a program supported with such federal funds are highly qualified.

'HIGHLY QUALIFIED'

GENERAL CERTIFICATION

The term "highly qualified":



REQUIREMENT

1. When used with respect to any public elementary school or secondary school teacher, means the teacher:
  - a. Has obtained full state certification as a teacher (including alternative certification); and
  - b. Has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

SUBJECT  
COMPETENCY

NEW  
ELEMENTARY  
TEACHER

2. When used with respect to an elementary school teacher who is new to the profession, means the teacher:
  - a. Holds at least a bachelor's degree; and
  - b. Has demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum.

NEW MIDDLE  
OR  
SECONDARY  
TEACHER

3. When used with respect to a middle or secondary school teacher who is new to the profession, means the teacher:
  - a. Holds at least a bachelor's degree; and
  - b. Has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
    1. Passing a rigorous state academic subject test in each of the academic subjects in which the teacher teaches; or
    2. Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.

EXISTING  
TEACHER

4. When used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means the teacher holds at least a bachelor's degree and:
  - a. Has met the applicable standard as detailed above for new teachers; or
  - b. Demonstrates competence in all academic subjects in which the teacher teaches based on a high objective uniform state standard of evaluation. *No Child Left Behind Act of 2001, 20 U.S.C. 6319 (a)(1), 7801(23)*

HIGHLY QUALIFIED  
SPECIAL  
EDUCATION  
TEACHERS

GENERAL  
REQUIREMENTS

Effective July 1, 2005, the term "highly qualified," when used with respect to a special education teacher, means the teacher meets the above requirements, as applicable, and:

1. Has obtained full state certification as a special education teacher (including alternative certification);
2. Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

3. Holds at least a bachelor's degree.

Special education teachers who teach alternative achievement standards or who teach two or more core academic subjects exclusively to children with disabilities must also demonstrate subject matter competence as set forth below.

TEACHING  
ALTERNATIVE  
ACHIEVEMENT  
STANDARDS

1. New and existing special education teachers who teach core academic subjects exclusively to children who are assessed against alternate achievement standards may:
  - a. Meet the applicable requirements for any new or existing elementary, middle, or secondary teacher; or
  - b. In the case of instruction above the elementary level, demonstrate subject matter knowledge appropriate to the level of instruction being provided, as determined by the state, needed to effectively teach to those standards.

TEACHING TWO  
OR MORE CORE  
ACADEMIC  
SUBJECTS

2. A special education teacher who teaches two or more core academic subjects exclusively to children with disabilities may either:
  - a. Meet the applicable requirements for any new or existing elementary, middle, or secondary school teacher;
  - b. In the case of an existing teacher, demonstrate competence in all core academic subjects in which the teacher teaches in the same manner as is required for any other existing elementary, middle, or secondary school teacher. This may include a single, high objective uniform state standard of evaluation covering multiple subjects; or
  - c. In the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, the teacher may demonstrate competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an existing elementary, middle, or secondary school teacher. This may include a single, high objective uniform state standard of evaluation covering multiple subjects. The teacher must demonstrate competence under this section not later than two years after the date of employment. *20 U.S.C. 1401(10)*

NOTICE TO  
PARENTS:  
QUALIFICATIONS

As a condition of receiving assistance under Title I, Part A of the ESEA (20 U.S.C. 6301 *et seq.*), the District shall, at the beginning of each school year, notify the parents of each student attending any school receiving such funds that the parents may request, and the District shall provide the parents on request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

ADDITIONAL  
INFORMATION

A school that receives such federal funds shall also provide to each individual parent:

1. Information on the level of achievement of the parent's child in each of the state academic assessments; and
2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

*No Child Left Behind Act of 2001, 20 U.S.C. 6311(h)(6)*

CPR AND FIRST AID  
CERTIFICATION

A District employee who serves as head director of a school marching band, head coach, or chief sponsor of an extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the District or UIL must maintain and submit to the District proof of current certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. The District shall adopt procedures for administering this requirement, including procedures for the time and manner in which proof of current certification must be submitted. *Education Code 33.086*

SCHOOL DISTRICT  
TEACHING PERMIT

A person who does not hold a teaching certificate may be issued a school district teaching permit. The District may issue a school district teaching permit to and may employ a person who holds a baccalaureate degree. A baccalaureate degree is not required for persons who will teach only career and technology education.

STATEMENT TO  
COMMISSIONER

After employing a person under a school district permit, the District shall promptly send a written statement to the Commissioner. This statement must identify the person, the person's qualifications as a teacher, and the subject or class the person will teach. The person may teach the subject or class pending action by the Commissioner. Not later than the 30th day after the Commissioner receives the District's statement, the Commissioner may inform the District that the person is not qualified to teach. The person may not teach if the Commissioner finds that the person is not qualified.

If the Commissioner fails to act before the 30th day after receiving the statement, the District may issue the school district teaching permit and the person may teach the subject or class identified in the statement sent to the Commissioner.

DURATION OF  
PERMIT

A person holding a school district teaching permit may teach the subject or class identified to the Commissioner for as long as the teacher remains in the

District or until the District revokes the permit for cause. A person authorized to teach under a school district teaching permit issued by a particular district may not teach in another school district unless that other district complies with the permit-issuing provisions.

*Education Code 21.055*

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**Note:** The assignment of a teacher to teach a class for which he or she is not properly certified triggers parent notification requirements in accordance with state and federal laws. See DK.

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REVOCAION OF  
CERTIFICATE FOR  
CERTAIN OFFENSES  
AGAINST CHILDREN

Not later than the fifth day after receiving notice from a court under Code of Criminal Procedure Article 42.018 that a person who holds a certificate issued under Education Code Chapter 21, Subchapter B, has been convicted, SBEC must revoke the person's certificate and provide written notice of the revocation and its basis to the person and to any school district or open-enrollment charter school employing the person at the time.

The revocation and notice requirement applies only if the victim of the offense is under 18 years of age, and only to a conviction of a felony under Penal Code Title 5 or an offense for which the person must register as a sex offender.

*Education Code 21.058* [See also DK and DF]

FAILURE OF  
CERTIFICATION

An employee's probationary, term, or continuing contract under Education Code Chapter 21 is void if the employee:

1. Does not hold a certificate or permit issued by SBEC; or
2. Fails to fulfill the requirements necessary to extend the employee's temporary or emergency certificate or permit.

This provision does not apply to a certified teacher assigned to teach a subject for which the teacher is not certified.

*Education Code 21.0031(a), (e)* [See DF]

PARAPROFESSIONAL  
EMPLOYEES

CREDENTIALS

Educational aides shall be certified according to standards established by the State Board for Educator Certification. *19 TAC 230.551*

TITLE I PROGRAM  
REQUIREMENTS

Each district receiving assistance under Title I, Part A of the ESEA (20 U.S.C. 6301 *et seq.*) shall ensure that all paraprofessionals working in a program supported with those funds shall:

DUTIES

1. Be assigned only duties consistent with 20 U.S.C. 6319(g).

HIGH SCHOOL  
DIPLOMA

2. Regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

HIGHER  
EDUCATION OR  
COMPETENCY  
TEST

3. If hired after January 8, 2002, have one of the following credentials:
- a. Completed at least 2 years of study at an institution of higher education;
  - b. Obtained an associate's (or higher) degree; or
  - c. Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
    1. Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
    2. Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Receipt of a high school diploma is not sufficient to satisfy the formal academic assessment requirement.

FULL  
COMPLIANCE  
DATE

All paraprofessionals hired before January 8, 2002 and working in a program supported with Title I, Part A funds shall satisfy the HIGHER EDUCATION OR COMPETENCY TEST requirement not later than January 8, 2006.

EXCEPTIONS

The HIGHER EDUCATION OR COMPETENCY TEST requirements above shall not apply to a paraprofessional:

1. Who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under Title I, Part A by acting as a translator; or
2. Whose duties consist solely of conducting parental involvement activities.

*No Child Left Behind Act of 2001, 20 U.S.C. 6319*

SCHOOL BUS  
DRIVERS

CREDENTIALS

A school bus driver must:

1. Be at least 18 years old.
2. Hold an appropriate class of driver's license for the vehicle being operated.
3. Pass an annual physical exam and otherwise meet medical and physical requirements established by the Department of Public Safety (DPS). [See DBB]
4. Have a driving record that is acceptable according to minimum standards adopted by the DPS. A check of the person's driving record shall be made with DPS annually.
5. Pass a pre-employment driver's license check with the DPS, and maintain a driving record acceptable according to the standards prescribed by the State Board and the DPS. [See ANNUAL EVALUATION, below]
6. Have an acceptable criminal history record. [See DC] If the District

obtains information that a person has been convicted of a felony or misdemeanor involving moral turpitude, it may not employ the person to drive a school bus on which students are transported unless the employment is approved by a Board or the Board's designee.

7. Possess a valid certificate stating that the driver is enrolled in, or has completed, a driver training course in school bus safety education approved by the DPS.

*Trans. Code 521.022; 37 TAC 14.11, 14.12, 14.14*

ANNUAL  
EVALUATION

The District shall evaluate the driver's license record of each school bus driver at least annually to determine if the driver is still eligible to drive a school bus. *Trans. Code 521.022(d); 37 TAC 14.14*

EMPLOYEE  
ACCESS

All information contained in the personnel file of an employee shall be made available to that employee or the designated representative as public information is made available under the Public Information Chapter of the Government Code. *Gov't Code 552.102(a)*

SPECIAL RIGHT

An employee or an employee's designated representative has a special right of access, beyond the right of the general public, to records and copies of records held by the District that contain information relating to the person that is protected from public disclosure by laws intended to protect the employee's privacy interests. The District shall not deny to the employee or his or her representative access to information about the employee on the grounds that the information is considered confidential by privacy principles, but may assert as grounds for denial of access other provisions of the Public Information Chapter of the Government Code or other laws that are not intended to protect the employee's privacy interests. *Gov't Code 552.023*

If the officer for records determines that information in the employee's records is exempt from disclosure under provisions of the Public Information Chapter of the Government Code or other laws that are not intended to protect the employee's privacy interests, he or she shall submit a written request for a decision to the attorney general before disclosing the information. If a decision is not requested, the information shall be released not later than the tenth day after the request for information is received. *Gov't Code 552.307*

PUBLIC ACCESS

With regard to public access to information in personnel records, custodians of such records shall adhere to the requirements of the Public Information Chapter of the Government Code. *Gov't Code 552 [See GBA]*

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**currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
CREDENTIALS AND RECORDS

DBA  
(LOCAL)

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DRIVING  
RECORD  
EVALUATION

All employees who are required to operate District vehicles as part of their job description shall be subject to the following provisions regarding driving record evaluation.

A driver's license check is required for all employees before they are authorized to drive a District vehicle even if it is not required in their job description. The Risk Management Department shall obtain the driving record for an applicant that includes all convictions resulting in mandatory suspension of a driver's license for the past seven years from the state or states having such a record. To curtail repeat offender problems, applicants having more than four points on their driving record within 12 months shall not be considered for employment that requires driving District-owned vehicles, nor shall those with more than eight points in the last three years. Points shall be assessed for applicants and new and current drivers according to the standards prescribed by the Texas Department of Public Safety "School Bus Drivers' Driving Record Evaluation."

In accordance with law, an applicant must be at least 18 years old and hold the appropriate class of driver's license for the vehicle being operated.

Any applicant or new driver with a DWI/DUI listed on his or her driving record within the last seven years shall not be eligible to drive for the District. A new driver is one who has not been previously approved to drive a District vehicle.

Any current driver who receives a DWI/DUI on his or her driving record after January 1, 2000 shall not be eligible to drive for seven years from the date of the DWI/DUI. A current driver who has a DWI/DUI on his or her record dating from before January 1, 2000 but which did not appear on the driving record until after January 1, 2000 is also ineligible to drive for seven years from the date on which he or she received the DWI/DUI.

Each employee's record shall be evaluated quarterly.

Any driver who accumulates ten or more points during a three-year period shall be disqualified from driving until he or she becomes again eligible.

The determination by the vehicle insurance carrier of the District that a driver employed by the District is "noninsurable" shall be deemed good cause for disqualifying the employee from driving immediately. If a position is available that the uninsurable employee is qualified to fill, such position may be offered to the employee.

DRIVER  
REQUIREMENTS

All new hires must attend driver training within 30 days of their hire date.

Drivers shall not use cellular telephones while driving a District vehicle.

All drivers shall complete an inspection twice daily, at the beginning and at the end of their shifts, on their assigned vehicles and shall report any damage noticed



to the supervisor no later than the end of their shifts.

All drivers shall report to the Risk Management Department any vehicle accident immediately after the accident and in no case less than 24 hours after the accident occurred.

Drivers are subject to disciplinary actions for having preventable accidents within any three-year period. Disciplinary actions are as follows:

First incident - driver shall receive a written warning and must attend defensive driving class.

Second incident - driver shall be put on probation, must attend defensive driving class, and may be removed from driving status.

Third incident - driver shall receive additional disciplinary action up to and including a recommendation for termination.

DEFENSIVE  
DRIVING CLASS  
REQUIREMENTS

All District drivers involved in a preventable accident (as determined by the District's insurance carrier), while driving a District vehicle, shall be required to take a state-certified defensive driving class within 30 days of notification by the Risk Management Department.

The defensive driving class shall be completed after work hours and at the expense of the driver. If a certificate of completion is not forwarded to the Risk Management Department within 30 days of notification, the driver may not be allowed to drive until the class is completed.

If the driver has not forwarded the certificate of completion within 45 days, the employee shall be removed from driving status and reassigned, if a job is available that does not require driving.

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
CREDENTIALS AND RECORDS

DBA  
(REGULATION)

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RECORDS FOR PROFESSIONAL PERSONNEL	The following records are required to be on file in the Human Resource Services Department prior to employment:
	<ol style="list-style-type: none"><li>1. A copy of a valid Texas teacher certificate or official notification from the State Board for Educator Certification (SBEC) indicating eligibility for certification.</li></ol>
	If the applicant is certified outside of Texas, an official evaluation of teaching credentials made by the SBEC may be submitted in lieu of the valid Texas Certificate. This official evaluation may be secured by sending to the State Board for Educator Certification (SBEC), 1001 Trinity, Austin, Texas 78701-2603, the following:
	<ol style="list-style-type: none"><li>1. a. The SBEC Application for Evaluation.</li><li>2. b. A copy of a valid out-of-state certificate.</li><li>3. c. A full set of official transcripts.</li><li>2. An official transcript bearing the seal of the college or university, signature of the registrar, and the date a degree was awarded or an official letter signed by the registrar confirming the applicant is a registered intern enrolled in an SBEC-approved university internship program.</li><li>3. For experienced teachers, letters of recommendation or evaluations from former or current principals.</li></ol>
INCOMPLETE RECORDS	Since salary payments are based on certain credentials reflecting educational and experience attainments, the absence of records of such credentials from the personnel file may jeopardize continued employment with the District.
	All official documents must be on file in the Human Resource Services Department 60 calendar days following the first day of employment. Failure to provide the required documents in a timely manner shall subject the employee to disciplinary measures up to and including termination of employment, in accordance with appropriate policies. [See DCD, DF series]
RECORDS FOR SUPPORT PERSONNEL	Individuals applying for secretarial, clerical, or teacher aide positions must provide a high school diploma or GED certificate.
DRIVING RECORD EVALUATION	In determining a driver's eligibility to operate a District-owned vehicle, points will be assessed according to standards prescribed by the Texas Department of Public Safety.
	Any driver who accumulates ten or more points during a three-year period shall be disqualified from driving, until such time as he or she becomes eligible.
	Any applicant or new driver with a DWI/DUI listed on his or her driving record within the last seven years shall not be eligible to drive for the District. A new

driver is one who has not been approved to drive a District vehicle.

Any current driver who receives a DWI/DUI on his or her driving record after January 1, 2000, shall not be eligible to drive for seven years after the date of receiving the DWI/DUI. Any current driver who has on his or her driving record a DWI/DUI that occurred before January 1, 2000, and it not appear on the driving record until after January 1, 2000, is also ineligible to drive for seven years after the date of receiving the DWI/DUI.

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
MEDICAL EXAMINATIONS AND COMMUNICABLE DISEASES

DBB  
(LEGAL)

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SCHOOL BUS DRIVERS	A person shall not drive a school bus unless he or she is physically qualified to do so. Each school bus driver shall undergo and successfully complete an annual physical examination in compliance with the requirements of 37 TAC 14.12. The results of the examination shall be noted on the form published by the U.S. Department of Transportation in 49 CFR Part 391.41. A driver shall not operate a school bus unless he or she has on his or her person the original or photographic copy of the medical examiner's Certificate 391.43 stating that the driver is physically qualified to drive a commercial motor vehicle. <i>Trans. Code 521.022; 37 TAC 14.12</i>
DEFINITIONS	The definitions related to individuals with disabilities and exceptions to those definitions included in policy DAA shall be used in applying and interpreting this policy and any (LOCAL) policy adopted in conjunction with this policy.
BLOODBORNE PATHOGEN CONTROL	A district that employs employees who provide services in a public or private facility providing health care-related services, including a home health care organization, or who otherwise have a risk of exposure to blood or other material potentially containing bloodborne pathogens in connection with exposure to sharps shall comply with the minimum standards set by the Texas Department of Health (TDH). This includes a district that operates a public school health clinic.
'SHARPS' DEFINED	"Sharps" means an object used or encountered in a health care setting that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident, including a needle device, a scalpel, a lancet, a piece of broken glass, a broken capillary tube, an exposed end of a dental wire, or a dental knife, drill, or bur.
MINIMUM STANDARDS	<p>The minimum standards in TDH's Bloodborne Pathogens Exposure Control Plan require the District to:</p> <ol style="list-style-type: none"><li>1. Develop, review annually, update as necessary, and document its actions regarding a comprehensive exposure control plan appropriate to the District and its particular facilities;</li><li>2. Provide, at District expense, personal protective equipment and Hepatitis B vaccinations to affected employees, and if an employee declines to be vaccinated, maintain a record of the employee's written refusal;</li><li>3. Provide to affected employees pre-service and annual refresher training as described in the TDH Exposure Control Plan;</li><li>4. Record all exposure incidents (e.g., "sticks" by needles or other "sharps") in a sharps injury log and report the sharps injury to TDH on a standardized form.</li><li>5. Provide a post-exposure evaluation and follow up with an employee</li></ol>

who has a sharps injury.

*Health and Safety Code 81.301-.307; 25 TAC 96*

COST OF  
HEPATITIS  
TESTING AFTER  
ACCIDENTAL  
EXPOSURE

If certified emergency medical services personnel, a firefighter, a peace officer, or a first responder who renders assistance at the scene of an emergency or during transport to the hospital is accidentally exposed to blood or other body fluids of a patient, the hospital to which the patient is transported shall take reasonable steps to test the patient for hepatitis B or hepatitis C. A district that employs the person, or for which the person works as a volunteer in connection with rendering the assistance, is responsible for paying the costs of the test. *Health and Safety Code 81.095(B)*

PRE-EMPLOYMENT  
INQUIRIES AND  
EMPLOYMENT  
ENTRANCE  
EXAMINATIONS

The District shall not conduct a medical examination or make inquiries of a job applicant as to whether such applicant is an individual with a disability or as to the nature or severity of a disability, except as provided below. However, the District is permitted to make pre-employment inquiries into the ability of an applicant to perform job-related functions, such as asking an applicant to describe or demonstrate how, with or without reasonable accommodation, the applicant will be able to perform job-related functions. *42 U.S.C. 12112(c)(2); 29 CFR 1630.14(a)*

The District may require a medical examination (and/or inquiry) after an offer of employment has been made to a job applicant and prior to the beginning of employment duties and may condition the offer on the results of such examination (and/or inquiry), provided all entering employees in the same job category are subjected to such an examination (and/or inquiry) regardless of disability.

The results of an employment entrance medical examination shall be used only to determine the applicant's ability to perform job-related functions.

*42 U.S.C. 12112(c)(3); 29 CFR 1630.14(b)*

CONFIDENTIALITY

Information obtained regarding the medical condition or history of the applicant shall be collected and maintained on separate forms and in separate medical files and shall be treated as confidential medical records. However, supervisors and managers may be informed regarding necessary restrictions on the employee's work or duties and necessary accommodation; first aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment. *29 CFR 1630.14(b)(c)*

EXAMINATION  
DURING  
EMPLOYMENT

The District may require a medical examination (and/or inquiry) of an employee that is job related and consistent with business necessity and may make inquiries into the ability of an employee to perform job-related functions.

The Board may adopt a policy providing for placing an educator on leave of absence for temporary disability if, in the Board's judgment and in consultation with a physician who has performed a thorough medical examination of the educator, the educator's condition interferes with the performance of regular duties. Such a policy must reserve to the educator the right to present to the Board testimony or other information relevant to the

educator's fitness to continue the performance of regular duties. [See also DEC]

The results of an employee's medical examination shall be used only to determine the employee's ability to perform job-related functions.

*42 U.S.C. 12112(c)(4); 29 CFR 1630.14(c); Education Code 21.409(c)*

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
MEDICAL EXAMINATIONS AND COMMUNICABLE DISEASES

DBB  
(LOCAL)

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TB TESTING  
REQUIREMENTS

After an offer of employment has been made, the District shall require a tuberculosis test for all persons selected for positions in the areas of Health Services, Early Childhood Education, and for all immigrants from high-risk countries who have been living in the United States for less than five years. "High-risk countries" are determined by Dallas County Health and Human Services.

EMPLOYMENT  
ENTRANCE  
MEDICAL EXAM

The General Superintendent shall designate the job categories in which all new employees will undergo medical exams before their duties may begin. For those job categories, the District may condition the job offer on the results of the medical exam.

EXAMINATIONS  
DURING  
EMPLOYMENT

If after consultation with the Employee Relations Department, it is determined by the General Superintendent or designee and the principal, or the department head that the employee's condition of physical, mental, or emotional health is adversely affecting his or her performance and responsibilities, or the performance of other employees, the General Superintendent or designee, the principal, or department head shall require the employee to undergo a medical or psychological exam.

The District shall not assume the cost of the initial examination and the physician or licensed mental health care professional may be selected by the employee. If the employee fails to undergo an examination within a prescribed time frame, or if a second opinion is deemed necessary, the District may direct the employee to undergo an examination by a medical or mental health care provider designated by the District or the employee, under which circumstances the District will assume the cost of the examination.

Expenses incurred after the initial examination, such as further treatment, psychotherapy, counseling, medication, diagnosis, further tests, etc., shall be borne by the employee.

Any employee who refuses to undergo medical, mental, or emotional evaluations may be placed on an involuntary leave of absence without pay pending compliance with the required evaluation by the General Superintendent. [See DEC, Involuntary Leave of Absence and Hearing Procedures]

HEALTH OR  
SAFETY  
CONSIDERATIONS

If, after the medical and/or psychological exam, the physician's report establishes that the employee poses a direct threat to health or safety within the District or that the employee's ability to perform job-related functions is affected, the Superintendent or designee shall determine under what circumstances the employee might continue to perform job-related functions

without posing a direct threat to self or others.

EXCLUSION	If the employee cannot perform job-related functions without posing a threat to health or safety, the Superintendent or designee may exclude the employee from work. However, before being excluded from work, the employee shall be permitted to present evidence to the Superintendent or designee relevant to his or her fitness to continue regular duties.
USE OF LEAVE	Employees who are excluded from work because of a communicable disease or other medical condition may use any accrued paid leave to which they are entitled or request temporary disability leave, as appropriate. [See DEC]
PLACEMENT ON TEMPORARY DISABILITY	The Superintendent shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent, in consultation with the physician who has performed the medical exam, the employee's condition interferes with the performance of regular duties. [See DEC]
OTHER REQUIREMENTS	Food service workers shall comply with health requirements established by city, county, and state health authorities. Bus drivers shall comply with legal requirements. [See DBA]
TERMINATION OF EMPLOYMENT	Employees with communicable diseases shall follow recommendations of public health officials regarding contact with students and other employees. Employees who are excluded from work because of a communicable disease may have their employment terminated when all leave to which they are entitled has expired, in accordance with appropriate policies. [See DEC and DF series]

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
CONFLICT OF INTEREST

DBD  
(LEGAL)

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HOLDING CIVIL OFFICE	<p>No person shall hold or exercise at the same time more than one civil office of emolument, except for offices listed in the constitutional provision, unless otherwise specifically provided. <i>Tex. Const., Art. XVI, Sec. 40(a); State v. Pirtle, 887 S.W.2d 291 (Tex. Ct. Crim. App. 1994); Atty. Gen. Op. DM-212 (1993).</i></p> <p>Individuals who receive all or part of their compensation either directly or indirectly from funds of the state of Texas and who are not state officers shall not be barred from serving as members of the governing bodies of school districts (other than those in which they are employed), cities, towns, or other local governmental districts. Such individuals may not receive a salary for serving as members of such governing bodies. <i>Tex. Const., Art. XVI, Sec. 40(b); Atty. Gen. Op. DM-55 (1991)</i></p>
RESTRICTIONS ON 'PUBLIC SERVANTS'	<p>"Public servant" includes a person elected, selected, appointed, or employed as an officer, employee, or agent of the government. <i>Penal Code 1.07(41)</i> [See also BBFA and DH]</p>
ABUSE OF PUBLIC EMPLOYMENT	<p>A public servant commits an offense if he or she, with intent to obtain a benefit or with intent to harm or defraud another, intentionally or knowingly violates a law relating to the public servant's office or employment, or misuses government property, services, personnel, or any other thing of value, belonging to the government, that has come into his or her custody or possession by virtue of his or her office or employment. <i>Penal Code 39.02(a)</i></p> <p>"Law relating to the public servant's office or employment" means a law that specifically applies to a person acting in the capacity of a public servant and that directly or indirectly imposes a duty on the public servant or governs the conduct of the public servant. <i>Penal Code 39.01(1)</i></p>
HONORARIA AND EXPENSES	<p>A public servant commits a Class A misdemeanor offense if the public servant solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for the public servant's official position or duties. However, a public servant is not prohibited from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which the public servant renders services, such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory. <i>Penal Code 36.07</i></p>
GIFTS	<p>A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits a Class A misdemeanor offense if he or she solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any such transactions, unless a statutory exception applies. <i>Penal Code 36.08(d), 36.10.</i></p>

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under this section may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax exempt charitable organization formed for educational, religious, or scientific purposes. *Penal Code 36.08(i)*.

## TEXTBOOKS

A Trustee, administrator, or teacher commits a Class B misdemeanor offense if that person receives any commission or rebate on any textbooks used in the schools with which the person is associated as a Trustee, administrator, or teacher.

A Trustee, administrator, or teacher commits a Class B misdemeanor offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence a Trustee, administrator, or teacher in the selection of a textbook; and
3. Could not be lawfully purchased with funds from the state textbook fund.

"Gift, favor, or service" does not include staff development, in-service, or teacher training; or instructional materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

### *Education Code 31.152*

A person commits a Class C misdemeanor offense if the person knowingly violates any law providing for the purchase or distribution of free textbooks for the public schools. *Education Code 31.153*

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**Note:** See also CBB for requirements when federal funds are involved.

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DATE ISSUED: 11/02/2004  
UPDATE 74  
DBD(LEGAL)-P

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
CONFLICT OF INTEREST

DBD  
(LOCAL)

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Board members, administrators, and all other employees shall avoid any conflict between their personal interests and the interest of the District in dealing with suppliers, customers, and all other organizations or individuals doing or seeking to do business with the District. The General Superintendent shall develop regulations that ensure that employees have no conflict of interest.

Individuals shall avoid any situation that would result in their having a pecuniary or material interest in firms or corporations doing business with the District. Any employee who believes he or she may be in violation of the conflict of interest policy shall inform the General Superintendent, who shall attempt to resolve the conflict. Should the General Superintendent be unable to settle the issue, the Superintendent shall request that the General Counsel review the activity and determine whether or not the situation constitutes a violation of the conflict of interest policy.

Administrators in pay grade 7 and above shall sign a conflict of interest statement. [See DBD(EXHIBIT)] These statements will be completed and accompany each individual's contract upon initial hire and during contract renewal periods.

Employees who write books or instructional materials that are purchased by the District may not accept the profits or royalties from such sales. The profits or royalties must be submitted to a scholarship or other nonprofit fund.

FINANCIAL  
INTEGRITY

The use of District funds or assets for any unethical purpose is prohibited. No undisclosed or unrecorded fund or asset of the District shall be maintained or established for any purpose. No false entries shall be made on the books or records of the District for any reason. No documents shall be altered nor shall those lacking proper authority sign them. No payment on behalf of the District shall be made or approved with the understanding that it will be used, or might be used, for something other than the stated purpose. The District's financial books, records, and statements shall properly document all assets and liabilities, shall accurately reflect all transactions of the District, and shall be retained in accordance with the District's record retention policies and all applicable laws and regulations. [See BBFA(LEGAL)(LOCAL)]

COMMITMENT  
TO QUALITY

The District is committed to providing a quality education to its students. Every day thousands of individual tasks must be completed successfully if the District is to provide services that meet or exceed the public's expectations.

"Quality" in this context means each employee doing his or her job right, on time, and always to the total satisfaction of the end user. Quality is an attitude that results in performing ethically, honestly, and with integrity. The following

shall apply:

**BUSINESS  
COURTESIES**

**GOVERNMENT  
OFFICIALS**

1. The District shall adhere rigidly to all laws, rules, and regulations pertaining to government employee gratuities. It is against the law and District policy to offer or provide anything of value to the Board members and other state/local government officials for the purpose of obtaining or rewarding favorable treatment. [See BBFA]

**RELATIONSHIPS  
WITH VENDORS**

2. Employees who are buyers or influence buying, shall base all prices, terms, conditions, and agreements on sound business judgment. They shall show no favoritism or preference to anyone at the District's expense. They shall do no one any favors, nor accept any favors. They shall refuse anything - gift, service, or consideration - other than an advertising novelty such as a paperweight, key chain, or coffee mug with an apparent value of \$25 or less. The best rule to follow is: when in doubt, refuse the gift or send it back. To accept kickbacks is a crime. [See BBFA(LEGAL), DBD (LEGAL)]

Lunches with suppliers are not encouraged and are permissible only if there is a legitimate business purpose. Use of District facilities is preferred, and employees shall pay their own way. Dinners and other forms of evening or weekend entertainment almost always are prohibited. A special business situation could arise where an exception could be granted: if so, advance approval shall be sought from the employee's supervisor or the ethics compliance officer.

**RELATIONSHIPS  
WITH  
STUDENTS /  
PARENTS**

3. An employee shall refuse a gratuity or courtesy/gift for preferential treatment or improved grades offered by a District student or parent/guardian. Where refusal is not possible, the employee shall report the offer or receipt of a gift to his or her supervisor, who will contact the Superintendent or designee. Gratuities received will be catalogued and retained by the District for use and enjoyment by all employees or donated to an appropriate charity.

**CONFLICT OF  
INTEREST**

A "conflict of interest" is any circumstances that could cast doubt on an employee's ability to act with total objectivity with regard to the District's interests. The Board's and employee's loyalty to the District must come easily, free from any conflicting interests.

All Board members and employees have a duty to avoid financial, business, or other relationships that might be opposed to the interests of the District or might cause a conflict with the performance of their duties. Employees and Board members must conduct themselves in a manner that avoids even the appearance of conflict between their personal interests and those of the District. [See BBFA (LEGAL)(LOCAL)]

Conflict of interest situations may arise in many ways. Examples include, but are not limited to, the following:

Employment with a vendor/contractor, regardless of the nature of the employment, while employed by the District.

Contract award with a vendor in which an employee or his or her family have a substantial ownership or management interest.

Ownership of, or substantial interest in, a company that is a supplier of the District.

Acting independently as a consultant to a District supplier.

Any Board member who may have a conflict of interest situation, actual or potential, must disclose all pertinent details and refrain from voting on any Board action in connection with that situation. [See BBFA(LEGAL)] Any employee who may have a conflict situation, actual or potential, shall report all pertinent details in writing to his or her supervisor. If the proper resolution is not apparent to the supervisor, the supervisor shall refer the matter to the Superintendent or designee, as appropriate, for resolution. If a conflict of interest develops accidentally or unexpectedly, the matter shall be reported to the supervisor immediately.

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DATE ISSUED: 02/09/2004

LDU-06-04

DBD(LOCAL)-X

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Dallas ISD  
057905

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
CONFLICT OF INTEREST

DBD  
(EXHIBIT)

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CONFLICT OF INTEREST STATEMENT FOR THE SUPERINTENDENT'S CABINET  
AND DESIGNATED ADMINISTRATORS

It is the policy of Dallas ISD, with respect to conflict of interest, to require that administrators and all other employees avoid any conflict between their personal interests and the interest of the District in dealing with suppliers, customers, and all other organizations or individuals doing or seeking to do business with the District. In compliance with this policy the District requires that competitive bidding be used in the procurement of materials, supplies, equipment, and contractual services (the one exception being items purchased from state contracts).

It is not practical to enumerate all situations that might be in conflict with this policy. However, individuals should avoid any situations that would result in their having a pecuniary or material interest in firms or corporations doing business with the District. Any employee who believes he or she may be in violation of the conflict of interest policy shall inform the General Superintendent, who shall attempt to resolve the conflict. Should the General Superintendent be unable to settle the issue, the Superintendent shall request that the General Counsel review the activity and advise whether or not the situation constitutes a violation of the conflict of interest policy.

I, \_\_\_\_\_ [please print or type name], do hereby affirm:

That I have read the policies and regulations of Dallas ISD on conflicts of interest and the standards of behavior, and that I shall conform to such statements in the performance of my administrative duties while employed by Dallas ISD.

That I have not had any pecuniary or material interest in firms or corporations doing business with the District during the year ended August 31, 2001, and will not have such interest for the ensuing year (2001-02).

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Signature

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Printed Name

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School/Department

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Position

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Date

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DATE ISSUED: 09/09/2002  
LDU-36-02  
DBD(EXHIBIT)-X

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
NEPOTISM

DBE  
(LEGAL)

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DEFINITION	In this policy, the term "appoint" includes appointing, confirming the appointment of, and voting to appoint or confirm the appointment of a person.
NEPOTISM PROHIBITED	<p>Except as provided by this policy, a public official may not appoint a person to a position that is to be directly or indirectly compensated from public funds or fees of office if:</p> <ol style="list-style-type: none"><li>1. The person is related to the public official by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree [see below]; or</li><li>2. The public official holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree.</li></ol> <p><i>Gov't Code 573.002, 573.041; Atty. Gen. Op. JC-0184 (2000)</i></p>
INDEPENDENT CONTRACTOR	The nepotism law governs the hiring of an individual, whether the employee is hired as an individual or an independent contractor. <i>Atty. Gen. Op. DM-76 (1992)</i>
SUPERINTENDENT	<p>To the extent the Board has delegated final hiring authority to the Superintendent to select personnel, the Superintendent is a "public official" for purposes of the nepotism laws. <i>Atty. Gen. Op. GA-123 (2003)</i> [See BBFA]</p> <p>The method of computing degrees of relationship is the civil law method. <i>Gov't Code 573.021; Atty. Gen. Op. DM-76 (1992)</i></p>
COMPENSATION OF PROHIBITED EMPLOYEE	A public official may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the official knows the person is ineligible. <i>Gov't Code 573.083</i>
CONSANGUINITY	<p>The nepotism provisions apply to relationships within the third degree by consanguinity (related by blood). Two persons are related to each other by consanguinity if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents. <i>Gov't Code 573.002, 573.022</i></p> <p>The degree of relationship by consanguinity between a person and his or her descendant is determined by the number of generations that separate them. An individual's relatives within the third degree by consanguinity are the individual's:</p> <ol style="list-style-type: none"><li>1. Parent or child (first degree);</li><li>2. Brother, sister, grandparent, or grandchild (second degree); and</li><li>3. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a</li></ol>



parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree).

*Gov't Code 573.023 [See DBE(EXHIBIT)]*

#### HALF-BLOOD RELATIVES

There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *Atty. Gen. Op. LO-90-30 (1990)*

#### AFFINITY

The nepotism provisions apply to relationships within the second degree by affinity (related by marriage). Two persons are related to each other by affinity if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person.

The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member only until the youngest child of the marriage reaches the age of 21 years.

*Gov't Code 573.002, 573.024*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of relationship by affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity. *Gov't Code 573.025*

A person's relatives within the second degree by affinity are:

1. Anyone related by consanguinity to the person's spouse within the first or second degree; or
2. The spouse of anyone related to the person by consanguinity within the first or second degree.

*Gov't Code 573.024(b)*

#### EFFECT OF TRUSTEE RESIGNATION

All public officers shall continue to perform the duties of their offices until their successors shall be duly qualified, i.e., sworn in. Until the vacancy created by a Trustee's resignation is filled by a successor, the Trustee continues to serve and have the duties and powers of office, and a relative within a prohibited degree of relationship is barred from employment. *Tex. Const., Art. XVI, Sec. 17; Atty. Gen. Ops. JM-636 (1987), DM-2 (1991)*

#### EXCEPTIONS

##### CONTINUOUS EMPLOYMENT ('GRANDFATHER CLAUSE')

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the public official to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

1. Thirty days, if the public official is appointed; or

2. Six months, if the public official is elected.

*Gov't Code 573.062(a)*

## RETIREES

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the District and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-0442 (2001)*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed public official. *Atty. Gen. Op. GA-0177 (2004)*

## ABSTENTION

If an employee continues in a position under this exception, the public official to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Gov't Code 573.062(b)*

A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-0193 (2000)*

For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*

## SUBSTITUTE TEACHER

The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Gov't Code 573.061*

## TRADING

A public official may not appoint a person to a position in which the person's services are under the public official's direction or control and that is to be compensated directly or indirectly from public funds or fees of office if:

1. The person is related to another public official within the prohibited degree; and
2. The appointment would be carried out in whole or in partial consideration for the other public official's appointing a person who is related to the first public official within a prohibited degree.

*Gov't Code 573.044*

## FEDERAL FUNDS

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*

## PENALTIES

An individual who violates the nepotism prohibitions shall be removed from his or her position. *Gov't Code 573.081, 573.082.*

An individual who violates Government Code 573.041 (Prohibition on Public Officials), 573.062(b) (see CONTINUOUS EMPLOYMENT and ABSTENTION, above), or 573.083 (see COMPENSATION OF PROHIBITED EMPLOYEE) commits an offense involving official misconduct. *Gov't Code*

DATE ISSUED: 07/22/2004  
UPDATE 73  
DBE(LEGAL)-A

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
NEPOTISM

DBE  
(LOCAL)

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JOB APPLICANTS  
RELATED TO  
CURRENT  
EMPLOYEES

In all cases involving employment, fair and equitable hiring practices shall be observed. [See also DBE(REGULATION)] Persons responsible for employment in the District shall avoid any act or practice that might be interpreted as preferential consideration shown a family relative.

HIRING/SUPERVISING  
FAMILY MEMBERS

A District employee with hiring or supervising responsibilities of District personnel shall not recommend for hire nor supervise his or her own family members. In the context of this policy, "family" includes biological, adopted, or foster relationships and shall be defined as: spouse, child, parent, sibling, grandparent, grandchild, mother- and/or father-in-law, sister- and/or brother-in-law, aunt, uncle, niece, nephew, great grandchild, and great grandparent.

ASSIGNMENT OF  
EMPLOYEES WHO  
ARE MEMBERS OF  
THE SAME FAMILY

In so far as possible, relatives who are employed by the District shall be assigned to different worksites. In all cases, family members shall not be in a direct supervisor/subordinate relationship. [See also DK(LOCAL) and (REGULATION)]

No District employee shall make hiring decisions or recommendations regarding employment of, nor shall supervise, a person to whom the employee is related as follows:

By consanguinity (blood)

Parent, grandparent, great grandparent

Child, grandchild, great grandchild

Brother, sister, niece, nephew

Aunt, uncle

By affinity (marriage):

Spouse

Parent-in-law

Son- daughter-in-law

Brother- sister-in-law

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LDU-17-01  
DBE(LOCAL)-X

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
NEPOTISM

DBE  
(REGULATION)

---

ALL APPLICANTS	All applicants for employment shall be required to disclose any family relationships with current District employees.
'FAMILY' DEFINED	"Family," in this context includes biological, adopted, or foster relationships and is defined as spouse, children, parents, siblings, grandparents, grandchildren, mother- and/or father-in-law, and sister- and/or brother-in-law, aunt, uncle, niece, nephew, great grandchildren, and great grandparents.
DISCLOSURE OF FAMILIAL RELATIONSHIPS AMONG EMPLOYEES	<p>All employees who are being promoted, or who apply for a transfer within the District, or who receive notice of an involuntary transfer or demotion must disclose to the Human Resources Department and their current or prospective supervisor any family relationships with other District employees.</p> <p>This disclosure shall be made regardless of whether or not the reassignment would place the employee in the same department with a family member or would result in the employee supervising or being supervised by a family member.</p>

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DATE ISSUED: 04/23/2001  
LDU-17-01  
DBE(REGULATION)-X

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EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
NEPOTISM

These illustrations depict the relationships that violate the nepotism law.

CONSANGUINITY            Board member is prospective employee's:

(Blood) Kinship

First Degree	Parent	Child		

Second Degree	Grandparent	Grandchild	Sister/ Brother	

Third Degree	Great-Grandparent	Great-Grandchild	Aunt/Uncle	Niece/Nephew

AFFINITY            Board member's spouse is the prospective employee.

(Marriage) Kinship

OR

Board member's spouse is prospective employee's:

OR

Prospective employee's spouse is the Board member's:

First Degree	Parent	Child		

Second Degree	Grandparent	Grandchild	Sister/ Brother	

NOTE: The spouses of two persons related by blood are not by that fact related. The affinity chart supposes only one affinity relationship between the Board member and prospective employee through either of their spouses.

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UPDATE 40  
DBE(EXHIBIT)-A

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Dallas ISD  
057905

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS:  
NONSCHOOL EMPLOYMENT

DBF  
(LOCAL)

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TUTORING OR PRIVATE INSTRUCTION	A District teacher may contract to give private instruction or tutorial services for pay after school hours as long as no such contract is made with parents of students attending the school in which the teacher is regularly employed.
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DATE ISSUED: 09/27/1993  
LDU-39-93  
DBF(LOCAL)-X

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DISTRICT RESPONSIBILITIES      The District shall assume the following responsibilities for the tutoring program:

1. The District shall create a special administrative office to handle financial obligations to include fee collection and teacher supplementary payrolls.
2. The General Superintendent shall appoint an advisory committee which shall recommend fees, guidelines, administrative and evaluation procedures for consideration. All recommendations shall be subject to Board approval.
3. The General Superintendent shall annually provide evaluation of the program to the Board.
4. All applications for teachers, students, and building use shall be channeled through the principals concerned and forwarded to the advisory committee for review and approval by the assistant superintendent for personal and assistant superintendent for instructional services.
5. The special advisory committee shall be responsible for establishing and enforcing all guidelines and procedures subject to Superintendent and Board approval.

The intent of this policy is to govern the one-to-one teacher-to-student tutoring or private instruction relationship and is not intended to affect any existing group instruction program currently in operation.

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DATE ISSUED: 04/23/1981  
LOC  
DBF(REGULATION)-X

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EMPLOYMENT POLICIES	The Board shall adopt a policy providing for the employment and duties of District personnel. The policy shall provide that:
SELECTION OF PERSONNEL	1. The Superintendent has sole authority to make recommendations to the Board regarding the selection of all personnel, except that the Board may delegate final authority for those decisions to the Superintendent [see SUPERINTENDENT RECOMMENDATIONS, below];
CAMPUS ASSIGNMENTS	2. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DP]; and
JOB POSTINGS	3. Notice will be provided of vacant positions [see POSTING OF VACANCIES, below]. <i>Education Code 11.163</i>
CONTRACT POSITIONS	The Board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. <i>Education Code 21.002(c)</i>
DELEGATION OF AUTHORITY	The District's employment policy may specify the terms of District employment or delegate to the Superintendent the authority to determine the terms of employment with the District. <i>Education Code 11.163(c)</i>
NEPOTISM	A superintendent to whom the Board has delegated final hiring authority to select personnel is a "public official" with appointment authority for purposes of the nepotism laws. <i>Atty. Gen. Op. GA-123 (2003)</i> [See DBE]
SUPERINTENDENT RECOMMENDATIONS	The Board may accept or reject the Superintendent's recommendation regarding the selection of District personnel. If the Board rejects the Superintendent's recommendation, the Superintendent shall make alternative recommendations until the Board accepts a recommendation. <i>Education Code 11.163</i>
POSTING OF VACANCIES	The District's employment policy must provide that not later than the tenth school day before the date on which the District fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the Board, the District must provide to each current District employee:  1. Notice of the position by posting the position on: a. A bulletin board at: 1. A place convenient to the public in the District's central administrative office, and

2. The central administrative office of each campus during any time the office is open; and
  - b. The District's Internet Web site, if the District has a Web site; and
2. A reasonable opportunity to apply for the position.

*Education Code 11.163(d)*

EXCEPTION

If, during the school year, the District must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than ten school days, the District must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, the District is not required to provide the notice for ten school days before filling the position or to provide a reasonable opportunity to apply for the position. *Education Code 11.163(e)*

CONTRACT EMPLOYEES

The District shall employ each classroom teacher, principal, librarian, nurse, or counselor under a probationary contract, a continuing contract, or a term contract. The District is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

"Classroom teacher" means an educator who is employed by the District and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator. *Education Code 5.001(2)*

LENGTH OF CONTRACT

A contract between the District and an educator must be for a minimum of ten months of service. An educator employed under a ten-month contract must provide a minimum of 187 days of service. The Commissioner may reduce the number of days of service, but such a reduction by the Commissioner does not reduce an educator's salary. *Education Code 21.401*

EDUCATIONAL AIDES

The Board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.214(f); 19 TAC Chapter 21*

EMPLOYMENT OF RETIREES

REPORT TO TRS

The District shall file a monthly certified statement of employment of a retiree in the form and manner required by TRS. The District shall inform TRS of changes in status of the District that affect the District's reporting responsibilities.

The certified statement must include information regarding employees of third party entities if the employees are service or disability retirees who were first employed by the third party entity on or after May 24, 2003, and are performing duties or providing services on behalf of or for the benefit of the District.

An administrator of the District who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

*Gov't Code 824.6022, 825.403(k); 34 TAC 31.2*

ACUTE  
SHORTAGE  
AREAS

For purposes of Government Code 824.602(a) (permitting retirees to return to work in acute shortage areas) the Board shall determine by rule whether there are acute shortage areas in the District based on TEA's acute shortage area guidelines. The guidelines must include:

1. A list of acute shortage areas;
2. Suggested criteria for identifying local acute shortage areas; and
3. A requirement that a certified applicant for a position as a classroom teacher who is not a retiree be given preference in hiring.

*Gov't Code 824.602(m)*

NEW HIRES

I-9 FORMS

The District shall ensure that an employee properly completes section 1- ``Employee Information and Verification"-on Form I-9 at the time of hire.

The District must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If the District hires an individual for employment for a duration of less than three business days, the District must verify employment at the time of hire.

The District shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times.

When the District rehires an individual, the District may, in lieu of completing a new I-9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.

2. For an individual whose employment authorization expires, not later than the date of expiration.

*8 CFR 274a.2(b)(1)(ii), (iii), (vii), (viii)*

NEW HIRE  
REPORTING

The District shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and Social Security number of each newly hired employee. The report shall also contain the District's name, address, and employer identification number.

The District may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the District's payroll address for mailing of notice to withhold child support.

The District shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by

magnetic media, as determined by the District and in a format acceptable to the attorney general.

DEADLINE

New hire reports are due:

1. Not later than 20 calendar days after the date the District hires the employee; or
2. In the case of the District transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

*42 U.S.C. 653a(b), (c); Family Code 234.101-234.104; 1 TAC 55, Subch. 1*

SOCIAL SECURITY NUMBERS

It shall be unlawful for the District to deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her Social Security number.

EXCEPTIONS

The above provision does not apply to:

1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the Social Security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;
2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or
3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within the District's jurisdiction.

STATEMENT OF USES

A district that requests disclosure of a Social Security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.

*5 U.S.C. 552(a); Pub. L. 94-455, Stat. 1520 (1976)*

CRIMINAL HISTORY RECORD

The District may obtain from any law enforcement or criminal justice agency all criminal history information that relates to:

1. A person the District intends to employ in any capacity;
2. A person who has indicated, in writing, an intention to serve as a volunteer with the District; or
3. A volunteer or employee of the District.

Criminal history record information regarding a person who is a volunteer or employee of the District may be obtained no more than twice each year.

*Education Code 22.083(a), (c); Gov't Code 411.097(b)*

CONFIDENTIALITY  
OF RECORD

Criminal history record information obtained by the District may not be released or disclosed to any person, other than the individual who is the subject of the information, TEA, or SBEC (State Board for Educator Certification). *Gov't Code 411.097(d)* [See CNA]

SBEC  
NOTIFICATION

The Superintendent shall promptly notify SBEC in writing by filing a report with the executive director of SBEC within seven calendar days of the date the Superintendent obtains or has knowledge of information indicating that an applicant for or holder of a certificate issued under Chapter 21, Subchapter B, of the Education Code has a reported criminal history. *Education Code 22.083(d); 19 TAC 249.14(d)(1)* [See also DF]

DISCHARGE OF  
CONVICTED  
EMPLOYEES

The District may discharge an employee if the District obtains information of the employee's conviction of a felony or misdemeanor involving moral turpitude that the employee did not disclose to SBEC or to the District. An employee so discharged is considered to have been discharged for misconduct for the purposes of Labor Code Section 207.044 (unemployment compensation). *Education Code 22.085*

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EMPLOYMENT PRACTICES

DC  
(LOCAL)

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RECRUITING AND  
RETENTION OF  
PROFESSIONAL  
STAFF / TEACHERS,  
WITH GOALS AND  
AFFIRMATIVE  
STRATEGIES FOR  
DIVERSITY

The Board shall assign to the Human Resource Services Department the responsibility to oversee, manage, and monitor a personnel recruitment program. The District shall produce demonstrable results toward the recruitment, retention, and certification of a diverse body of qualified and competent teachers and administrators. The District's recruiting and staffing plan shall embody the commitment that every student be exposed to teachers and school administrators who have the language and professional skills to provide students the best education possible. To achieve this goal the District shall maintain an aggressive and strategic recruitment program. In addition to recruitment, specialized staff development shall be provided to prepare and equip teachers and administrators to respond to the unique needs of the District's student population.

AFFIRMATIVE  
ACTION PROGRAM -  
COMMITMENTS

The District is committed to principles of diversity at all levels of employment and shall recruit and assign quality teachers and administrators without regard to race, national origin, ethnicity, gender, or religion. The District is committed to affirmative efforts towards:

1. Equal employment opportunities for all persons.
2. Prohibiting discrimination based on race, creed, color, national origin, sex, age, or disability.
3. Promoting full realization of equal employment opportunity by continuing affirmative action efforts towards diversity in every department, program, division, and school building in the District.

GOALS

The District affirms its commitment to recruit and assign staff representatives of all racial and ethnic groups in the areas served by the District. The major goals of the affirmative action program are to:

1. Promote diversity in the staff's ethnic group representation by employing, assigning, promoting, and retaining qualified and competent employees so that every level of operation in the District will have an ethnically and culturally diverse configuration, that reflects and serves the multicultural characteristics of the District.
2. Provide an educational environment that recognizes and honors each student's native culture and native language; provides students with the language, social, and cultural support needed to be successful; gives students opportunities to appreciate all the different cultures represented in the District; and that provides them an opportunity for interaction with a diverse and multicultural set of faculty and staff.
3. Provide management development training and skill-building programs to ensure all persons are prepared for positions of new and increased responsibility.



4. Foster a climate at every level of the District in which men and women of all races, creeds, experience levels, ages, and physical capabilities appreciate and accept each other.
5. Develop a process for reporting progress toward achievement of the goals and objectives of the affirmative action program and use this data to improve the program.

Additional information regarding the District's adopted affirmative action program may be obtained in the Human Resource Services Department.

POSTING OF  
VACANCIES  
APPLICATIONS

Vacant positions will be posted by the Human Resource Services Department.

Applications for positions in the District shall be in writing and on forms provided by the Human Resource Services Department. A personal interview is required of all applicants as a prerequisite to employment.

In addition to policies and regulations established by the Board, all federal and state laws, and State Board of Education rules governing eligibility for service in the schools shall be applied in considering applicants for any position with the District.

SUPPORT  
PERSONNEL  
PROBATIONARY  
PERIOD

Newly employed support personnel shall be appointed subject to an initial probationary period of 120 working days during which their performance shall be evaluated. For the purposes of this policy, the term "working days" shall mean days of actual work.

If an employee's performance during the probationary period is satisfactory, the probation shall automatically be removed at the end of the specified period. Removal of probation shall not create any right to employment beyond that provided by the terms of initial employment.

If the employee's supervisor determines that performance during the probationary period is not satisfactory, the supervisor shall recommend to the department head for human resource services or designee that the employee be dismissed. The human resource services department head or designee may dismiss the employee upon review of the reason(s) for the dismissal recommendation.

Grievances may be filed in compliance with procedures in DGBA.

CRIMINAL HISTORY  
RECORD CHECK OF  
APPLICANTS FOR  
EMPLOYMENT

Under authority of Section 22.083 of the Education Code, the District shall obtain the criminal history record for each applicant for employment with the District who, in the opinion of the District, is a serious candidate and may be offered a position.

The District may obtain the information from any law enforcement agency including a police department or the Department of Public Safety or from the Texas Department of Corrections at least once a year.

The District shall not issue any applicant a written contract of employment until it has obtained a criminal history record and reviewed it under the

guidelines herein set forth in this policy.

For the purposes of this policy, "conviction" shall include a probation or deferred adjudication, a finding of guilt or acceptance by the court of a plea of guilty, or *nolo contendere*.

## CRIMINAL HISTORY RESTRICTIONS

Persons charged with a criminal offense that has been dismissed through deferred adjudication will be considered for employment with the District, except when the charge was for capital murder, murder, voluntary manslaughter, involuntary manslaughter, any felony theft offense, indecency with a child, injury to a child or elderly or disabled individual, kidnapping, aggravated kidnapping, aggravated sexual assault, sexual assault of a child, aggravated robbery, or any felony where a deadly weapon was used or exhibited or for any felony related to the manufacture or delivery of marijuana, a controlled substance or a dangerous drug, or any other crime that adversely affects the mission of the District.

## 'MORAL TURPITUDE' DEFINED

No one convicted of a felony or any misdemeanor involving moral turpitude will be considered for employment in the District. "Moral turpitude" is an act of baseness, vileness, or depravity in the private or social duties outside the accepted standards of decency and that shocks the conscience of an ordinary person.

Examples, but not by way of limitation, of offenses that involve moral turpitude are:

1. Public lewdness
2. Prostitution
3. Theft (in excess of \$500 in value)
4. Swindling

Examples, but not by way of limitation, of offenses that do not involve moral turpitude are:

1. Misdemeanor possession of marijuana
2. Unlawfully carrying a pistol
3. Disturbing the peace
4. Driving while intoxicated
5. Drunkenness in a public place
6. Gambling
7. Simple assault

No one charged with any felony or misdemeanor involving moral turpitude will be considered for employment in the District until there is a final disposition of the charge, except as may be allowed by the Legal Review Committee, in accordance with the provisions below.

No one currently on probation for any offense, including a deferred adjudication probation, will be considered for employment, except as may be allowed by the Legal Review Committee, in accordance with provisions below.

## LEGAL REVIEW

An applicant who has a criminal record that would preclude employment

## COMMITTEE

with the District using the criteria listed above may appeal to the Legal Review Committee made up of the District's general counsel, director of employee relations, and director of human resource services. The committee will assess the records of potential employees. This appeal to the review committee is not available to applicants whose criminal record includes a conviction, deferred adjudication, or plea of guilty or *nolo contendere* for the offense of capital murder, murder, indecency with a child, injury to a child, elderly or disabled individual, aggravated kidnapping, aggravated sexual assault, sexual assault of a child, aggravated robbery, or any felony where a deadly weapon was used or exhibited or for any felony related to the manufacture or delivery of marijuana, a controlled substance, or dangerous drug.

## GOVERNING CRITERIA FOR EMPLOYMENT DECISIONS

The following criteria will be used by the Legal Review Committee in determining whether or not to recommend a waiver of the criminal history restrictions to employment:

1. The nature and seriousness of the crime.
2. The relationship of the crime to the purposes of the District.
3. The extent to which employment might offer an opportunity to engage in further criminal activity of the same type as that in which the person previously had been involved.
4. The relationship of the crime to the ability, capacity, or fitness required to perform the duties and discharge the responsibilities of the position with the District.
5. The extent and nature of the person's past criminal activity.
6. The age of the person at the time of the commission of the crime.
7. The time elapsed since the person's last criminal activity.
8. The conduct and work activity of the person prior to and following the criminal activity.
9. Evidence of the person's rehabilitation or rehabilitative effort while incarcerated or following release.
10. If the person holds a professional license, the results of any action taken by the licensing authority.
11. Other evidence of the person's present fitness, including letters of recommendation from: prosecution, law enforcement, and correctional officers who prosecuted, arrested, or had custodial responsibility for the person; the law enforcement officers in the community where the person resides; and any other persons in contact with the convicted person.
12. The effect of the crime upon the District or, if an applicant, the effect hiring the person would have upon the District.
13. Whether the individual has a pattern of habitual criminal activity.
14. The publicity surrounding the actual crime.
15. The effect the applicant's or employee's conduct had upon the staff, community, and/or students or, the effect having the individual convicted of a particular crime in a specific position will have upon the staff, students, and/or community.
16. The overall impact of the conduct upon the operation of the school or the District.
17. Whether the person is a clear and present danger to other staff,

students, or the general public.

18. Any extenuating circumstances.

DEFERRED  
ADJUDICATION

Any applicant for employment who has been placed upon deferred adjudication shall be treated as if convicted of the crime and subject to the recommendation process established herein.

However, such person may not be denied employment solely because of the deferred adjudication. Rather, the underlying facts that led to the deferred adjudication shall be examined prior to any recommendation to employ.

LEGAL REVIEW  
COMMITTEE'S  
RECOMMENDATION

If, after applying the criteria outlined above, the Legal Review Committee believes that the applicant should be employed, the general counsel of the District, the director of employee relations, and the director of human resource services shall jointly sign a recommendation to the General Superintendent that such applicant be made an offer of employment.

SUPERINTENDENT'S  
DECISION

If the General Superintendent approves the recommendation, the applicant may be made an offer of employment.

If the applicant executes a written contract of employment with the District, the original, signed recommendation to the General Superintendent, along with the written approval of the General Superintendent, shall be placed in the permanent record file of the employee.

An applicant shall not be employed by the District if he or she fails to disclose on the employment application-or when questioned regarding criminal convictions-any criminal conviction, crime, or deferred adjudication (or similar type of decree); or misrepresents any information regarding any such conviction, crime, or deferred adjudication (or similar type of decree).

An applicant for employment who is rejected because it is determined by the department head of human resource services that he or she failed to disclose a conviction or misrepresented information regarding any such conviction may file a grievance pursuant to Board policy DGBA. If an applicant files a grievance over the failure to hire because of this policy, the term "employee" in Board policy DGBA and any other Board policy providing for or dealing with grievances shall be defined to include an applicant for employment.

Criminal history information is privileged and for the use of the District, the State Board for Educator Certification, and TEA only. No District employee shall release or disclose such information to a person other than the applicant, under penalty of law and/or discharge.

CRIMINAL HISTORY  
BACKGROUND  
CHECK OF  
EMPLOYEES

At least once annually, the District shall obtain criminal history record information that relates to all persons employed by the District. The District shall obtain this information from the criminal records of Dallas County, Texas, and the counties contiguous of Dallas County. The District may obtain this information from any other county when it has reason to believe that an employee has been convicted of a crime in such county.

For the purposes of the initial criminal history record check of current

employees, the District shall obtain information regarding crimes committed prior to September 1, 1989, but shall not utilize any such information unless such information demonstrates that the employee failed to disclose any conviction, a crime involving moral turpitude, or any crime involving danger or injury to a child.

The District may use the information obtained under this policy to discharge the employee if the employee's crime is determined to adversely affect the District or if it is demonstrated that the employee could be a danger to District staff, students, or the general public. The determination shall be made by applying the criteria set forth below.

The Superintendent's Legal Review Committee shall assess the records of employees found to have criminal records that would bar them from employment with the District. The committee will use the following guidelines to determine if an employee should be recommended for termination based on his or her criminal record:

1. An employee who did not disclose a prior criminal conviction when requested at the time of employment may be immediately recommended for termination. At any hearing to determine whether to terminate the employee, the District shall have the burden to establish that the failure to disclose or the misrepresentation was material. However, there shall be a rebuttable presumption that the failure to disclose or the misrepresentation was intentional.
2. If the employee was not asked to divulge any previous convictions as a prerequisite to employment, a recommendation for termination will be based on the same criteria as required for applicants.
3. If a conviction involving a felony or misdemeanor involving moral turpitude is discovered subsequent to employment, a recommendation for termination will be based on the same criteria as required for applicants as found at GOVERNING CRITERIA FOR EMPLOYMENT DECISIONS, above.

Employees shall notify the District within three workdays if they are charged with, convicted of, granted deferred adjudication, or if they have entered a plea of *nolo contendere* to any felony or any misdemeanor involving moral turpitude. This notification shall be made in writing to the General Superintendent. Failure to make such notification may result in termination of employment.

Any employee placed on deferred adjudication may be recommended for termination based upon the underlying facts that led to the deferred adjudication. For the purposes of any termination hearing, the facts to which the individual pleaded in order to obtain the deferred adjudication shall be presumed to exist and be true and correct.

The District may suspend or terminate the employment of any person convicted of a felony or misdemeanor if the crime directly relates to the duties and responsibilities of the individual or directly relates to, or adversely affects, the mission of the District.

Employees under felony indictment shall be recommended for suspension without pay pending adjudication of their cases.

After notification of a proposed suspension without pay or employment termination, a contract employee may request a hearing in accordance with DF(LOCAL).

**CONFIDENTIALITY REQUIREMENT** Criminal history information is privileged and for the use of the District and TEA only. No District employee shall release or disclose such information to a person other than the applicant, under penalty of law and/or discharge.

In compliance with Education Code 22.083(c), the District shall report to the State Board for Educator Certification (SBEC) any known criminal record of employees who hold certification. [See DC(LEGAL)]

**EVENING / SUMMER SCHOOL EMPLOYMENT** Positions for the evening and summer school programs shall be filled by teaching personnel already employed by the District. In special circumstances, where current employees are unavailable, the General Superintendent may make an exception to this rule.

**CONDITIONS OF EMPLOYMENT** Appointments shall be made for one semester/session at a time, contingent on the necessary minimum enrollment. The notice of appointment does not constitute a contract, nor does it create a right to tenure or reemployment. All such appointments are considered supplemental employment.

**SELECTION AND ASSIGNMENT** Invitations shall be extended to the District's employees who wish to apply for assignments. A pool of applicants shall be compiled from those responding in a timely manner and distributed to principals and/or program heads for selection.

Principals will review the list of candidates by area and make appointments.

All employment and assignment of personnel employed under this policy shall be in compliance with the District's Affirmative Action Policy and applicable provisions of the United States District Court order governing employment and assignment of school personnel, as well as certification standards promulgated by TEA.

**REDUCTION OF STAFF** Reduction of staff due to lack of enrollment or economic circumstances shall be at the discretion of the principal/program director, within legal and policy mandates. [See DFF(LOCAL)]

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DC(LOCAL)-X

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ALL APPLICANTS	All applicants for employment shall be required to disclose any family relationships with current District employees. "Family" for these purposes shall be defined as: spouse, child, parent, sibling, grandparent, grandchild, mother- or father-in-law, sister- or brother-in-law, aunt, uncle, niece, nephew, great-grandchild, and great-grandparent. This disclosure shall be made whether or not the position being applied for will supervise or be supervised by employees related to one another.
PROFESSIONAL PERSONNEL	
PROCEDURE FOR APPLICATION	Persons interested in applying for professional positions shall call 800-443-6181, or 972-925-4200, or write the Human Resource Services Department at 3807 Ross Avenue, Dallas, Texas 75204. Applications may be completed and submitted on-line at <a href="http://www.dallasisd.org">www.dallasisd.org</a> .  As a result of calling or writing the department, an application packet shall be sent to the applicant to be completed and returned to the Human Resource Services Department.  Teacher applicants will be contacted by the Human Resource Services Department for interviews according to the needs of the District.
RECRUITMENT	Staff members are encouraged to suggest outstanding candidates with whom they have been associated professionally to the assistant superintendent for human resource services, or other appropriate Human Resource Services Department staff members. Liaison with colleges and universities and other appropriate organizations is established to promote active recruitment of promising candidates for teaching positions in the District.
DISPOSITION OF APPLICATION	The Human Resource Services Department shall respond to all persons who request an application form relative to their securing employment with the District.  Applications shall be retained and updated for a two-year period from the date of the application, after which applicants must notify the Human Resource Services Department in writing of their desire to remain in an active status, or the file shall be inactivated and the original credentials discarded.  Applicants shall advise the Human Resource Services Department of any change of name, address, or other status while their application is active.
NEW TEACHER ORIENTATION	Orientation for new teachers shall be held at the beginning of the school year and shall include meetings with the principals in their assigned buildings and with professional staff members. Mentor teachers shall be assigned and asked to

answer questions and to assist the new teacher in any way possible. All new teachers, except those returning from a leave of absence, shall be on a 192- day school year contract.

**POSTING  
NONTEACHING  
PERSONNEL  
POSITIONS**

The following nonteaching positions shall be posted through the Human Resource Services Department:

1. Positions vacant due to resignation, retirement, or due process termination.
2. Positions vacant due to an extended leave of absence.
3. Positions vacant due to the transfer of an employee to another position.
4. Newly authorized positions.
5. Reconstructed positions caused by departmental reorganization.

**CRITERIA FOR  
SELECTION**

All employees selected for posted positions shall:

1. Apply within the time limit reflected on the posting.
2. Submit the specific letters, resumes, and/or forms reflected on the posting.
3. Posses the minimum qualifications as specified on the posting and/or in policy.
4. Submit to a personal interview upon request with the department head or his or her designee.
5. Be chosen from three finalists submitted by the department head. Note: If the department head is unable to submit three finalists, he or she may recommend less than that number to his or her department head, citing reasons for this deficiency.
6. Have successfully completed the probationary period related to initial employment. (Support personnel = 120 days)
7. Not be on probation for conduct or performance reasons.

**APPLICATION  
PERIOD AND  
DISPOSITION**

An application for consideration for a posted vacancy shall be null and void when:

1. An application is received after the stated deadline.
2. An applicant is found to lack the minimum qualifications.
3. The applicant is advised by the Human Resource Services Department that the position has been filled by another person, or is no longer available for other reasons that may develop.

Should the same or similar position be posted at some point in the future, an unsuccessful applicant must initiate anew the application process.

**POSTING  
TIME**

All openings will require a ten-workday minimum period for posting. Department heads may specify a longer period if desired.

**INTERNAL VS.  
EXTERNAL  
POSTINGS**

All openings must be posted internally at designated sites. However, a department head may authorize external postings simultaneously with internal postings, and when so authorized, external applicants will compete equally with internal applicants.

**DATE OF  
APPOINTMENTS**

After being selected for a posted position, the assignment shall be effective no later than the tenth working day following selection. A campus-based professional employee may not assume a new position for which he or she was selected through the posting process until the end of the current semester, unless approved by the associate superintendent for human resource services. A



campus-based support employee may not assume a new position for which he or she was selected through the posting process until the end of the current semester, if the new position is a lateral move with no change in salary.

Exceptions to these regulations shall be made only by the General Superintendent or designee.

**SUPPORT  
PERSONNEL**

Persons interested in being considered for support personnel positions with the District shall apply at the Human Resource Services Department, 3807 Ross Avenue, Dallas 75204.

**PROCEDURE  
FOR  
APPLICATION**

Applications will be accepted for the following positions:

1. Food services personnel who work in building cafeterias.
2. Building custodians.
3. Graphics personnel who work in the print shop.
4. Maintenance personnel including craftsmen and laborers.
5. Service center personnel including personnel to work in the audio-visual department, the warehouse, and drivers.
6. Office support personnel including secretaries, clerks, and other related personnel: paraprofessionals including teacher assistants, program paraprofessionals, and study hall paraprofessionals. Application for these positions must include a resume and a letter of interest for a specific posted position.

**RECRUITMENT**

District employees are encouraged to suggest employee candidates for support personnel positions to the Human Resource Service Department.

**DISPOSITION  
OF  
APPLICATIONS**

Applications shall be retained for a two-year period from the date of application, after which the applicant must renew the application at the location where the candidate originally applied. Candidates shall advise the District of any change of name, address, and status while the application is active.

**ORIENTATION  
FOR NEW  
EMPLOYEES**

At the time of employment, persons new to the District shall participate in orientation sessions conducted by the Human Resource Services Department and the department to which they have been assigned. Orientation shall consist of an explanation of salary, payroll procedures, work schedules, personnel policies and procedures, holidays, vacations, and employee benefits, including sick leave, group insurance, teacher retirement membership, etc.

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LDU-20-02  
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Dallas ISD  
057905

EMPLOYMENT PRACTICES

DC  
(EXHIBIT)

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ACKNOWLEDGMENT OF ELECTRONIC DISTRIBUTION OF POLICIES

I hereby acknowledge that I have been offered the option to receive a paper copy or to electronically access at [www.dallasisd.org](http://www.dallasisd.org) the Board policies regarding employment as required under Education Code 21.204(d) and the Board policies regarding student discipline as required under Education Code 37.018.

I have chosen to:

Receive a paper copy of the policies.

Accept responsibility for accessing the policies through an accessible District computer and printer.

I have been trained to access these policies from the District's Web page and understand that if I have any questions regarding these policies, I should direct those questions to my direct supervisor.

Employee signature \_\_\_\_\_

Campus \_\_\_\_\_

Date \_\_\_\_\_

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LDU-47-04  
DC(EXHIBIT)-X

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EMPLOYMENT PRACTICES:  
PROBATIONARY CONTRACTS

DCA  
(LEGAL)

**PERSONS UNDER PROBATIONARY CONTRACTS** Except as provided below, each of the following persons shall be employed under a probationary contract when the person is employed by the District for the first time or if the person has not been employed by the District for two consecutive school years subsequent to August 28, 1967:

1. Principal.
2. Supervisor.
3. Classroom teacher.
4. Counselor.
5. Other full-time professional employee who is required to hold a certificate issued under Education Code Chapter 21, Subchapter B.
6. Nurse.

**EXCEPTIONS**

**REHIRES** A person who previously was employed as a teacher by the District, and after at least a two-year lapse in District employment returns to District employment, may be employed under a probationary contract.

**PRINCIPAL OR CLASSROOM TEACHER** The District may employ a person as a principal or classroom teacher under a term contract if the person has experience as a public school principal or classroom teacher, respectively, regardless of whether the person is being employed by the District for the first time or whether a probationary contract would otherwise be required under Section 21.102.

*Education Code 21.101, 21.102(a), 21.202(b)*

**TERM OF CONTRACT** A probationary contract may not be for a term exceeding one school year.

**MAXIMUM** A probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the District.

**EXCEPTION** A probationary contract period may be extended beyond the third consecutive year of employment if, during the third year of the probationary period, the Board determines that it is doubtful whether a continuing contract or a term contract should be given. If the Board makes such a determination, the District may make a probationary contract for a term ending with the fourth consecutive school year.

*Education Code 21.102*

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UPDATE 71  
DCA(LEGAL)-P

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ELIGIBLE EMPLOYEES	<p>The District may employ under a term contract:</p> <ol style="list-style-type: none"><li>1. A principal.</li><li>2. A supervisor.</li><li>3. A classroom teacher.</li><li>4. A counselor.</li><li>5. Any other full-time professional employee required to hold a certificate issued under Education Code Chapter 21, Subchapter B.</li><li>6. A nurse.</li></ol> <p><i>Education Code 21.201(1)</i></p>
REQUIREMENTS	
CERTIFICATE	<p>A person who desires to teach in a public school shall present the person's certificate for filing with the District before the person's contract with the Board is binding. <i>Education Code 21.053(a)</i></p>
PROBATIONARY CONTRACT PREREQUISITE	<p>Except as provided below, before a term contract may be issued, the employee must be employed under a probationary contract.</p>
EXCEPTION FOR PRINCIPAL OR CLASSROOM TEACHER	<p>The District may employ a person as a principal or classroom teacher under a term contract if the person has experience as a public school principal or classroom teacher, respectively, regardless of whether the person is being employed by the District for the first time or whether a probationary contract would otherwise be required under Section 21.102.</p> <p><i>Education Code 21.202 [See DCA]</i></p>
EMPLOYMENT POLICIES	<p>Except as provided by Education Code 21.352(c), the Board's employment policies, which must include reasons for not renewing a term contract at the end of a school year, must require a written evaluation of each term contract employee at annual or more frequent intervals. <i>Education Code 21.203 [See DFBB and DN series]</i></p>
CONTRACT TERMS	<p>A term contract must be in writing and include the terms of employment prescribed by Education Code Chapter 21, Subchapter E; the Board may include other provisions in a term contract that are consistent with that subchapter. Each term contract is subject to the approval of the Board.</p> <p>The Board shall provide each "teacher," as that term is defined in Education Code 21.201, with a copy of the teacher's contract.</p>
COPY OF	<p>The Board shall also provide each teacher a copy of the Board's employment</p>

POLICIES	policies upon the teacher's request. If the District has an Internet Web site, the District shall place the Board's employment policies on that Web site. At each school in the District, the Board shall make a copy of the Board's employment policies available for inspection at a reasonable time on request.  <i>Education Code 21.204(a)-(d)</i>
MAXIMUM DURATION	Once the probationary period has been completed, the duration of a term contract may not exceed five school years. <i>Education Code 21.205</i>
PROPERTY INTEREST	There is no property interest in a term contract beyond its term. <i>Education Code 21.204(e)</i>

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ELIGIBILITY

The District may employ under a continuing contract:

1. A principal.
2. A supervisor.
3. A classroom teacher.
4. A counselor.
5. Any other full-time professional employee who is required to hold a certificate issued under Education Code Chapter 21, Subchapter B.
6. A nurse.

*Education Code 21.101, 21.151*

CONTINUING  
CONTRACTS

An employee of the District who completes the required probationary period [see DCA(LEGAL)] and who is performing a third, or where permitted, fourth consecutive year of service with the District under a probationary contract, and who is elected to employment under a continuing contract by the Board for the succeeding year, shall be notified in writing of election to continuing contract status, and such employee shall, not later than the 30th day after such notification, file with the Superintendent written notification of acceptance of the continuing contract. Failure of the employee to accept the contract within such 30-day period shall be considered a refusal on the part of the employee to accept the contract. *Education Code 21.153*

FORMER  
ADMINISTRATORS

The Board may grant to a person who has served as a principal or in another administrative position for which certification is required, at the completion of service in such capacity, a continuing contract, if the person qualifies for that position under criteria adopted by the Board. The period of service in an administrative capacity shall be construed as contract service as an employee. *Education Code 21.155*

STATUS UNDER  
CONTINUING  
CONTRACT

Each employee with whom a continuing contract has been made shall be entitled to continue in the employee's position or a position with the District for future school years without the necessity for annual nomination or reappointment, until such time as the person:

1. Resigns [see DFE], or retires under the Teacher Retirement System;
2. Is released from employment by the District at the end of a school year because of necessary reduction of personnel [see DFCA];
3. Is discharged for good cause, as defined in Section 21.156 of the Education Code [see DFCA] and in accordance with the procedures provided [see DF and DFD];
4. Is discharged for a reason stated in the teacher's contract that existed on or before September 1, 1995 and pursuant to the procedures provided

- [see DFD]; or
5. Is returned to probationary status, as authorized in Section 21.106 of the Education Code [see DNB].

*Education Code 21.154*

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UPDATE 50  
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The employment-at-will doctrine is the law of Texas, under which an employer has no duty to an employee regarding continuation of employment. Jones v. Legal Copy, Inc., 846 S.W. 2d [Tex. App.-Houston (1st Dist.) 1993]

The employment-at-will doctrine places no duties on an employer regarding an employee's continued employment and thus bars contract and tort claims based on the decision to discharge an employee. Sabine Pilot Serv., Inc. v. Hauck, 687 S.W. 2d 733 (Tex. 1985)

In Texas, at-will employment is presumed unless shown otherwise. Gonzales v. Galveston Ind. Sch. Dist., 865 F.Supp. 1241 (S.D. Tex. 1994)

Employment for an indefinite term may be terminated at-will and without cause, except as otherwise provided by law. Garcia v. Reeves County, Texas, 32 F. 3d 200 (5th Cir. 1994); Irby v. Sullivan, 737 F.2d 1418 (5th Cir. 1984); Winters v. Houston Chronicle Pub. Co., 795 S.W. 2d 723 (Tex. 1990)

EXCEPTION	An at-will employee cannot be discharged if the sole reason for the discharge was that the employee refused to perform an illegal act. <u>Sabine Pilot Serv., Inc. v. Hauck</u> , 687 S.W. 2d 733 (Tex. 1985) [See DG, DGA, DGB for other exceptions]
NEPOTISM	A superintendent to whom the Board has delegated final hiring authority to select personnel is a "public official" with appointment authority for purposes of the nepotism laws. <u>Atty. Gen. Op. GA-123 (2003)</u> [See DBE]
DISMISSAL PROCEDURE	An at-will employment relationship, standing alone without benefit of recognized exception, triggers no due process requirement nor right. <u>Mott v. Montgomery County, Tex.</u> , 882 S.W. 2d 635, 638 (Tex. App.-Beaumont, 1994)  Termination of employment is a condition of work that is a proper subject for the grievance process. <u>Fibreboard Paper Products Corp. v. National Labor Relations Board</u> , 85 S.Ct. 398, 402 (1984); <u>Sayre v. Mullins</u> , 681 S.W.2d 25 (Tex. 1984) [See DGBA]
NOTICE TO THE COMMISSIONER	See policy DF regarding circumstances under which a certified paraprofessional employee's dismissal will be reported to the Commissioner.

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TERMINATIONS Support employees may be recommended for termination for offenses that justify immediate dismissal or for uncorrected job performance or conduct deficiencies.

GROUND FOR TERMINATION Offenses for which an employee may be recommended for immediate termination include the following:

1. Failure or refusal to comply with policies, orders, and directives of the Board, General Superintendent, and/or designees.
2. Any act or conduct while at school, in or out of a classroom, that is indecent, obscene, illegal, cruel, abusive, or otherwise contrary to and inconsistent with the ordinary standards set by the performance and conduct of the other District employees.
3. Failure to maintain all records and make all reports required by the District, the Superintendent, a principal, departmental head, or supervisor.
4. Financial exigency that requires a reduction in personnel. [See RIF provisions, below]
5. Immorality, public lewdness, or other acts of moral turpitude, including unlawful practices.
6. Conviction at the trial court level of any felony or any misdemeanor involving moral turpitude or the commission of any act that is a violation of the laws of the United States or the State of Texas and that directly affects the operation or mission of the District.
7. Consumption in any amount, or possession of, alcoholic beverages while on duty, on school grounds, or at a school activity involving students.
8. Excessive use of alcoholic beverages or use of narcotics at any time that in any way affects the ability to successfully perform duties, as determined by Board policy.
9. Physical or mental incapacity preventing performance of the essential functions of an employment assignment.
10. Use, abuse, or possession of illegal drugs or hallucinogens.
11. Neglect of duty that constitutes peril of any degree to students.
12. Physical or verbal abuse of students, parents, co-workers, or other persons.
13. Inefficiency, incompetency, or inability to perform assigned duties.
14. Possession of any weapon while on duty, on school premises, or at any school-sponsored function.
15. Stealing or misappropriation of property of the District, or property of others on District premises.
16. Malicious mischief, defined as the abuse, misuse, or deliberate destruction or damaging of property, tools, or equipment of other employees, students, or of the District.
17. Altering or tampering with time cards, "sign in/out" roster, insurance records, or any other District documents or records, or making a false entry

- in, or false alteration of a District record.
18. Making, presenting, or using any record or document with knowledge of its being false and with the intent that it be taken as a genuine governmental record.
  19. Making false or incomplete statements in any records, including applications for employment.
  20. Insubordination, including refusal or failure to perform work assigned and/or refusal to obey orders of supervisors.
  21. The making or publishing of false, vicious, or malicious statements concerning any employee or supervisor of the District.
  22. Falsifying or refusing to give testimony concerning accidents involving school vehicles, job-related injuries, or other accidents. This includes failure to report a personal job-related injury and/or accident to an appropriate supervisor on the day of occurrence, or in any event no later than the next working day following.
  23. Failure to timely report suspected child abuse.
  24. Failure to immediately report suspected sexual harassment by or of a student, employee, or other.
  25. Knowingly making a false accusation of child abuse or sexual harassment.
  26. Intentionally or knowingly harming or threatening to harm another in retaliation for or on account of the service of such other person as a public servant, witness, prospective witness, or informant.
  27. Conduct or behavior not otherwise expressly referred to in this policy, either during or off working hours, that could cause the public, students, or employees to lose confidence in the administration and/or integrity of the District.
  28. Failure to meet acceptable standards of conduct for employees in like or similar positions, which would make continued employment of the employee detrimental to the best interest of the District.
  29. Failure to receive a satisfactory evaluation.
  30. Failure to report suspected racial, ethnic, religious, disability, gender, or other discrimination by a student, employee, or other.
  31. The recurrence of a job-related deficiency that has caused the employee to be placed on probation a second time within the immediate preceding 12 months.
  32. Violation of any federal statute or state law, or the United States or State of Texas constitutions.
  33. Tardiness, excessive absences, or job abandonment. An employee's absence from work for five consecutive days without prior approval or without notifying the principal or supervisor of an acceptable reason for the absence shall be deemed job abandonment.
  34. Failure to return to duty from any approved leave.

A probationary support employee who has been recommended for termination may request a Level Four (Stop/Look/Listen) hearing in accordance with DGBA. A nonprobationary support employee who has been recommended for termination may request a hearing from the Employee Relations Department, pursuant to DGBA.

The recommendation and decision to terminate employment under this policy shall not be based on an employee's exercise of constitutional rights or based

unlawfully on an employee's race, color, religion, sex, national origin, disability, age, or veteran status.

REDUCTION IN-FORCE (RIF)	The purpose of these provisions is to establish for an orderly method for the separation of employees who are affected by a necessary reduction in force (RIF) and the orderly recall of eligible persons, if possible, at the earliest opportunity. This policy will be implemented on or before July 1 and thereafter as needed, but shall not be implemented without official Board action to invoke it. Employees initially hired during the current school year shall be ineligible for recall privileges.
PHILOSOPHY	When economic factors or restructuring of programs necessitates the elimination of positions, the District will attempt to provide maximum job security to those persons who have accumulated the greatest number of years of continuous Districtwide service consistent with the need to maintain continuity of instruction, programs, or productivity within a school or department.
DEFINITION	Reduction in force is the dismissal of persons as a result of positions being declared surplus because of either of the following: <ol style="list-style-type: none"><li>1. Reallocation of authorized positions within the District as a result of school or department restructuring or reorganization.</li><li>2. The reduction of authorized positions within the District as a result of reduced enrollment, loss of state or local revenues, or the termination or revision of state and/or federal grants.</li></ol>
EMPLOYEE GROUPS AND RIF UNITS	Each of the listed employee groups shall be considered separately for RIF as indicated: <ol style="list-style-type: none"><li>1. Central and decentralized staff office support, by department;</li><li>2. Custodial (biweekly paid), Districtwide;</li><li>3. Food services (biweekly paid), Districtwide;</li><li>4. Maintenance (biweekly paid) by department;</li><li>5. Paraprofessionals, Districtwide;</li><li>6. School office support, Districtwide;</li><li>7. Service center (biweekly paid) by department.</li></ol>
REPLACEMENT OR TERMINATION OF PERSONNEL	Although Districtwide service is the main factor in the selection of persons for replacement of other employees or termination action, other factors that will be considered are preparation (kinds and quality), experience (kinds and extent), special skills and contributions, and needs of the school and community. Special skills and contributions, by way of example, could refer to a District employee jointly employed by the Dallas County School District as a bus driver, or a teacher aide assigned to a special education classroom. All determinations relative to these factors will be in accordance with District goals and objectives, including the affirmative action program. Districtwide service, for purpose of the policy, refers to continuous service within the District. <p>The names of employees who are without an assignment for the ensuing school year will be identified by employee groups indicating job classification, last school/department, and continuous Districtwide service. These employees will be listed on a reassignment list in order of continuous Districtwide service. These employees will be offered reassignment to positions as vacancies occur, based</p>

upon their continuous Districtwide service. An employee may refuse an opportunity for reassignment to a vacancy without loss of his or her continuous Districtwide service, but any employee refusing reassignment may be subject to termination upon completion of his or her current assignment.

After all vacancies have been filled as provided above, those employees who remain unassigned will have at least one, but not more than two, opportunities for assignment by personnel services to replace other employees within their employee group with less continuous Districtwide service, provided the employees to be replaced are in the same or similar job classifications and the persons to be assigned have the necessary job skills and knowledge. Job skills and knowledge will be determined by the department head or principal and the personnel services department. An unassigned employee is expected to accept reassignment unless a compelling personal reason exists. In any circumstance, no more than one opportunity will be allowed.

Persons not assigned to positions in this manner will be notified of the termination of their employment in accordance with the following section of this policy.

#### NOTICE TO EMPLOYEES

The personnel services staff shall notify each RIF person of his or her status by certified mail - return receipt requested - as soon as possible. Such notification shall include:

1. The effective date of termination;
2. The reasons for the RIF;
3. The status of benefits, including instructions for converting coverage;
4. Instructions for maintaining recall status with the District and an explanation of recall privileges, including the maximum possible duration of the recall privilege;
5. An explanation of possible eligibility for unemployment compensation, including instructions for requesting assistance from the Texas Employment Commission (TEC);
6. Appeal procedures.

#### REVIEW OF INDIVIDUAL TERMINATION ACTIONS

An employee who has been notified of his or her RIF status by the personnel services office may appeal to a RIF review committee by submitting a request in writing to personnel services within ten days after receiving such notification. The request should contain specific information concerning the reason for review and will be considered only if there are possible errors in the initial selection of appellant for RIF. Within ten working days following receipt of the written request, appellant will be advised in writing of the time and place for the meeting; however, in no event will the hearing be scheduled without five days advance notice to the appellant.

The RIF review committee shall consist of three administrative employees selected by the personnel services department. The committee will meet as needed; the chairperson will be selected by majority vote of the three members. A committee member who has a conflict of interest should disqualify himself or herself. The appellant may request that a member of the committee be replaced if he or she has reason to believe there is a conflict of interest. Such request must be

approved by a majority of the three-member committee.

The committee may consider only such evidence as is presented at the meeting, and it need consider only the evidence that it considers fair and reliable. Except as herein provided, the conduct of the meeting shall be under the chairperson's direction. A personnel services staff member shall be present at all meetings to provide consultative assistance to the committee. The committee's recommendation shall be given in writing to the personnel services department immediately following the meeting so that the employee can be advised in writing of the disposition of his or her review within seven days of the meeting.

OBLIGATIONS  
WITH  
RESPECT TO  
RE-  
EMPLOYMENT  
OR OTHER  
EMPLOYMENT

No one will be employed by the District for support positions while there are available employees with recall privileges who are properly qualified to fill those positions.

RECALL TO  
EMPLOYMENT

RECALL  
PRIVILEGES

Persons initially hired during the current school year will be terminated with no recall privilege or eligibility for benefits other than those available to employees who voluntarily resign. The current school year is defined on the official school calendar for 12-month and scholastic year employees.

Persons with one through four years of continuous District service will retain recall status and privileges for up to one full school year.

Persons with five years and over of continuous District service will retain recall status and privileges for up to two full school years.

A person's address, as it appears on the District's record, shall be deemed to be the correct address. It shall be the employee's responsibility to ensure that the personnel services office has his or her current address and phone number on file.

STATUS OF  
PERSONS ON  
RECALL LIST

Persons eligible for recall will suffer no break in continuous service if they are recalled before recall privilege expires. Specifically, there will be:

1. No change in "last employment date."
2. No loss of service for determination of vacation days (261-day employees only).
3. No loss of continuous Districtwide service for future RIF.

Persons eligible for recall will not be advanced accrued days for sick/personal leave.

An employee who is recalled shall have restored to him or her all of the unused local leave he or she had accumulated on the effective date of the layoff.

Persons eligible for recall will not receive credit for retirement, but will be able to convert coverage in the group life and hospitalization programs, subject to carrier contract in force at that time.

RECALL  
PROCEDURES

Persons eligible for recall shall be recalled to positions in order of Districtwide service as soon as appropriate vacancies become available. Every effort will be made to assign these persons to positions of comparable pay and status.

Persons shall be assigned to any job classification within their employee group provided they have the required job knowledge, skills, and experience. In effecting such recall, assignments will be made in accordance with District goals and objectives, including the affirmative action program.

EXPIRATION OF  
RECALL STATUS

Persons will lose recall privileges when recall time limits expire, or they refuse to accept an available assignment.

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**VOLUNTARY  
RESIGNATION**

Employees who find it necessary to terminate their employment with the District shall advise their principal or department head and submit the resignation in writing, using the "Request for Retirement, Resignation, or Leave of Absence" form. The form shall be given to the principal or department head at least two weeks prior to the last day of work to allow time to secure an adequate replacement, process the termination forms, and compute the final pay due. The principal or department head shall complete the form and forward it to the Human Resource Services Department immediately.

**RETURN TO  
PROBATION  
PROCEDURES**

A support employee whose conduct is considered unacceptable by his or her supervisor shall be placed on probation, using the following procedure:

1. The supervisor shall document performance or conduct deficiencies in writing with clear, specific time lines and directives to assist the employee in resolving the deficiencies.
2. In conference with the employee, the supervisor shall explain the probationary status so the employee understands:
  - a. The nature of the performance or conduct deficiencies.
  - b. The seriousness of the situation and the alternatives, including termination.
  - c. The duration of the probationary period.
  - d. The corrective measures needed to remove the probationary status.
  - e. That signing the probation letter does not represent agreement with the supervisor's observation, but rather acknowledgement of the conference.
3. The supervisor shall give a copy of the letter to the employee.
4. The supervisor shall observe the employee, counseling as often as necessary, and provide the employee with another written evaluation before the end of the probationary period. By the end of the probationary period, the supervisor shall have one of the following options:
  - a. Change the probationary status to "successful," which removes probation and acknowledges that the deficiencies have been corrected.
  - b. Continue the probationary status for further observation for another period of up to six weeks.
  - c. Change the probationary status to "unsuccessful," which is a recommendation for termination. [See DCD(LOCAL)]

**REASONS**

Offenses for which an employee may be placed on probation include, but are not limited to, the following:

1. Excessive absences from work, regardless of cause, habitual tardiness, or lack of promptness in reporting for assigned duties.

2. Absence from work without notice to, and permission of, the supervisor, except for causes beyond an employee's control preventing the giving of notice.
3. Making preparations to leave work before the normal time prior to the end of the workday without permission of the supervisor.
4. Leaving the job during working hours without permission.
5. Changing the working place without permission or visiting away from assigned working place; the use of working time for other than school-related business without prior approval.
6. Horseplay, dangerous pranks on others, scuffling, running, throwing things, disregard for safety and comfort of others, or gross or habitual carelessness or recklessness.
7. The use of profane or abusive language directed toward supervisors, coworkers, students, visitors, or parents.
8. Fostering poor relations with supervisors, co-workers, students, visitors, or parents by obvious discourtesy, rudeness, or indifference.
9. Gambling, conducting, soliciting, or participating in a lottery, or engaging in any other games of chance on District property at any time.
10. Misuse or removal from District property, without proper authorization, of employee lists, records, or official information of any nature. This shall include removing or borrowing District property for personal use.
11. Failure to maintain reasonable grooming and dress standards, taking into consideration the individual's particular job assignment.
12. Abuse of coffee or rest breaks, unauthorized use of telephones, and reading nonwork-related materials during working hours.
13. Failure to work assigned overtime. [See DEA(REGULATION)]

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*Note: This policy applies only to employees whose contracts are not governed by Chapter 21 of the Education Code.*

WRITTEN  
CONTRACT-  
NON-EDUCATOR

A contract of employment with the District creates a property interest in the position only for the period of time stated in the contract. Such a contract creates no property interest of any kind beyond the period of time stated in the contract. Perry v. Sindermann, 92 S.Ct. 2694 (1972); Board of Regents of State Colleges v. Roth, 92 S.Ct. 2701 (1972)

TERMINATION

END OF  
CONTRACT

The Board may decide by vote or inaction not to offer any employee on a contract not governed by Chapter 21 of the Education Code further employment with the District beyond the term of the contract for any reason or no reason. Perry v. Sindermann, 92 S.Ct. 2694 (1972); Board of Regents of State Colleges v. Roth, 92 S.Ct. 2701 (1972) [See DCE(LOCAL)]

MID-  
CONTRACT

An employee may be dismissed for good cause before the completion of the term fixed in his or her contract. [See also DFF(LOCAL)]

PROCEDURE

Before any employee on a contract not governed by Chapter 21 of the Education Code is dismissed, the employee shall be given reasonable notice of the cause or causes for the termination, set out in sufficient detail to fairly enable him or her to show any error that may exist and the names and the nature of the testimony of the witnesses against him.

Ferguson v. Thomas, 430 F.2d 852 (5th Cir. 1970)

HEARING

The Board may conduct the hearing in open session or in closed session unless the employee requests a public hearing, in which case the hearing shall be open to the public. *Gov't Code 551.074*

SUSPENSION

An employee may be suspended with pay pending the outcome of a dismissal hearing. Moore v. Knowles, 466 F.2d 531 (5th Cir. 1972)

An employee may be suspended without pay, so long as the suspension is temporary, and the employee receives a due process hearing. Gilbert v. Homar, 117 S.Ct. 1807, 1814 (1997)

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NON-CHAPTER 21 CONTRACTS      The Board may employ by written contract personnel not eligible for a contract under Chapter 21 of the Education Code. Such contracts shall not be governed by the provisions of Chapter 21 of the Education Code.

REASONABLE ASSURANCE OF EMPLOYMENT      The District shall provide an employee a letter of reasonable assurance of employment if a new contract is not issued prior to the last working day of the current contract and the employee is reasonably expected to report to work at the beginning of the following academic term.

GRIEVANCE OF EMPLOYMENT ACTIONS      An employee may file a grievance during the contract period in accordance with DGBA.

An employee whose contract is not reissued at the end of the contract period may appeal to the Board in accordance with DGBA.

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COMPENSATION AND BENEFITS:  
SALARIES, WAGES, AND STIPENDS

DEA  
(LEGAL)

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MINIMUM WAGE AND OVERTIME	Employees not exempt under the Fair Labor Standards Act shall be paid minimum wage and receive compensation for overtime under the conditions specified in the Act. <i>29 U.S.C., Sec. 206, 207</i>  Nothing in the Fair Labor Standards Act or its implementing regulations prohibits the District from compelling the use of accrued compensatory time. <i>Christensen v. Harris County, 529 US 576 (2000)</i>
WAGE AND HOUR RECORDS	The District shall maintain and preserve payroll or other records for nonexempt employees containing the information required by the regulations under the Fair Labor Standards Act. <i>29 CFR 516.2</i>
MINIMUM SALARY SCHEDULE	The District shall pay each classroom teacher, full-time librarian, full-time counselor certified under Education Code Chapter 21, Subchapter B, or full-time nurse not less than the minimum monthly salary, based on the employee's level of experience, specified in Education Code 21.402 and 19 TAC 153.1021.
EMPLOYEES EMPLOYED BY DISTRICT IN 2000-01	A classroom teacher, full-time librarian, full-time counselor certified under Education Code Chapter 21, Subchapter B, or full-time nurse employed by the District in the 2000-01 school year is, for as long as the employee is employed by the District, entitled to a salary that is at least equal to the salary the employee received for the 2000-01 school year.  <i>Education Code 21.402(d); 19 TAC 153.1021, 153.1022</i>
PLACEMENT ON SALARY SCHEDULE	The Commissioner's rules determine the experience for which a teacher, librarian, counselor, or nurse is to be given credit in placing the teacher, librarian, counselor, or nurse on the minimum salary schedule. The District shall credit the teacher, librarian, counselor, or nurse for each year of experience, whether or not the years are consecutive. <i>Education Code 21.403(c), 19 TAC 153.1022</i>
EMPLOYEES FORMERLY ON CAREER LADDER	As long as a teacher or librarian is employed by the same school district, the teacher or librarian is entitled to: <ol style="list-style-type: none"><li>1. Placement on the minimum salary schedule at the step above the step on which the teacher would otherwise be placed, if the teacher or librarian received a career ladder supplement for level two of the career ladder on August 31, 1993; or</li><li>2. Placement on the minimum salary schedule at the step two steps above the step on which the teacher would otherwise be placed, if the teacher or librarian received a career ladder supplement for level three of the career ladder on August 31, 1993.</li></ol>

*Education Code 21.403(d)*

VALID  
CERTIFICATE

An educator, as defined in Education Code 5.001(5), who does not hold a valid certificate may not be paid for teaching or work done before the effective date of issuance of a valid certificate. *Education Code 21.053(b)*

COMPENSATION  
SUPPLEMENT

Subject to the availability of funds, each month TEA shall deliver to each district an amount, as determined by TEA, equal to the product of the number of district employees, multiplied by the amount specified in the General Appropriations Act, divided by 12. *Education Code 22.103*

All such funds received by the District are held in trust for the benefit of the employees on whose behalf the District received the funds. *Education Code 22.104*

Each month, the District must distribute the funds to its employees. To receive the monthly distribution, an individual must meet the definition of "employee." *Education Code 22.107*

"Employee" means an active, contributing member of TRS who:

1. Is employed by the District;
2. Is not a retiree eligible for coverage under Insurance Code Chapter 1575 (retiree group health benefits);
3. Is not eligible for coverage by a group insurance plan under Insurance Code Chapter 1551 (state employee health insurance) or Chapter 1601 (state university employee health insurance); and
4. Is not an individual performing personal services for the District as an independent contractor.

*Education Code 22.101(2)*

An employee may use the monthly distribution for any employee benefit, including depositing the amount of the distribution into a cafeteria plan, if the employee is enrolled in a cafeteria plan, or using the amount of the distribution for health-care premiums through a premium conversion plan. The employee may take the amount of the distribution as supplemental compensation.

*Education Code 22.108*

An amount distributed to an employee under this provision must be in addition to the rate of compensation that:

1. The District paid the employee in the preceding school year; or
2. The District would have paid the employee in the preceding school year if the employee had been employed by the District in the same capacity in the preceding school year.

*Education Code 22.109*

A determination by TEA regarding the compensation supplement is final and may not be appealed. *Education Code 22.106*

TRS  
CONTRIBUTIONS  
FOR NEW HIRES

During each fiscal year, the District shall pay an amount equal to the state contribution rate, as established by the General Appropriations Act for the fiscal year, applied to the aggregate compensation of new members of the retirement system, during their first 90 days of employment.

"New member" means a person first employed on or after September 1, 2005, including a former member who withdrew retirement contributions under Government Code 822.003 and is reemployed on or after September 1, 2005.

On a monthly basis, the District shall:

1. Certify to TRS the total amount of salary paid during the first 90 days of employment of a new member and the total amount of employer payments under this section for the payroll periods; and
2. Retain information, as determined by TRS, sufficient to allow administration of this section, including information for each employee showing the applicable salary as well as aggregate compensation for the first 90 days of employment for new employees.

A person who was hired before September 1, 2005, and was subject to a 90-day waiting period for membership in the retirement system becomes eligible to participate in the retirement system as a member starting September 1, 2005. For the purpose of this section, the member shall be treated as a new member for the remainder of the waiting period.

The District must remit the amount required under this section to TRS at the same time the District remits the member's contribution. In computing the amount required to be remitted, the District shall include compensation paid to an employee for the entire pay period that contains the 90th calendar day of new employment.

*Gov't Code 825.4041*

TRS  
CONTRIBUTIONS  
FOR REHIRED  
RETIREES

TRS FUND  
CONTRIBUTIONS

During each payroll period for which a retiree is reported, the District shall contribute to the retirement system for each retiree reported an amount based on the retiree's salary equal to the sum of:

1. The current contribution amount that would be contributed by the retiree if the retiree were an active, contributing member; and
2. The current contribution amount authorized by the General Appropriations Act that the state would contribute for that retiree if the retiree were an active, contributing member.

HEALTH  
INSURANCE  
CONTRIBUTIONS

Each payroll period and for each rehired retiree who is enrolled in TRS Care (retiree group health insurance), the District shall contribute to the TRS Care trust fund any difference between the amount the retiree is required to pay for the retiree and any enrolled dependents to participate in the group program and



the full cost of the retiree's and enrolled dependents' participation in the group program, as determined by TRS. If more than one employer reports the retiree to TRS during a month, the amount of the required payment shall be prorated among employers.

EXCEPTION

The District is not required to contribute these amounts for a retiree who was reported under retirement system rules in effect for the report month of January 2005 by:

1. The reporting employer; or
2. Another employer, if both employers are school districts that formed a consolidated school district on or before September 1, 2005.

*Gov't Code 825.4092; Insurance Code 1575.204*

RETIREMENT  
INCENTIVES

The District may not offer or provide a financial or other incentive to an employee to encourage the employee to retire from the Teacher Retirement System of Texas. *Education Code 22.007*

ATTENDANCE  
SUPPLEMENT

The District shall not deny an educator a salary bonus or similar compensation given in whole or in part on the basis of educator attendance because of the educator's absence from school for observance of a religious holy day observed by a religion whose places of worship are exempt from property taxation under Tax Code 11.20. *Education Code 21.406*

PRINCIPAL  
PERFORMANCE  
INCENTIVES

A performance incentive awarded to a principal under Education Code 21.357 shall be distributed to the principal's school. The campus level committee shall determine the manner in which the performance incentive shall be used. *Education Code 21.357(c)*

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COMPENSATION AND BENEFITS:  
SALARIES, WAGES, AND STIPENDS

DEA  
(LOCAL)

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After appropriate investigation and deliberation, the Board shall adopt guides for the setting of employee wages and salaries. Salary schedules and rates of pay shall be adopted for personnel, and these schedules shall be designed so as to place the Board in a position to compete for both beginning and experienced personnel. Personnel compensated with salary schedules that include steps will advance one step each ensuing school year until the maximum step is reached.

Differentials above the stated guides may be paid for the following reasons:

1. Responsibility.
2. Extra work.
3. Merit or competition.

The General Superintendent shall establish guidelines to implement this policy.

The District publishes a book of wage and salary schedules for all personnel. Employees who desire information on salary schedules are advised to consult the *Salary Schedules For Professionals and Support Personnel* book, which shall be available in the principal's office and accessed through the District's Intranet Web site at [www.dallasisd.org](http://www.dallasisd.org).

SPEECH /  
DRAMA / DANCE  
SUPPLEMENTAL  
PAY

Each speech/theatre/dance teacher classified and performing prescribed duties and maintaining a teacher evaluation rating in accordance with DNA(LOCAL) on the PDAS shall be eligible for supplemental pay as provided in the step schedule adopted by the Board. Partial contract employees shall have their salary prorated according to the percentage of the workday employed.

STIPEND FOR  
BILINGUAL  
EDUCATION  
TEACHERS

Fully certified bilingual education (Spanish/English) teachers or teachers with a valid bilingual permit and teaching in designated bilingual education classrooms who are teachers of record and receive a rating in accordance with DNA (LOCAL) on the PDAS at the annual evaluation shall be eligible for a stipend in an amount set yearly by the Board during the budget adoption process.

CLASSIFICATION  
OF POSITIONS

The Superintendent or designee shall determine the classification of positions or employees as "exempt" or "nonexempt" for purposes of payment of overtime in compliance with the Fair Labor Standards Act.

EXEMPT

The District shall pay employees who are exempt from the overtime pay requirements of the Fair Labor Standards Act (FLSA) on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District's attention,

through the District's complaint policy [see DGBA]. If improper deductions are confirmed, the District shall reimburse the employee and take steps to ensure future compliance with the FLSA.

NONEXEMPT	Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless the employee works more than 40 hours within a workweek.
OVERTIME COMPENSATION	Supervisors of nonexempt employees shall ensure an agreement or understanding with the employees regarding the form of compensation for overtime (cash or compensatory time off) prior to the performance of the work occasioning the overtime duty. Supervisors and employees shall complete the appropriate overtime authorization form documenting all overtime worked, prior to the performance of the overtime work. If circumstances make it impossible to complete the form prior to the work being performed, the form shall be completed as soon thereafter as possible, prior to the end of the workweek in which the overtime is accrued. The supervisor shall maintain the forms as part of the payroll records.
UNAUTHORIZED OVERTIME PROHIBITED	Unauthorized overtime is prohibited and employees working unauthorized overtime shall be subject to disciplinary action. Unauthorized overtime shall be compensated in the form chosen by the employee's supervisor.
COMPENSATORY TIME	Compensatory time earned by nonexempt employees may not accumulate beyond a maximum of 80 hours.  Compensatory time shall be used within a reasonable time following the pay period in which it is earned, not to exceed 30 workdays unless approved in writing by the employee's supervisor. Use of compensatory time may be at the employee's request or as determined by the employee's supervisor to protect the District's schedules and activities. Upon separation, an employee will be paid for accrued compensatory time at his or her current daily rate of pay.
WORKWEEK DEFINED	For purposes of FLSA compliance, the workweek for District employees shall be determined by the General Superintendent or designee, according to the employee's assignment.
SUPPLEMENTAL DUTIES	The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the Fair Labor Standards Act, as needed. These assignments may be discontinued at any time for any reason or no reason, by either party. The assignment of these duties shall not create any expectation of continued assignment to that same duty or any other duty. The employee shall be compensated for these assignments according to the supplemental duty payment schedule established by the Board.

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MINIMUM AGE	The federal Fair Labor Standards Act, better known as the Wage-Hour Law deals with wages, hours, overtime, recordkeeping, employment of minors, workers with disabilities, full-time students, learners, and apprentices, and provides for recovery of wages and penalties for violations. The act is administered and enforced by the wage-hour division, a branch of the United States Department of Labor. Minors between 16 and 18 shall not be employed in occupations declared hazardous by the U.S. Secretary of Labor. The minimum age for employment within the District is 18, except that students employed on a temporary basis in the summer or in vocational programs during the school year may be employed at 16 years of age subject to the assignment restrictions contained in the Wage-Hour law.
OVERTIME PAYMENT FOR SUPPORT EMPLOYEES	Most support employees are subject to overtime payments. Overtime is paid for hours worked in excess of 40 in a workweek. Vacation, holidays, sick leave, and accrued personal business days shall not count in calculating weekly overtime; docked sick time shall not count in calculating weekly overtime. Overtime pay and compensatory time is calculated by multiplying the hours worked in excess of 40, times 1.5, times the base hourly rate of pay.
OVERTIME EXEMPTIONS	Overtime may be reconciled as compensatory time off at the rate of time-and-a-half if granted within the pay reporting period. Exemption from the overtime provisions is provided for executive, administrative, professional, and outside sales employees. Within the District, all professional (contract status) employees are exempt from overtime. Support employees, with the exception of some salaried supervisors as identified in the <i>Salary Schedules for Professional and Support Personnel</i> book, are subject to overtime payment regulations.
BIWEEKLY PAID WORKWEEK	The workweek for hourly employees paid biweekly, because of payroll reporting requirements, is the seven-day period, Friday through and including the following Thursday.
HOURLY PAY REPORT PERIOD	The reporting period for biweekly (hourly-paid) payroll is Friday through the second Thursday (14 days).
MONTHLY PAID WORKWEEK	The workweek for salaried employees paid monthly, because of payroll reporting requirements, is the seven day period, Sunday through and including the following Saturday.
SALARIED PAY REPORT PERIOD	The reporting period for salaried employees is normally a month extending from the middle of one month to the middle of the next month (approximately 30 days).

**Note:** Pay report periods are noted on the official school calendar.

REQUIRED In some job assignments, overtime work may be required on occasion because

**OVERTIME** of emergency situations or the need to complete specific work by a certain date. Employees shall be expected to perform such work if given notice of at least one day, except in emergency situations. Supervisors shall give employees as much advance notice as possible of required overtime work, and employees who refuse such assignments shall be subject to discipline. Repeated refusals to work overtime shall constitute grounds for dismissal.

**FLEX TIME** In order to provide greater work flexibility for schools, departments, and employees, flex time may be applied by the principal/department head. Flex time is generally applied in one of three ways:

- EMPLOYEES' CONVENIENCE**
1. When an employee is required, for personal reasons, to be absent from work for a portion of the workday, the employee may, with supervisory permission, "make up" the time, hour for hour, at a date and time mutually convenient to both the employee and supervisor, provided, however, that the time is "made up" within the same workweek. Such arrangements can be made only if the employee's type of work and work location are amenable to such arrangements.
- WORK LOAD**
2. Because employee work loads vary in some assignments on occasion, a supervisor may arrange for an employee's work schedule to change within a given workweek with the understanding that the total number of hours worked would not exceed 40.
- COMP TIME**
3. When a nonexempt employee is requested to work beyond his or her normal work schedule of 40 hours within a workweek, the employee may be given compensable time off at the rate of time-and-a-half (i.e., three hours off for two worked). The time off must occur within the same pay report period.

In cases in which the supervisor, because of work-related considerations, cannot approve the use of earned compensatory time during the pay period in which it was earned, the employee shall be allowed to use the compensatory time during the following pay period.

**DOCUMENTATION** The supervisor is responsible for maintaining accurate documentation for all flex time arrangements relative to pay.

#### **APPLICATION**

**SUMMER SCHOOL EMPLOYMENT** Application forms for summer school employment shall be distributed to local school faculties by the principal, during the first school week in December. Applications must be submitted to the Human Resource Services Department no later than the last working day prior to February 1. The District will notify teachers of the status of their application on or before May 1. If the Human Resource Services Department determines a shortage of applicants for summer teaching positions, additional application periods may be established; however, later applicants shall be placed at the bottom of the list of qualified applicants who applied by February 1.

#### **APPLICATION**

**EVENING SCHOOL EMPLOYMENT** Notice of and application forms for evening school employment for the fall semester shall be posted on the bulletin board in the principal's office and/or distributed to the local school faculties during the month of May of the preceding school year; notice and application forms for evening school

employment for the spring semester shall be similarly posted and/or distributed during the month of October. Applications shall be submitted to the Human Resource Services Department no later than the last school day of the month in which applications were distributed.

STANDARDS FOR  
QUALIFICATION  
OF ADVISORS

The standards for qualification of advisors are as follows:

1. Each publication should be a member of and submit publication for critique in one or more of the following scholastic press associations:
  - a. UIL Press Conference.
  - b. Texas High School Press Association.
  - c. Columbia Scholastic Press Association.
  - d. National Scholastic Press Association.
2. The advisor should attend one summer journalism workshop annually and provide documentation of attendance or complete one three-hour journalism or photography course every three years, providing documentation.
3. The General Superintendent shall promulgate qualification rules for first-year sponsors and any and all necessary rules for exceptions to these policies, based upon unusual and exceptional circumstances at the local school.

NEWSPAPER  
ONLY

The following shall apply:

1. Four issues must be produced for the advisor to be eligible for supplemental pay.
2. The newspaper must contain the following sections/coverage:
  - a. Editorial.
  - b. News.
  - c. Sports (if a sports program exists within the school).
  - d. Feature.
3. The newspapers must be printed, not mimeographed.

YEARBOOK  
ONLY

The yearbook should contain the following sections:

1. Student life.
2. Organizations.
3. Academics.
4. Sports.
5. Classes/faculty.
6. Index.

The yearbook shall have journalism value in that it shall contain headlines, copy, and non-gag captions that shall, along with photos, help document the story of the year.

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COMPENSATION AND BENEFITS:  
FRINGE BENEFITS

DEB  
(LEGAL)

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**PEACE OFFICERS** If a District peace officer dies, the District shall provide, at no cost, the deceased person's duty weapon, if any, and badge to the person's designated beneficiary, or if there is no designated beneficiary, to the person's estate. The District shall provide peace officers with a form on which they may designate their beneficiaries for this purpose. If a District peace officer dies and is to be buried in the person's uniform, the District shall provide the uniform at no cost. *Gov't Code 615.102-.103*

**HEALTH  
INSURANCE**

**CONTINUATION  
BENEFITS TO  
SURVIVORS** When a District peace officer dies in the course of the individual's duty as a result of exposure to a risk that is inherent in the duty or to which the general public is not customarily exposed, an eligible survivor is entitled to purchase continued health insurance benefits from the District. An eligible survivor is a person who on the date of the peace officer's death is the officer's surviving spouse or dependent.

If the dependent is a surviving minor child, he or she is entitled to continue health insurance coverage until the dependent reaches 18 years of age or becomes eligible for group health insurance through another employer.

If the dependent is not a minor child, he or she is eligible to continue health insurance coverage until the earlier of the date he or she marries, the date he or she becomes eligible for group health insurance through another employer, or the date he or she becomes eligible for Medicare benefits.

The surviving spouse is entitled to continue health insurance coverage until the earlier of the date he or she remarries, the date he or she becomes eligible for group health insurance through another employer, or the date he or she becomes eligible for Medicare benefits.

The District shall provide written notice of rights under this provision to an eligible survivor not later than the tenth day after the date of the peace officer's death. If an eligible survivor is a minor child, the District shall also contemporaneously provide the notice to the child's parent or guardian unless, after reasonable effort, the parent or guardian cannot be located.

The District must be informed of an eligible survivor's election to continue coverage not later than the 90th day after the peace officer's death. The survivor may elect to continue coverage at any level of benefits offered to dependents of active employees or, if offered, may elect to continue coverage at a reduced level of benefits. Survivors who elect to continue coverage are entitled to make payments for coverage or have payments made on their behalf at the same time and to the same entity that payments are made by current employees and to purchase the coverage at the group rate for that coverage that exists at the time of

payment.

*Gov't Code 615.071-.079*

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UPDATE 67

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COMPENSATION AND BENEFITS:  
FRINGE BENEFITS

DEB  
(LOCAL)

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The District shall make available through reputable companies certain insurance programs for the benefit of its employees. The Board considers these programs an integral part of the benefits offered to the employees of the District. The General Superintendent shall review the programs periodically to ensure that the District is receiving the best appropriate coverage.

GROUP  
HOSPITALIZATION  
AND SURGICAL  
BENEFITS PLAN

A group hospitalization and surgical benefits plan shall be available on an optional basis for the regularly employed full-time, salaried personnel of the District. The District shall pay a portion of the premium for the group hospitalization and surgical benefits plan for each District employee in the group.

GROUP LIFE  
INSURANCE

The District shall endeavor to obtain an insurance company to provide group life insurance for employees. The District shall not share in the cost of this program.

DISABILITY  
INCOME / SALARY  
CONTINUATION

The District shall make available a disability income and salary continuation plan to all professional personnel. The District shall not make any contribution toward the payment of premiums.

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This introductory page outlines the contents of the leaves and absences policy. See the following sections for statutory provisions on:

SECTION I

Sick/Personal Leave

1. State Personal Leave; Accumulated Sick Leave page 2
2. Assault Leave page 2
3. Temporary Disability Leave page 3
4. Family and Medical Leave (FML) pages 4-11
  - a. Eligibility, Notice to Employees
  - b. Definitions of "Serious Health Condition," "Health Care Provider"
  - c. Maintenance of Health Benefits
  - d. Duration of Leave: Intermittent and End-of-Term Leaves; Combined Leave for Spouses
  - e. Notice by Employees, Foreseen and Unforeseen Leave
  - f. Medical Certification, Recertification
  - g. Concurrent Use of FML with Paid/Unpaid Leave
  - h. Reinstatement
  - i. Denial of Restoration to Key Employees

SECTION II

Military Leave

1. Federal page 12
2. State: Short- and Long-Term page 13

SECTION III

Miscellaneous

1. Religious Observances page 14
2. Compliance with a Subpoena page 15
3. Jury Duty page 15
4. Developmental Leave page 15
5. Absence Control page 15

STATE PERSONAL  
LEAVE

A state minimum personal leave program consisting of five days per year of personal leave, with no limit on accumulation and no restrictions on transfer among districts, shall be provided for District employees. The District may provide additional personal leave beyond this minimum. The Board may adopt a policy governing an employee's use of personal leave granted under this subsection, except that the policy may not restrict the purposes for which the leave may be used. *Education Code 22.003(a)*

STATE SICK  
LEAVE  
ACCUMULATION

District employees retain any sick leave accumulated as state minimum sick leave under former Section 13.904(a) of the Education Code. Former Section 13.904(c), Education Code, continues to govern the use of that sick leave. Sick leave shall be used only for the following:

1. Illness of the employee.
2. Illness of a member of the employee's immediate family.
3. Family emergency.
4. Death in the employee's immediate family.

*Acts of the 74th Legislative Session, Senate Bill 1, Sec. 66*

FORMER  
EDUCATION  
SERVICE CENTER  
(ESC) EMPLOYEES

The District shall accept the sick leave accrued by an employee who was formerly employed by a regional education service center (ESC), not to exceed five days per year for each year of employment. *Education Code 8.007*

ASSAULT LEAVE

In addition to all other days of leave, a District employee who is physically assaulted during the performance of regular duties is entitled to the number of days of leave necessary to recuperate from physical injuries sustained as a result of the assault. At the request of an employee, the District must immediately assign the employee to assault leave. Days of assault leave may not be deducted from accrued personal leave. Assault leave may not extend more than two years beyond the date of the assault. Following an investigation of the claim, the District may change the assault leave status and charge the leave against the employee's accrued personal leave or against the employee's pay if insufficient accrued personal leave is available.

Notwithstanding any other law, assault leave benefits due to an employee shall be coordinated with temporary income benefits due from workers' compensation so the employee's total compensation from temporary income benefits and assault leave policy benefits will equal 100 percent of the employee's weekly rate of pay.

A District employee is physically assaulted if the person engaging in the conduct causing injury to the employee:

1. Could be prosecuted for assault; or
2. Could not be prosecuted for assault only because the person's age or mental capacity makes the person a nonresponsible person for purposes of criminal liability.

*Education Code 22.003(b), (c)*

SICK LEAVE  
DIFFERENT FROM  
TEMPORARY  
DISABILITY  
LEAVE

An employee's entitlement to sick leave is unaffected by any concurrent eligibility for a leave of absence for temporary disability. The two types of leave are different, and each must be granted by its own terms. *Atty. Gen. Op. H-352 (1974)*

PREGNANCY

Disabilities caused or contributed to by pregnancy, childbirth, or related medical conditions, for all job-related purposes, shall be treated the same as disabilities caused or contributed to by other medical conditions, under any health or disability insurance or sick leave plan available in connection with employment. *29 CFR 1604.10(b)*

TEMPORARY  
DISABILITY

Each full-time educator shall be given a leave of absence for temporary disability at any time the educator's condition interferes with the performance

of regular duties. The contract or employment of the educator may not be terminated while the educator is on a leave of absence for temporary disability. For purposes of temporary disability leave, pregnancy is considered a temporary disability.

AT  
EMPLOYEE'S  
REQUEST

A request for a leave of absence for temporary disability must be made to the Superintendent. The request must:

1. Be accompanied by a physician's statement confirming inability to work;
2. State the date requested by the educator for the leave to begin; and
3. State the probable date of return as certified by the physician.

BY BOARD  
AUTHORITY

The Board may adopt a policy providing for placing an educator on leave of absence for temporary disability if, in the Board's judgment in consultation with a physician who has performed a thorough medical examination of the educator, the educator's condition interferes with the performance of regular duties. The educator shall have the right to present to the Board testimony or other information relevant to the educator's fitness to continue in the performance of regular duties.

RETURN TO  
ACTIVE DUTY

NOTICE

The educator shall notify the Superintendent of a desire to return to active duty no later than the 30th day before the expected date of return. The notice must be accompanied by a physician's statement indicating the educator's physical fitness for the resumption of regular duties.

PLACEMENT

An educator returning to active duty after a leave of absence for temporary disability is entitled to an assignment at the school where the educator formerly taught, subject to the availability of an appropriate teaching position. In any event, the educator shall be placed on active duty no later than the beginning of the next school year. A principal at another campus voluntarily may approve the appointment of an employee who wishes to return from leave of absence. However, if no other principal approves the assignment by the beginning of the next school year, the District must place the employee at the school at which the employee formerly taught or was assigned. *Atty. Gen. Op. DM-177 (1992)*

LENGTH OF  
ABSENCE

The Superintendent shall grant the length of leave of absence for temporary disability as required by the individual educator. The Board may establish a maximum length for a leave of absence for temporary disability, but the maximum length may not be less than 180 calendar days. *Atty. Gen. Op. H-352 (1974)*

*Education Code 21.409*

FEDERAL FAMILY  
AND MEDICAL  
LEAVE ACT  
(FMLA)

An employee of a district having 50 or more employees within 75 miles of the worksite who has been employed by the District for at least 12 months and for 1,250 hours during the previous 12-month period shall be entitled to a total of 12 workweeks of leave, without loss of any employment benefit accrued prior to the beginning of the leave, during any 12-month period for one or more of the following reasons:

1. Because of the birth or adoption, including placement for foster care, of the employee's child and in order to care for the child, provided the leave is taken within 12 months of the birth, adoption, or placement of the child. By agreement between the employee and the District, this leave may be taken intermittently or on a reduced leave schedule.
2. To care for the employee's spouse, child, or parent if the spouse, child, or parent has a serious health condition.
3. Because of the employee's serious health condition that makes the employee unable to perform functions of his or her position.

*29 U.S.C. 2611(2), 2612(a)*

**METHODS FOR DETERMINING ENTITLEMENT PERIOD**

The District is permitted to choose any one of the following methods for determining the 12-month period for which the 12-week leave entitlement occurs:

1. The calendar year;
2. Any fixed 12-month "leave year," such as a fiscal year, a year required by state law, or a year starting on an employee's "anniversary" date;
3. The 12-month period measured forward from the date any employee's FML begins; or
4. A "rolling" 12-month period measured backward from the date an employee uses any FML (except that such measure may not extend back before August 5, 1993).

*29 CFR 825.200(b)(1)-(4)*

**NOTICE TO EMPLOYEES**

The District shall post and keep posted in conspicuous places on each campus where notices to employees are usually posted, a notice approved by the Secretary of Labor that sets out excerpts from or summaries of the Family and Medical Leave Act and information pertaining to the filing of a charge. *29 U.S.C. 2619*

If the District's workforce is comprised of a significant portion of workers who are not literate in English, the District shall be responsible for providing the information required by the notice in a language in which the employees are literate. *29 CFR 825.300(c)*

**SERIOUS HEALTH CONDITION**

A "serious health condition" that entitles an employee to FMLA leave means an illness, injury, impairment, or physical or mental condition that involves:

1. Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (inability to work, attend school, or perform other regular daily activities due to the serious health condition, treatment therefor or recovery therefrom) or any subsequent treatment in connection with such inpatient care; or
2. Continuing treatment by a health care provider for a period of incapacity (as described above) for:
  - a. More than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition.
  - b. Pregnancy, including severe morning sickness, or prenatal care.
  - c. Treatment for such incapacity due to a chronic serious health

condition (one that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity).

- d. A condition for which treatment may not be effective and for which the employee or family member is under the continuing supervision of a health care provider (i.e., Alzheimer's, a severe stroke, or the terminal stages of a disease).
- e. The purpose of receiving multiple treatments by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer, severe arthritis, or kidney disease.

*29 CFR 825.114(a)*

HEALTH CARE  
PROVIDER

For FMLA leave purposes, a "health care provider" is defined as any of the following:

1. A doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the state in which the doctor practices.
2. Podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to practice in the state (meaning that the provider must be authorized to diagnose and treat physical or mental health conditions without supervision by a doctor or other health care provider) and performing within the scope of their practice as defined by state law.
3. Nurse practitioners, nurse-midwives, and clinical social workers who are authorized to practice under state law and who are performing within the scope of their practice as defined under state law.
4. Christian Science Practitioners who are listed with the First Church of Christ, Scientist in Boston, Massachusetts.
5. Any health care provider from whom an employer or the employer's group health plan's benefits manager will accept certification of the existence of a serious health condition to substantiate a claim for benefits.
6. A health care provider listed above who practices in a country other than the United States, who is authorized to practice in accordance with the law of that country, and who is performing within the scope of his or her practice as defined under such law.

*29 CFR 825.118*

MAINTENANCE  
OF HEALTH  
BENEFITS

During any period that an eligible employee takes FMLA leave, the District shall maintain coverage under any "group health plan" for the duration of the leave at the level and under the conditions coverage would have been provided if the employee had continued in active duty with the District. *29 U.S.C. 2614 (c)(1)*



FAILURE TO  
RETURN FROM  
LEAVE

The District may recover its share of health care premiums paid during a period of FMLA leave if an employee fails to return to work after his or her FMLA leave entitlement has been exhausted or expires, unless one of the following conditions exists:

1. The continuation, recurrence, or onset of a serious health condition that entitles the employee to leave under FMLA; or
2. Other circumstances beyond the employee's control.

When an employee fails to return to work, except for the reasons stated above, health premiums paid by the District during a period of FMLA leave are a debt owed the District by the nonreturning employee, and may be recovered by the District through deduction of any sums due the employee or through legal action.

*29 U.S.C. 2614(c)(2); 29 CFR 825.213(a), (f)*

DISCRIMINATION  
PROHIBITED

The FMLA prohibits interference with an employee's rights under the law, and with legal proceedings or inquiries relating to employee's rights. An employer is prohibited from interfering with, restraining, or denying the exercise of (or attempts to exercise) any rights provided by the FMLA. An employer is prohibited from discriminating against employees or prospective employees who have used FMLA. *29 CFR 825.220*

INTERMITTENT  
LEAVE

An eligible employee other than an instructional employee may take leave intermittently or on a reduced leave schedule when medically necessary to care for a spouse, parent, or child or to receive planned medical treatment for himself or herself. *29 U.S.C. 2612(b)*

Intermittent leave is FMLA leave taken in separate blocks of time due to a single qualifying reason. A reduced leave schedule reduces the usual number of working days per workweek or hours per workday. The District may limit leave increments to the shortest period of time that its payroll system uses to account for absences or use of leave, provided it is one hour or less. An employee may not be required to take more FMLA leave than necessary to address the circumstance that precipitated the need for the leave, unless the employee is an eligible instructional employee whose request meets the conditions below. *29 CFR 825.203 (a), (d)*

An eligible instructional employee who requests leave to care for a spouse, parent, or child or because of his or her own serious health condition that is foreseeable based on planned medical treatment and who would be on leave for greater than 20 percent of the total number of working days in the period during which the leave would extend, may be required to choose either to:

1. Take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or
2. Transfer temporarily to an available alternative position offered by the District for which the teacher is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave than the teacher's regular employment position.

*29 U.S.C. 2618(c)*

"Instructional employees" are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instruction, nor does it include personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers. *29 CFR 825.600(c)*

CHILD CARE /  
ADOPTION

The District may allow any of its employees to take intermittent leave for child care and/or adoption purposes. *29 U.S.C. 2618(c)(2)*

END-OF-TERM  
LEAVE

When an instructional employee requests leave near the end of a semester, the District may impose the following restrictions on the timing of a return to duty:

1. If the leave begins more than five weeks before the end of the semester, the District may require the employee to continue taking leave to the end of the semester if the leave will last at least three weeks and the return to employment would occur during the three-week period before the end of the semester.
2. If the leave begins during the five weeks before the end of the semester and is for a purpose other than the employee's own serious health condition, the District may require the employee to continue taking leave until the end of the semester if the leave will last more than two weeks and return to employment would occur during the two-week period before the end of the semester.
3. If the leave begins during the three weeks prior to the end of the semester for a purpose other than the employee's own serious health condition and will last more than five working days, the District may require the employee to continue to take leave until the end of the semester.

If the District requires an employee to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA entitlement.

*29 U.S.C. 2618(d); 29 CFR 825.600(c), 825.602, 825.603(b)*

BOTH SPOUSES  
EMPLOYED IN  
DISTRICT

A husband and wife who are eligible for FMLA leave and are both employed in the District may be limited to a combined total of 12 weeks of leave during any 12-month period if the leave is taken:

1. For the birth of a son or daughter or to care for the child after birth.
2. For the placement of a son or daughter for adoption or foster care, or to care for the child after placement.
3. To care for a parent with a serious health condition.

When the husband and wife both use a portion of the total 12-week entitlement for one of the purposes noted above, each spouse shall be entitled to the difference between the amount he or she has taken individually and 12 weeks

of FMLA leave for a purpose other than those listed above.

*29 U.S.C. 2612(f); 29 CFR 825.202*

NOTICE BY  
EMPLOYEES

FORESEEABLE  
LEAVE

An employee shall provide at least 30 days' notice before FMLA leave is to begin if the need for leave is foreseeable based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or of a family member. If 30 days' notice is not practicable, such as because of not knowing approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable.

"As soon as practicable" means as soon as possible and practical taking into account all of the facts and circumstances in the individual case. Ordinarily, it would mean at least verbal notification to the employer within one or two business days of when the need for leave becomes known to the employee.

*29 CFR 825.302*

LEAVE THAT IS  
NOT  
FORESEEABLE

When the need for leave, or its approximate timing, is not foreseeable, an employee shall provide notice to the District as soon as practicable under the facts and circumstances of the particular case. Ordinarily, notice shall be provided within no more than one or two working days of learning of the need for leave. Notice should be provided either in person or by telephone, telegraph, "fax" machine, or other electronic means. *29 CFR 825.303*

SPECIFICITY OF  
NOTICE

Employees are not required to expressly invoke the FMLA's protection when notifying the District of their need for FMLA leave. *Manuel v. Westlake Polymers Corp., 66 F.3d 758 (5th Cir. 1995).*

MEDICAL  
CERTIFICATION

The District may require a certification issued by the health care provider of the spouse, child, parent, or employee that the employee is needed to care for the spouse, child, or parent or, in case of leave for the employee's condition, that the employee is unable to perform the functions of his or her position. The certification shall include the date on which the serious health condition began, the probable duration of the condition, and the appropriate medical facts within the provider's knowledge regarding the condition. The employee shall in a timely manner provide a copy of the certification to the District. *29 U.S.C. 2613*

RECERTIFICATION

For pregnancy, chronic, or permanent/long-term conditions under the continuing supervision of a health care provider, the District may request recertification no more often than every 30 days, unless more frequent recertification is warranted because:

1. The employee requests an extension of leave.
2. Circumstances described by the original certification have changed significantly (i.e., the duration or nature of the illness or complications).

3. The District receives information that casts doubt upon the continuing validity of the certification.

The employee must provide the requested recertification to the District within the time frame requested by the District (which must allow at least 15 days to submit a recertification), unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good-faith efforts.

Any recertification requested by the District shall be at the employee's expense, unless the District provides otherwise. No second or third opinion on recertification may be required.

*29 U.S.C. 2613(e); 29 CFR 825.308*

CONCURRENT  
USE OF PAID  
LEAVE AND FMLA  
LEAVE

The District may designate any paid leave to which the employee is entitled as substituting for all or some portion of the employee's FMLA leave entitlement. Once the District has acquired knowledge that the leave is being taken for an FMLA-required reason, the District must promptly (within two business days absent extenuating circumstances) notify the employee that the paid leave is designated and will be counted as FMLA leave. *29 U.S.C. 2612(d)(2); 29 CFR 825.208(b)(1)*

WORKERS'  
COMPENSATION  
RECIPIENTS

The provision for substituting an employee's paid leave does not apply to a workers' compensation absence. However, the District may not deny use of accrued paid leave to an employee who is on FMLA leave and receiving workers' compensation benefits. *29 CFR 825.207(d)(1), (2); Atty. Gen. Op. JC-40 (1999)*

RETURN TO  
WORK

The District may uniformly require, as a prerequisite for reinstating employees whose FMLA leave was due to their own serious health condition, medical certification of their ability to resume work. *29 U.S.C. 2614(a)(4)*

RETURN TO  
POSITION

An employee who takes FMLA leave under these provisions is entitled to be restored to the position held when the leave commenced or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. The determination of how an employee is restored to an equivalent position is based on the District's established policies and practices that clearly explain the employee's restoration rights on return from leave. *29 U.S.C. 2614(a)(1), 2618(e); 29 CFR 825.604*

DENIAL OF  
RESTORATION

The District may deny restoration to "key employees," as described below, and may delay restoration to any employee who fails to provide a fitness-for-duty certificate to return to work, if such is required by the District.

A "key employee" is a salaried FMLA-eligible employee who is among the highest paid ten percent of all District employees within 75 miles of the employee's worksite. Key employees may be denied restoration to their original or equivalent positions under the following conditions:

1. At the time FMLA leave is requested (or FMLA leave begins, if earlier), the employee has received written notice that he or she is a "key employee," and has been informed of the potential consequences with respect to reinstatement and maintenance of health benefits if the District determines that substantial and grievous economic injury will result to

- District operations if the employee is reinstated from FMLA leave.
2. The Board determines that denial of restoration is necessary to prevent substantial and grievous economic injury to the District.
  3. On making the determination that injury would occur, the District notifies the employee in writing, either in person or by certified mail, of its intent to deny restoration to employment on completion of FMLA leave. The notice must explain the basis for the Board's finding of injury and must provide the employee a reasonable time in which to return to work, taking into account the circumstances, such as the length of leave and the urgency of the need for the employee to return.
  4. If the employee does not return to work in response to the District's notice, he or she continues to be entitled to maintenance of health benefits at the District's expense. The employee's FMLA rights continue unless and until the employee gives notice he or she no longer wishes to return to duty or the District actually denies restoration at the end of the leave period.
  5. An employee who has received notice as set out at item 3 above is still entitled to request reinstatement at the end of the leave period. The District must then determine whether it will suffer substantial and grievous economic injury from reinstatement based on the facts at that time. If such a determination is made, the District shall notify the employee in writing (in person or by certified mail) of denial of restoration.

*29 U.S.C. 2614(b); 29 CFR 825.216, 825.217, 825.219, 825.312(c)*

#### FEDERAL LEAVE FOR MILITARY SERVICE

Any person who is absent from a position of employment by reason of voluntary or involuntary service in the uniformed services (the Armed Forces, the Army National Guard and the Air National Guard when engaged in active duty for training, inactive duty training, or full-time National Guard duty, the commissioned corps of the Public Health Services, and any other category of persons designated by the President in time of war or emergency) shall be entitled to certain reemployment rights and benefits under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) if:

1. The person (or an appropriate officer of the uniformed service in which such service is performed) has given advance written or verbal notice of such service to the District (unless notice is precluded by military necessity or is otherwise unreasonable or impossible);
2. The cumulative length of the absence and of all previous absences from a position of employment with the District does not exceed five years; and
3. The person reports to or submits an application for reemployment to the District and complies with the appropriate procedural requirements that apply under the circumstances.

A person who is reemployed under this act is entitled to the seniority and other rights and benefits determined by seniority that the person had on the date of the commencement of service in the uniformed services plus the additional seniority and rights and benefits that such person would have attained if the person had remained continuously employed.

The District is not required to reemploy a person if:

1. The District's circumstances have so changed as to make reemployment impossible or unreasonable;
2. The reemployment of such person would impose an undue hardship on the District; or
3. The employment from which the person leaves to serve in the uniformed services is for a brief, nonrecurrent period and there is no reasonable expectation that such employment will continue indefinitely or for a significant period.

*38 U.S.C. 4301, et. seq.*

## STATE LEAVE FOR MILITARY SERVICE

**SHORT TERM** All employees of the District who are members of the state military forces or of the reserve components of the United States Armed Forces shall be granted a paid leave of absence from their duties without loss of time, efficiency rating, vacation time, personal time, sick leave, or salary on all days during which they are engaged in authorized training or duty ordered or authorized by proper authority, not to exceed 15 workdays in a federal fiscal year. *Gov't Code 431.005(a), (b)*

**CALLED TO DUTY** A member of the state military forces who is ordered to active state duty by the governor or other proper authority under state law is entitled to the same benefits and protections provided to persons performing service in the uniformed services under 38 U.S.C. 4301-4313 and 4316-4319 and to persons in the military service of the United States under 50 App. U.S.C. 501-536, 560, and 580-594, as those laws existed on April 1, 2003. *Gov't Code 431.017*

Such employees who are ordered to duty by proper authority shall be restored, when relieved from duty, to the position held by them when ordered to duty. *Gov't Code 431.005(c)*

**LONG TERM** Any employee, other than a temporary employee, who leaves a position with the District to enter active military service is entitled to be reemployed by the District in the same position held at the time of the induction, enlistment, or order, or to a position of similar seniority, status, and pay. To be entitled to reemployment, the employee must be discharged, separated, or released from active military service under honorable conditions not later than the fifth anniversary after the date of induction, enlistment, or call to active military service and must be physically and mentally qualified to perform the duties of the position. *Gov't Code 613.001(3), 613.002*

An employee who cannot perform the duties of the position because of a disability sustained during military service is entitled to reemployment in the District in a position that the employee can perform and that has like seniority, status, and pay as the former position or the nearest possible seniority, status, and pay. *Gov't Code 613.003*

To be reemployed, a veteran of the military must apply for reemployment not later than the 90th day after the date the veteran is discharged or released from

active military service. Application must be made in writing to the Superintendent and have attached to it evidence of the veteran's discharge, separation, or release from military service under honorable conditions. *Gov't Code 613.004*

A person reemployed after active military service shall not be discharged without cause before the first anniversary of the date of the reemployment. *Gov't Code 613.005*

"Military service" means service as a member of the Armed Forces of the United States, a reserve component of the Armed Forces of the United States, the Texas National Guard or the Texas State Guard. *Gov't Code 613.001(2)*

#### USE OF PERSONAL LEAVE

An employee with available personal leave is entitled to use the leave for compensation during a term of active military service. This provision applies to any personal or sick leave available under former law or provided by local policy.

The District may adopt a policy providing for paid leave for active military service as part of the consideration of employment.

*Education Code 22.003(d), (e)*

#### RELIGIOUS OBSERVANCES

The District shall reasonably accommodate an employee's request to be absent from duty in order to participate in religious observances and practices, so long as it does not cause undue hardship on the conduct of District business. Such absence shall be without pay unless applicable paid local leave is available. *42 U.S.C. 2000e(j), 2000e-2(a); Ansonia Bd. of Educ. v. Philbrook, 479 U.S. 60, 107 S.Ct. 367 (1986); Pinsker v. Joint Dist. No. 28J of Adams and Arapahoe Counties, 735 F.2d 388 (10th Cir.1984)*

#### COMPLIANCE WITH A SUBPOENA

The District may not discharge, discipline, or penalize in any manner an employee because the employee complies with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. *Labor Code 52.051(a)*

#### JURY DUTY

The District may not discharge, discipline, reduce the salary of, or otherwise penalize or discriminate against an employee because of the employee's compliance with a summons to appear as a juror. For each regularly scheduled workday on which a nonsalaried employee serves in any phase of jury service, the District shall pay the employee the employee's normal daily compensation. An employee's accumulated personal leave may not be reduced because of the employee's service in compliance with a summons to appear as a juror. *Education Code 22.006*

#### DEVELOPMENTAL LEAVES OF ABSENCE

The Board may grant a developmental leave of absence for study, research travel, or other suitable purpose to an employee working in a position requiring a permanent teaching certificate who has served in the District at least five consecutive school years.

A developmental leave of absence may be granted for one school year at one-half regular salary or for one-half of a school year at full regular salary. Payment to the employee shall be made periodically by the District in the same manner, on the same schedule, and with the same deductions as if the employee

were on full-time duty.

An employee on developmental leave shall continue to be a member of the Teacher Retirement System of Texas and shall be an employee of the District for purposes of participating in programs, holding memberships, and receiving benefits afforded by employment in the District.

*Education Code 21.452*

ABSENCE  
CONTROL

Uniform enforcement of a reasonable absence-control rule is not retaliatory discharge. For example, a district that terminates an employee for violating a reasonable absence-control provision cannot be liable for retaliatory discharge as long as the rule is uniformly enforced. *Continental Coffee Products Co. v. Cazarez*, 937 S.W.2d 444 (Tex. 1996) (workers' compensation discrimination case); *Texas Division-Tranter, Inc. v. Carrozza*, 876 S.W.2d 312 (Tex. 1994) (workers' compensation discrimination case); *Swearingen v. Owens-Corning Fiberglas Corp.*, 968 F.2d 559 (5th Cir. 1992) (workers' compensation discrimination case); *Howell v. Standard Motor Prods., Inc.*, 2001 U.S. Dist LEXIS 12332 (N. D. Tex. 2001) (Family and Medical Leave Act case); *Specialty Retailers v. DeMoranville*, 933 S.W.2d 490 (Tex. 1996) (age discrimination case); *Gonzalez v. El Paso Natural Gas Co.*, 40 F.E.P. Cases (BNA) 353 (Tex. App.-El Paso 1986, no pet.) (sex discrimination case)

[Some employees may have protected status even after the expiration of all other leave. See CRD and DAA]

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DATE ISSUED: 09/30/2003

UPDATE 71

DEC(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**



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DEFINITIONS

FAMILY

For the purposes of state sick leave accrued before May 30, 1995, the term "immediate family" shall include:

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, sibling-in-law.
5. Grandparent and grandchild.
6. Any person who may be residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act, the definition of "family" shall include only items 1, 2, and 3 on the above list, but shall exclude son- or daughter-in-law, and parent-in-law.

FAMILY  
EMERGENCY

The term "family emergency" shall be limited to natural disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

MILITARY  
WARTIME  
LEAVE

The term "wartime" includes but is not limited to military operations, domestic emergencies, national security-related situations, or presidential authorization.

WORKDAY

A "workday" for purposes of accumulation, use, or recording shall mean the number of hours per day equivalent to the employee's usual work assignment, whether full-time or part-time.

STATE PERSONAL  
LEAVE

RATE OF  
ACCRUAL

Each employee shall earn state personal leave at the rate of one-half workday per 36 days of employment, up to the statutory maximum of five workdays per year.

SCHEDULE  
LIMITATIONS

State personal leave may be used for any reason during the school year except that it may not be used for personal business during the following periods:

1. Two days before the beginning of the school year, except to complete a college course as approved by the General Superintendent or designee;
2. Two days before or two days after the end of each semester;
3. Two days before or two days after the Thanksgiving holiday, winter

vacation, spring vacation, or other holiday designated on the official District calendar; or

4. Two days before the close of the school year.

These restrictions shall not apply to absences due to religious holy days or leave taken by employees serving on active military duty in any branch of the United States or state military armed forces during wartime.

#### ADDITIONAL LOCAL LEAVE

All regularly employed full-time persons shall earn an additional five workdays of local leave per school year, at a rate of one-half workday per 36 days of employment. Used leave time shall be rounded and recorded in hourly increments, except for hourly employees, for whom leave will be recorded in tenths of an hour.

Personnel employed less than 100 percent of the day, but at least 50 percent of the day, shall earn leave at the rate of one-half of the rate for each 36 days of employment, to a maximum of five workdays of leave in any one school year.

#### PROFESSIONAL STAFF

Professional staff employed after the beginning of the school year shall be advanced hours based upon an equitable formula promulgated by the Human Resource Services Department to prorate days remaining in the school year.

#### SUPPORT STAFF

At the beginning of each school year, all full-time permanent support personnel shall be granted five days of local leave in addition to the five days of state personal leave. Persons employed after the beginning of the school year shall be advanced days based on the following formulas.

1. School-scheduled employees:
  - a. Ten-month, 185-day employees - days remaining divided by 18.5.
  - b. Ten and one-half month, 195-day employees - days remaining divided by 19.5.
  - c. Eleven-month, 205-day employees - days remaining divided by 20.5.
  - d. Eleven and one-half month, 215-day employees - days remaining divided by 21.5.
  - e. Twelve-month, 225-day employees - days remaining divided by 22.5.

Each calculation shall be rounded to the nearest half day.

2. Twelve-month employees paid on a biweekly basis shall be advanced .833 days for each remaining month through August 31. Employees who begin work with four weeks remaining in the month shall be granted full credit, but employees who begin work with more than two weeks and less than four weeks remaining in the month shall receive a half month's credit.

#### LOCAL LEAVE USE AND RECORDING

Local leave shall be used after state sick leave accumulated prior to the 1995-96 school year and under the terms and conditions applicable to such state sick leave, except as otherwise provided by this policy. Local leave, if any, shall be used before state personal leave and for the following reasons:

1. Personal illness or injury. A physician's statement certifying the illness

- or injury may be required by the Human Resource Services Department.
2. Illness or death in the immediate family. The term "immediate family" is defined above. Not more than ten local leave days shall be used for this purpose in any one school year unless approved by the General Superintendent or designee.
  3. First-year care following the birth or adoption of an employee's son or daughter or the placement of a child with the employee for foster care, as provided by FMLA. [See DEC(LEGAL)]
  4. Personal business reasons. All of the local leave days may be used for personal business, religious holy days, personal emergencies during a school year, or by employees serving on active military duty in any branch of the United States or state military armed forces during wartime. Personal leave may be taken any time during the school year except during the following periods:
    - a. Two days before the beginning of the school year, except to complete a college course as approved by the General Superintendent or designee.
    - b. Two days before or two days after the end of each semester.
    - c. Two days before or two days after the Thanksgiving holidays, winter vacation, spring vacation, or other holidays designated on the official District calendar.
    - d. Two days before the close of the school year.

These scheduling restrictions shall not apply to absences due to religious holy days or leave taken by employees serving on active military duty in any branch of the United States or state military armed forces during wartime.

Employees shall be charged leave as used even if a substitute is not employed. No leave shall be approved for more workdays than have been accumulated in prior years plus those earned during the current year.

Leave for the current year shall be available for use at the beginning of the school year. Should the recipient of advanced leave terminate employment with the District prior to accumulating the amount of advanced leave, a full day's pay shall be deducted from the employee's paycheck for each unearned leave day used. If insufficient funds exist in the last paycheck, the employee shall be required to refund the overpayment.

The unused local leave balance shall be reduced to zero immediately upon termination of employment with the District.

## INCLEMENT WEATHER

Absences during inclement weather [see CKC(LOCAL)] shall be governed by the following provisions:

1. Any employee who fails to report to his or her assignment, on time, when schools have been declared open shall use a personal business day for each day absent. Employees who do not have personal business days available shall have their salaries adjusted for each day of absence.
2. Employees who work 261-day schedules shall report to work regardless of whether school is in session (examples are maintenance, custodial,

service center, and security personnel). If not present, those staff shall be charged with local personal business days or have their salaries adjusted accordingly if all their local leave has been exhausted.

3. Exceptions to the above provisions can be made only at the discretion of the General Superintendent.

**EMERGENCY  
LEAVE**

Employees may be granted two local days of emergency leave without loss of pay or accumulated local leave for destruction of their home or domicile and furniture and fixtures by flood, fire, or storm. Such leave is subject to the approval of the General Superintendent or designee.

Any other leaves granted or days of absence shall result in a deduction of the daily rate of pay for each day of absence, unless otherwise provided. [See DMD(LOCAL)]

**MEDICAL  
CERTIFICATION**

Employees absent more than ten consecutive workdays because of personal illness shall submit, upon request and upon return to work, a medical certification of illness to the principal or department head.

Any employee absent more than three consecutive workdays because of illness in the immediate family shall present, upon request and upon return to work, medical certification of the family member's illness to the principal or department head.

Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act. [See DEC(LEGAL)]

**BEREAVEMENT  
(FUNERAL) LEAVE**

Use of state and/or local leave for death in the immediate family shall not exceed five workdays per occurrence, subject to the approval of the District.

**FAMILY AND  
MEDICAL LEAVE  
(FML)**

The 12-month period within which employees shall be eligible for 12 weeks of family and medical leave shall be defined as a rolling 12-month period measured backward from the date an employee uses family and medical leave.

**CONCURRENT  
USE OF LEAVE**

The District shall require employees to use family and medical leave concurrently with medical leave of absence and workers' compensation leave of absence, if applicable.

**COMBINED  
LEAVE FOR  
SPOUSES**

If both spouses are employed by the District, family and medical leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition may be limited to a combined total of 12 weeks as determined by the needs of the District.

**CERTIFICATION  
OF ILLNESS**

Upon request for family and medical leave for the employee's serious health condition or that of a spouse, parent, or child, and at 30-day intervals thereafter, the employee shall provide medical certification of the illness or disability.

**MEDICAL  
RELEASE**

The employee's request for reinstatement shall be accompanied by medical certification of the employee's ability to perform essential job functions.

**TEACHER  
REINSTATEMENT**

A teacher desiring to return to work at or near the conclusion of a semester shall be reinstated in accordance with the END-OF-TERM LEAVE section in DEC(LEGAL).

If, at the expiration of the family and medical leave, the employee is able to

## RESIGNATION

return to work but chooses not to do so, the District shall require reimbursement of the employee benefits contribution made by the District during the period in which such leave was taken as unpaid leave.

## FAMILY AND MEDICAL LEAVE (FML)

Eligibility: All employees who have been employed by the District for at least 12 months and have worked 1,250 hours during the previous 12-month period. [See DEC(LEGAL)]

Duration: Up to 12 weeks (60 calendar days) on a rolling calendar basis with proper medical certification.

Effective date of the leave: After the third consecutive day of absence for one of the following eligible reasons:

1. The birth of a child and to care for that child;
2. The placement of a child for adoption or foster care, and to care for the newly placed child;
3. To care for a family member who has a serious health condition. A family member is a person to whom the employee is related by blood, legal custody or marriage, a child living with the employee for whom the employee permanently assumes and discharges parental responsibility;  
or
4. For the employee's own serious health condition.

Process: In nonemergency situations, employees must request a leave at least five days before the expected date the leave is to begin. In emergency situations when advance notice is not possible, a request for a leave of absence must be submitted within three days.

Intermittent family and medical leave shall be permitted when medically necessary to care for one's own serious health condition or the serious health condition of a spouse, parent, or child, for the birth of the employee's child or the adoption or placement of a child with the employee.

The General Superintendent or designee may direct employees to obtain a second opinion from a health care provider, as defined by the Family and Medical Leave Act, when temporary disability is requested. In this situation, the cost of the second opinion shall be at the District's expense.

## MEDICAL LEAVE OF ABSENCE

Eligibility: All full-time and part-time employees who are active contributing members of TRS.

Duration: Up to 365 calendar days with a proper medical certification. This leave runs concurrently with family and medical leave (FML) up to 60 days during a rolling 12-month period.

Effective date of the leave: After ten consecutive days of absence for one of the following reasons:

1. For the employee's own serious health condition.
2. With medical certification from a physician, for a nonserious medical condition.

## RETURN TO

Employees returning to active duty after a leave of absence of 60 or fewer workdays shall be guaranteed placement in their former school/department.

**WORK PROCESS** Employees returning to active duty after a leave of more than 60 workdays shall be entitled to an assignment at the school where the employee formerly was assigned, subject to the availability of an appropriate position.

A request to return to active duty from a leave of absence (L-3 Form) signed by the health care provider must be submitted within five days prior to the expected date of return.

Replacement of a teacher on a leave extending more than 60 days shall be done at the principal's request. If a teacher is approved by medical authorities to return to work prior to the completion of a school year, Human Resource Services will make every effort to find him or her a teacher position. A special substitute status at the regular daily rate of pay shall be afforded each teacher who substitutes in a teaching position until a teaching placement is secured. It is the intent for such persons to be given consideration by principals for long-term substitute assignments.

In any event, the employee shall be placed on active duty no later than the beginning of the next school year.

**CUMULATIVE LEAVES OF ABSENCE** Employees who take multiple leaves of absence that exceed 60 workdays during the 12-month period, from September 1- August 31, shall not be guaranteed placement in their previous assignment, unless their placement is protected by FMLA provisions.

**SICK LEAVE BANK** Sick leave banks (SLB) shall be established to benefit employees who suffer a catastrophic injury or illness. All employees shall be eligible to join their respective sick leave banks, on a voluntary basis. [See DEC(REGULATION)]

**MILITARY WARTIME LEAVE PROGRAM** Military gift leave banks shall be established to benefit employees who are serving on active duty in a branch of the United States Armed Forces or state military armed forces during wartime. All employees shall be eligible to donate accumulated leave to other specific employees serving on active duty in any branch of the United States or state military armed forces during wartime. [See DEC(REGULATION)]

**JURY DUTY AND OTHER COURT SERVICE** In accordance with statutory provisions, employees may serve on federal, municipal, and county juries without loss of pay or accumulated leave. Employees shall be allowed to retain any compensation for this service but a record of days served verified by the central jury bailiff letter shall be submitted to the principal or department head.

Employees summoned for stand-by jury service shall report to their regular work site and follow the directions outlined in the summons. If jury service is required, the employee shall be released to report to jury service at the specified time. A record of jury service, verified by the central jury bailiff letter shall be submitted to the principal or department head who shall forward it to the Payroll Department with payroll information.

Employees who are subpoenaed shall present the subpoena and the reasons for the court appearance to the principal or department head in advance of the anticipated days of absence. The principal or department head shall forward the subpoena with reasons for the court appearance to the Payroll Department along with the payroll. One day shall be granted without loss of pay or

accumulated leave. Requests for additional days of leave for court services shall be reviewed by the Payroll Department.

Employee absences for voluntary court appearances or subpoenas related to the employee's personal business or personal reasons shall be deducted from the employee's accrued leave or taken as leave without pay, at the option of the employee.

#### WORKERS' COMPENSATION

An employee receiving workers' compensation wage benefits shall be assigned to family and medical leave, if applicable. The employee shall inform the appropriate administrator whether he or she chooses to use available paid leave while receiving workers' compensation wage benefits. [See CRE(LEGAL)]

#### PAID LEAVE OFFSET

An employee who chooses to use paid leave shall have his or her weekly workers' compensation wage benefit supplemented up to the pre-injury regular weekly wage. The District shall charge the employee's leave proportionately until the available leave is exhausted. [See CRE(LEGAL)]

#### PROFESSIONAL ACTIVITIES LEAVE

Professional leave shall be granted only if the activity accomplishes a school-related purpose. The head of the Human Resource Services Department shall make these determinations. Final authority in these matters shall rest with the General Superintendent.

#### OFFICIAL DELEGATES

Official elected delegates of professional associations may attend professional conventions and conferences with no loss of pay or leave days, and a substitute shall be provided. Four days per year is the maximum unless additional days are approved by the General Superintendent upon recommendation of the head of the Human Resource Services Department.

#### NONDELEGATE ATTENDANCE

Employees who are not official delegates may attend a professional convention or conference and may choose to use their personal business days, or, with the approval of the General Superintendent, to have the substitute's pay, where applicable, deducted from their salaries.

#### OFFICERS AND COMMITTEE MEMBERS

If an employee is an officer or committee member of the District, state, or national professional associations, a maximum of five days, or five part-days, with paid substitutes shall be granted unless an exception is made by the General Superintendent upon recommendation of the head of the Human Resource Services Department.

#### GROUP ATTENDANCE

The General Superintendent may authorize groups of employees to attend professional workshops, conventions, or meetings when this is considered to be in the best interest of the District.

#### SPONSORS, DIRECTORS, AND COACHES

Absences for sponsors, directors, and coaches shall be granted as follows:

1. Journalism, club, and student council sponsors-one day or two half-days for conventions, conferences, and workshops. A substitute shall be provided.
2. Debate coach-five days or five part-days with substitute provided.
3. Band, choir, and orchestra directors: one half-day for organizational participation in region UIL contests; up to three days to judge region UIL organizational contests. Substitutes shall be provided.
4. Middle school coaches may attend state meets by using a personal business day.
5. Senior high basketball coach-one day with substitute to attend state

basketball meet.

6. Three coaches from each senior high school and one coach from each middle school-two days in the spring to attend football clinics. Substitutes shall be provided.
7. Golf, tennis, swimming, track, and basketball coaches substitutes shall be provided for one contest outside the District schedule.
8. Club sponsors-one or one and one-half days as needed to attend state-level conventions. Substitutes shall be provided.
9. Vocational agricultural teachers may be excused at the discretion of the principal.
10. Sponsors of UIL activities who are active beyond the District level shall be provided substitutes.
11. Vocational teachers attending state and District meetings of TEA-sponsored club activities may be excused upon approval of the principal.

TEMPORARY  
ABSENCE FOR  
CLASS  
VISITATION

Teachers may make a half-day visitation to teachers in the same building, provided the principal arranges coverage of classes of the teachers concerned, and provided the assistant superintendent approves the visitation. One day for a visitation to another building may be granted provided one day of personal business leave is used. An extra day of personal business leave for purposes of class visitation shall be provided in these cases.

LEAVE FOR  
PROFESSIONAL  
PURPOSES

Eligibility: All full-time and part-time employees who are active contributing members of TRS and who have worked for the District a minimum of one year.

Duration: Up to 365 days during a calendar year; however, in exceptional circumstances, a leave may be granted for a longer period.

Requests for absence for professional purposes shall receive advance approval by the head of the Human Resource Services Department when such request is in the best interest of the District. Absence with full pay shall be made to employees for their attendance and participation in approved professional activities. Absence approved as official business shall not be charged to accrued days. Absence for the convenience of the individual making the request shall be chargeable to accrued days as personal business leave.

Leave requests for professional study or other professional purposes shall not be granted for full-time employment in educational programs.

Requests for leaves must be submitted not later than six weeks before the beginning of the semester in which the leave will begin. Approval of such leave requests shall generally depend on their value to the District's program.

TEMPORARY PAID  
LEAVE FOR  
MILITARY  
SERVICE DURING  
WARTIME

A leave of absence with pay may be granted to employees serving on active military duty in any branch of the United States or state military armed forces during periods of wartime, pursuant to regulations established by the General Superintendent. The leave shall be granted for a one-year period, and it may be extended for an additional year at the discretion of the General Superintendent. Any employee who receives paid leave pursuant to this policy shall be required to notify the District of any salary or income received for military service. The District and the employee shall coordinate leave under this policy so that the combined annual wages of the employee do not exceed the employee's regular



District annual wages.

OTHER LEAVES  
OF ABSENCE

The District has established policies and procedures to allow, under defined circumstances, leaves of absence other than those previously cited. The purpose of this type of leave is to allow the employee to retain benefits such as insurance, accumulated leave, and continuity of service for contract status. However, it should be noted that the District can grant leaves only for specified periods of time. Employees who are granted these leaves must have completed a minimum of one year of service in the District, and return to service cannot be guaranteed.

Requests for leave must be submitted in writing to the head of the Human Resource Services Department at least six weeks prior to the beginning of the semester for which the leave is desired. Placement in a position after a leave is completed is dependent upon the availability of appropriate vacancies in the employee's certified field, and upon the employee's past performance and qualifications as related to the specific needs of the District in the vacancies that do occur.

On or before May 1 preceding the school year in which the employee on leave wishes to be considered for employment, he or she must submit an application activating his or her status as a candidate.

INVOLUNTARY  
LEAVE OF  
ABSENCE

FOR MEDICAL  
EVALUATION

The General Superintendent may place an employee on temporary leave of absence with pay if the employee's condition interferes with the performance of regular duties.

Any employee who refuses to undergo a physical, mental, emotional, or general health evaluation, as required by policy DBB (LOCAL), may be placed on involuntary leave of absence without pay pending compliance with the required evaluation. The employee shall have the right to file a grievance in order to present evidence of his or her fitness to continue in the pursuit of regularly assigned duties, in accordance with DGBA.

The employee must notify the General Superintendent of a desire to return to active duty at least ten days in advance of the expected date of return. The notice shall include a statement from a licensed physician or licensed mental health care professional confirming the employee's physical/mental/emotional fitness to return to regular duties. Reinstatement shall be in accordance with statutory requirements. [See DEC(LEGAL)]

FOR  
DISCIPLINARY  
REASONS

When a supervisor/principal determines that the conduct of an employee requires discipline short of termination but beyond reprimand, the supervisor/principal may recommend to the General Superintendent or designee that the employee be suspended without pay.

ADMINISTRATIVE  
LEAVE

An employee may be suspended with pay or placed on administrative leave by the General Superintendent or associate superintendent of human resources during an investigation of alleged misconduct by the employee, following a recommendation for termination or at any time the General Superintendent or

designee determines that the District's best interests will be served by the suspension or administrative leave.

**ABUSE OF LEAVE** Abuse of leave policies shall constitute grounds for appropriate disciplinary action, up to and including a recommendation for termination.

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SICK LEAVE BANK AND DONATION PROGRAMS    The District has established a sick leave bank (SLB) and sick leave donation program to benefit employees. They shall be governed by the following guidelines.

SICK LEAVE BANK

DEFINITIONS

SICK LEAVE BANK

The SLB is a pool of local sick leave days contributed by employees to be used by members of the bank who suffer a qualifying catastrophic/chronic health condition that extends beyond their own accumulated sick and personal leave days. The SLB may also be used by an SLB member to tend to the needs of a qualifying family member with a catastrophic/chronic physical or mental health condition when there is no other family member to care for him or her.

CATASTROPHIC / CHRONIC PHYSICAL OR MENTAL HEALTH CONDITION

A "catastrophic/chronic physical or mental health condition" is defined as a life-threatening illness, injury, or impairment that will result in an employee's, or qualifying family member's, temporary or permanent incapacity for an extended period of time. Examples of such catastrophic/chronic physical or mental health conditions include cancer, heart disease, multiple sclerosis, stroke, muscular dystrophy, diabetes, rheumatoid arthritis, organ transplants, and the like.

Examples of conditions not considered catastrophic/chronic include pregnancy or hysterectomy, hip replacement, knee replacement, unless the condition becomes life threatening.

FAMILY MEMBER

The term "family member" shall include:

Spouse.

Son or daughter, including a biological, adopted, or foster child, a stepchild, a legal ward, or a child for whom the employee stand *in loco parentis*.

Parent, step-parent, or other individual who stands *in loco parentis* to the employee.

EMPLOYEE ELIGIBILITY

SLB benefits are limited to the employee who has a qualifying family member with a catastrophic/chronic physical or mental health condition. A letter from the attending physician must certify the catastrophic/chronic physical or mental health condition.

ENROLLMENT

The enrollment period shall be September 1 to September 30 of each school

year. The following additional enrollment rules shall apply if the employee is not actively employed or eligible during the September enrollment period:

If an employee becomes newly eligible for participation in the SLB after the September enrollment period ends, he or she must enroll in the SLB within 30 days following the eligibility date.

If an employee returns from an unpaid leave status and was previously a member of SLB, he or she must reenroll within 30 days of their return to active work status.

If an employee returns from an unpaid leave status and he or she has not exhausted all available SLB days, the employee does not have to reenroll.

The effective date of the enrollment will be the first day of the month in which eligibility requirements are met.

Enrollment in the SLB is voluntary and automatically renews annually. Participants in the SLB donate one accrued local sick leave day per year to their respective banks. An annual administrative fee of \$1 shall be assessed to each member. If a member no longer wishes to participate in the SLB, the member must notify the program manager in writing prior to or during the enrollment period (September 1-September 30). The employee's membership will end effective August 31 of the new school year. Previous contributions (sick leave days and \$1 annual administrative fee) will not be refunded.

Written notification should be submitted to:

Dallas Independent School District

Human Resource Services Department

Leave of Absence Office

Attention: Sick Leave Bank Program Manager

3807 Ross Avenue, Box 85

Dallas, Texas 75204

**REAPPLYING  
FOR SLB DAYS**

If a SLB member uses the maximum number of days during a rolling 12-month period, the member must be a current SLB member and must work 40 consecutive days after returning to active status before reapplying for SLB. A rolling 12-month period begins on the first day the employee is placed on an approved FMLA or Medical Leave of Absence status.

**MINIMUM BANK  
REQUIREMENTS**

Each bank must maintain the following minimum days to be operational:

Teacher and professional support - 400 days

Support - 200 days

Administrative - 200 days

If at any time the number of days drops below the above levels, each member of that bank will be assessed an additional day.

Only employees who are members of the bank will be permitted to use the bank for regularly scheduled duty days for a qualifying catastrophic/chronic physical or mental health condition or to assist a family member with a qualifying catastrophic/chronic physical or mental health condition.

#### RETIREES

Employees retiring from the District may donate up to 50 local sick leave days to a specific bank. Requests for donation must be made prior to separation or retirement from the District. Retirees will not be allowed to donate their days to specific individuals under the SLB donation program.

#### SICK LEAVE BANK ADMINISTRATION

The SLB member may initiate a request for benefits at any time provided they have exhausted all available paid leave time and they are on approved FML or Medical Leave of Absence. The member request must be submitted within 30 days from the date the employee goes from a paid to an unpaid leave of absence status. If a request is received after the 30-day period and the request is approved, the effective date of SLB grant will be when the application was received, not when the employee went on an unpaid leave status. There will be no retro-effective date for applications received after the 30-day period. Example: An employee goes on an unpaid approved leave effective October 20 and submits a request for sick leave days on December 10. If the request is approved, sick leave days would be granted from December 10, not October 20.

#### DECISION AND NOTIFICATION

The application for the SLB days will be completed by the employee and submitted to the District human resource services department-leave of absence office: attention SLB, Box 85 for processing. All forms must be completed in their entirety. If any of the forms are incomplete, all forms will be returned to the applicant unprocessed. Any applications submitted that do not meet the definition of catastrophic/chronic physical or mental health condition as defined in this policy will be returned to the applicant unprocessed.

Completed application forms are forwarded to the medical review board for approval or denial of the requested SLB days. The decision of the medical review board shall be rendered within ten business days and will be based on the application and medical information provided by the employee. The medical review board will notify the District human resource services department-leave of absence office of the approval or denial of the application. The leave of absence office coordinates approvals/denials with the payroll department and sends the appropriate notification to the employee.

Decisions by the medical review board to deny an application for use of the SLB, or an application for extension of such use, are final with no right of appeal. If additional information becomes available, a second application may be submitted.

SLB ADVISORY COMMITTEE	A SLB advisory committee composed of the following representatives will meet quarterly to review, monitor, and make recommendations regarding the operation of the bank.
	CTO/CSO representative (2)
	Administrator Organization Representative (1)
	Payroll department (1)
	Program manager-SLB (1)
REPORTING AND RECORD KEEPING	The program manager or designee shall maintain records regarding the approval or denial of SLB applications. The program manager will be responsible for notifying payroll of the approval, the number of sick leave days approved, and the commencement of those days. Payroll will be responsible for the record keeping of the approved days. Such records shall be maintained for five years. On a quarterly basis, the program manager will prepare a report for the SLB advisory committee providing an overview of the previous quarter's application activity.
	The program manager or designee shall report the status of the SLB at any time upon the request of the General Superintendent or designee.
GUIDELINE CHANGES	The SLB advisory committee is responsible for reviewing program guidelines and making recommendations for change to the program or SLB policy. Upon approval of the General Superintendent or designee, the changes will become effective within 30 days.
MAXIMUM GRANTS OF DAYS	The maximum number of SLB days that can be granted to any member for his or her own catastrophic/chronic physical or mental health condition will be 75 days in a rolling 12-month period. Granted days will be paid at the employee's regular rate of daily pay.
	The maximum number of SLB days that can be granted for a qualifying family member's catastrophic/chronic physical or mental health condition is 40 days in a rolling 12-month period. Granted days will be paid at the employee's regular rate of daily pay. In no case will the granting of sick leave days from the bank for either the employee's personal catastrophic/chronic physical or mental health condition or that of a qualifying family member exceed the employee's salary.
EXTENSION TO GRANT REQUEST	The first request for days must show when SLB grant days will begin. An approved current user may ask to extend the sick leave grant before the current grant expires by submitting a new application and physician's statement. The application and physician's statement will be reviewed by the medical review board and approved or denied. If a member does not use all of the SLB days granted, or in the event of the member's death, the unused days will be returned to the SLB. In no event will the original request or extension request exceed 75 or 40 days respectively over a rolling 12-month period for the same catastrophic/chronic physical or mental health condition.
WORKERS'	Leave from the SLB may be used for disabilities that qualify the member for

**COMPENSATION** workers' compensation benefits to supplement the wage benefit to the full amount, provided the member has exhausted his or her own sick and personal leave. The combined total amount of payment from workers' compensation and the SLB grant days cannot exceed the employee's normal earned daily rate of pay.

**ELIGIBILITY FOR USE** Members must use all their available sick leave, vacation, and annual personal leave before applying for SLB days.

Members must have been out more than five consecutive working days with the current catastrophic/chronic physical or mental health condition and be on District-approved FML or Medical Leave of Absence. A qualifying family member's catastrophic/chronic physical or mental health condition must exceed five consecutive working days of the employee.

All requests to draw from the SLB must be made using the SLB application forms to be completed by the member and the attending physician. Completed applications for SLB or donated days must be submitted to the following address:

Dallas Independent School District  
Human Resource Services Department  
Leave of Absence Office  
Attention: Sick Leave Bank  
3807 Ross Avenue, Box 85  
Dallas, Texas 75204

Applications will be certified for employee SLB membership. Once membership has been confirmed, the application forms will be forwarded to the medical review board for approval or denial of the requested SLB days.

If a SLB member's incapacity is of such a nature that he or she cannot personally apply for a grant, the application may be submitted on his or her behalf to the District human resource services department-leave of absence office by an authorized agent or member of the SLB member's family.

**CONFIDENTIALITY** Medical information, including days granted and other correspondence will be kept confidential unless the law requires its release.

**LOSS OF BENEFITS** A member of the SLB will lose the right to use SLB benefits due to:

Death;

Termination of employment with the District;

Suspension without pay (no SLB benefits during the period of suspension);

Voluntary cancellation of his or her membership in the SLB (effective immediately); no refund of days shall occur;

Any abuse or misuse of the rules of the SLB as determined by the program manager, and if determined, the employee shall be required to reimburse the District for incurred costs;

Being on an approved leave of absence other than FML or Medical Leave of Absence;

Failing to apply for disability or medical retirement when a physician has determined that the member will not likely return to work and will qualify for retirement;

Failing to report immediately any job held for which the member received remuneration during the period he or she was on leave days granted from the SLB.

#### SICK LEAVE DONATION PROGRAM

In addition to the SLB, a sick leave donation program is also established to allow employees to donate sick leave to specific employees.

##### ELIGIBILITY

Any employee in the District is eligible to receive donated gift days if they qualify. The employee donating the days or the employee receiving the donated days do not have to be members of the SLB. Employees donating days must retain five local days for their personal use.

##### MAXIMUM DONATION DAYS

The maximum number of days that can be donated to an eligible employee for his or her own catastrophic/chronic physical or mental health condition will be 75 days in a rolling 12-month period. Donated days will be paid at the employee's regular daily rate of pay.

The maximum number of days that can be donated to an employee for a qualifying family member's catastrophic/chronic physical or mental health condition is 40 days in a rolling 12-month period. Donated days will be paid at the receiving employee's regular daily rate of pay. In no case will the donated days for either the employee's personal catastrophic/chronic physical or mental health condition or that of a qualifying family member exceed the employee's annual salary.

##### ELIGIBILITY FOR USE

Employees receiving donated days must use all their available sick leave, vacation, and annual personal leave time before applying for donated days. A qualifying family member's catastrophic/chronic physical or mental health condition must exceed five consecutive working days of the employee.

Eligible employees must have been out more than five consecutive working days with the current catastrophic/chronic physical or mental health condition and be on a District-approved leave of absence.

#### SICK LEAVE DONATION PROGRAM

Administration and decision making regarding approval or denial of donated days shall be governed by the same guidelines as those for the SLB. The medical review board will make all decisions regarding the approval or denial



ADMINISTRATION of donated days and their decision will be final. Refer to the administration of the SLB section of this policy for specific program details.

MILITARY WARTIME PAID LEAVE / DONATION PROGRAM The military wartime leave program consists of paid leave and donation days.

The purpose of the program is to assist employees who will be absent from their jobs as a result of being called to active military service on an involuntary basis during periods of wartime, by providing them with supplemental pay. Supplemental pay will be available only to military personnel called to active duty for wartime operations. The intent of this program is to minimize an employee's loss of pay caused by activation into military service.

Any employee serving on active duty during wartime in any branch of the state military or United States armed forces who receives donation leave pursuant to this program shall coordinate use of the leave so that the combined daily wage of the recipient does not exceed his or her regular wages.

WARTIME PAID LEAVE Employees on active duty during periods of wartime are entitled to receive supplemental pay. Upon receipt and verification of the required documentation, the District will supplement the employee's pay using an offset formula. The offset formula will consist of subtracting the total monthly military salary (base pay plus additional pay such as housing allowance, combat pay, and other special pay) from the total monthly District salary. If a zero or negative number results, no supplement will be provided. If a positive number results, the supplement will equal the positive number. Payroll will reconcile the difference in pay rates, pay schedules, and pay frequency between the military and District. The offset formula will ensure the combined monthly wage of the employee is equal to the employee's regular wages from the District. The military pay supplement will expire after one calendar year from the date the military leave began or when the active duty assignment ends, or whichever occurs first. The supplemental paid leave may be approved for one additional calendar year.

WARTIME DONATION OF LEAVE During wartime, employees may donate their accrued leave to specific employees who are serving on active duty in any branch of the state military or United States armed forces. Donors must retain at least five local leave days for personal use. Donation of leave shall be equal to the daily rate of pay of the donor but shall not exceed the daily rate of the recipient.

ELIGIBILITY FOR WARTIME LEAVE Employees seeking military wartime leave and benefits provided by the military wartime leave program are required to submit a request using a "Military Supplemental Pay Request" form. This form will collect relevant information needed to calculate the supplemental pay involving military rank, years of service, and additional military pay. Employees will certify that all information is correct and will provide appropriate documentation of all military pay to receive any supplemental pay. In addition, the employee must complete Section I of the L-I form and attach a copy of his or her military orders.

Employees are eligible for leave granted through the donation program after

they have exhausted their military wartime paid leave granted by the General Superintendent.

Once all benefits under the military wartime paid leave program have been exhausted, employees shall also satisfy the following criteria for the wartime donation program:

- Be a full-time employee on the payroll of the District;
- Be called to active full-time military duty status;
- Have exhausted all accumulated personal leave and vacation days.

Nothing in these regulations shall negate any other policy or regulation of the District.

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COMPENSATION AND BENEFITS:  
VACATIONS AND HOLIDAYS

DED  
(LOCAL)

VACATIONS Full-time, permanent, 12-month employees who work 261 days shall earn vacation in accordance with the following schedule:

YEARS OF CONTINUOUS SERVICE	VACATION DAYS PER YEAR	MONTHLY ACCRUAL RATE
0 Through 5	10	833
6	11	917
7	12	1.000
8	13	1.083
9	14	1.167
10	15	1.250
11	16	1.333
12	17	1.417
13	18	1.500
14	19	1.583
15	20	1.667

Employees employed on or before February 15 shall be eligible for vacation during the current school year. Those employed on or after February 16 shall become eligible the ensuing school year.

Vacation scheduling shall be subject to departmental requirements and approval; however, employees new to the District may not schedule vacation time off until they have accumulated six months of continuous service.

Employees who are on approved leaves of absence or absent, for any reason other than vacation, military leave up to 15 days, or holidays, more than half of any calendar month shall not accrue days for that month. Persons employed on or after February 16 shall not accrue vacation days in the current school year.

Unused vacation time shall lapse if not used by August 31 of each year.

Employees who terminate shall be entitled to vacation pay for all unused earned vacation days provided, however, those employees who terminate without providing adequate notice of two calendar weeks, or who are terminated for cause, shall forfeit all unused vacation pay.

HOLIDAYS

Temporary, part-time, or substitute employees are not eligible for paid vacations. Holidays for support personnel shall be as designated on the school calendar for

central staff employees.

A 261-day employee paid biweekly shall receive pay for all holidays designated in the school calendar if he or she is paid for the day before and the day after the holiday.

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COMPENSATION AND BENEFITS:  
EXPENSE REIMBURSEMENT

DEE  
(LEGAL)

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CLASSROOM SUPPLY REIMBURSEMENT	Beginning not later than the 2005-06 school year, and only if funds are specifically appropriated or TEA identifies available funds, TEA shall establish a reimbursement program under which TEA provides funds to districts for the purpose of reimbursing classroom teachers who expend personal funds on classroom supplies.
LOCAL FUNDS	The District must match any funds provided to the District under the reimbursement program with local funds to be used for the same purpose. The District may not use funds received under the reimbursement program to replace local funds used by the District for the same purpose.
USE OF FUNDS	<p>The District shall allow each classroom teacher in the District who is reimbursed under the reimbursement program to use the funds at the teacher's discretion, except that the funds must be used for the benefit of the District's students.</p> <p>The District may allow, but not require, teachers to pool their respective supply monies for the purchase of an item, as long as the item meets the student benefit criteria established by the District.</p> <p><i>Education Code 21.413; 19 TAC 61.1081(d)(3)</i></p>
MAXIMUM REIMBURSEMENT	Total reimbursement to an individual teacher in a single year from the Teacher Supply Reimbursement Grant may not exceed \$200. Reimbursements from local funds may exceed the matching requirement.
UNEXPENDED FUNDS	Funds for each school year must be expended by July 31 of that school year.
ELIGIBILITY REQUIREMENTS	<p>To be eligible to participate in the classroom supply reimbursement program, the District shall be required to:</p> <ol style="list-style-type: none"><li>1. Reapply to participate each year;</li><li>2. Create a Teacher Supply Reimbursement Grant account separate from other accounts to which the grant shall be deposited and account for funds in accordance with applicable state and federal requirements;</li><li>3. Deposit in the designated account an amount of local funds at least equal to the greater of the amount of the grant or the previous year's expenditure on teacher supply reimbursements;<ol style="list-style-type: none"><li>a. "Local funds" are all funds over which the District exercises control or approval authority used to reimburse teachers for tangible items of direct benefit to students.</li><li>b. Individual reimbursements from the Teacher Supply Reimbursement Grant must be matched with an equal amount of</li></ol></li></ol>

local funds.

4. Ensure that items purchased with funds in the designated account are tangible items, of direct benefit to students. In order to participate in the classroom supply reimbursement program, the District's application must include a District policy that would ensure each teacher meets the requirement that an expenditure will benefit students;
5. Retain ownership of all durable goods purchased under this program. The District may develop a policy allowing each teacher to retain ownership of goods of nominal value purchased with grant money;
6. Retain receipts obtained from teachers for reimbursement and make these records available for audit purposes; and
7. Return unexpended Teacher Supply Reimbursement Grant balances at the end of the state fiscal year for which they were awarded.

PENALTIES

A district found in noncompliance with TEA's rules regarding the Teacher Supply Reimbursement Grant program must reimburse the state for funds unaccounted for or used for purposes not meeting with the requirements of the statute.

A district found to have reduced its local expenditures may be required to refund the entire grant to the state.

DISPUTE  
RESOLUTION  
AND APPEALS

A determination by Board of any dispute involving teacher reimbursement is final and may not be appealed to TEA, except as provided in Education Code 7.057. Nothing in this provision precludes TEA from recovering funds from the District pursuant to an audit.

A determination by TEA in the administration of this program is final and may not be appealed.

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*Note:* TEA regulations under Education Code 21.413 expire September 1, 2007.

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*19 TAC 61.1081*

TRAVEL SERVICES An employee of the District who is engaged in official business may participate in the Texas Building and Procurement Commission's contract for travel services. *Gov't Code 2171.055(f)*

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DEE(LEGAL)-P

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**manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

Dallas ISD  
057905

COMPENSATION AND BENEFITS:  
EXPENSE REIMBURSEMENT

DEE  
(LOCAL)

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**PRIOR APPROVAL REQUIRED** With the prior approval of the employee's immediate supervisor, an employee shall be reimbursed for reasonable, allowable expenses incurred in the conduct of District business. [See DEE(REGULATION), CE(LEGAL) and CE (LOCAL)]

**TRAVEL EXPENSES** Prior approval for all travel, including prepaid expenses, shall be obtained before any expenses are incurred.

**DOCUMENTATION REQUIRED** For any authorized expense incurred, the employee shall submit a statement, with receipts to the extent feasible, documenting actual expenses and in accordance with administrative procedures. [See DEE(REGULATION)]

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## DEFINITIONS

The following shall apply:

1. All references to "appropriate superintendent" within this policy reference shall mean the General Superintendent, chief of staff, special assistant to the Superintendent, deputy superintendent, assistant superintendent, associate superintendent or the applicable area superintendent of a division (or their formal designee, as evidenced in writing).
2. All references to "the District" or "District" shall mean the Dallas Independent School District.
3. All references to "state comptroller" shall mean the Texas State Comptroller.
4. All references to the "State Mileage Guide" shall mean the State Comptroller's "Official State of Texas Mileage Guide."
5. All references to the "State Travel Guide" shall mean the State Comptroller's "State of Texas Travel Allowance Guide."
6. All references to "in-state" or "out-of-state" shall mean within the State of Texas or outside the State of Texas, but within the 48 contiguous United States (including the District of Columbia), respectively.
7. All references to "foreign travel" shall mean all travel outside of the 48 contiguous United States (including the District of Columbia).
8. All references to "appropriate documents" shall mean iexpense confirmation page, receipts and miscellaneous vouchers.
9. All references to "out-of-District" shall mean out of Dallas County.
10. All references to "local travel" shall mean within the Dallas County.
11. All references to "member rates or membership dues" shall mean doing business on a continuous basis and/or receiving a discounted rate for becoming a member of their organization.
12. All references to "key official" shall mean the Board of Trustees and all appropriate superintendents of the District.
13. All references to "department head" shall mean the supervisor, principal, director, executive manager, executive director, division manager and appropriate superintendent.

## TRAVEL ELIGIBILITY

Eligibility for travel shall be determined as follows:

1. The appropriate superintendent should determine the eligibility of individuals who travel on official school business. This includes released time and registration fees for local conferences.
2. Personnel may be authorized to travel for staff development with the approval of the department head and the appropriate superintendent. If

budget reductions become necessary, staff development trips must be postponed. During such times, only essential travel may be approved.

**ESSENTIAL TRAVEL** Essential travel is defined as travel that is required to conduct official District business. The appropriate superintendent will approve the need for such travel.

**APPROVAL OF TRAVEL REQUESTS** Travel requests shall be approved in accordance with the following guidelines:

1. Employee travel requests must be approved in advance by the department head and the appropriate superintendent.
2. Personnel desiring to pay their own expenses or travel at the expense of another agency or organization should receive prior approval from the department head and appropriate superintendent.
3. Employees must complete the appropriate documentation and submit it to their department heads in advance to obtain their approval of the estimated expenses associated with the travel. Department heads should review the documentation submitted and approve the travel requests accordingly. Upon approval by the employee's department head, all *expense* documentation should then be forwarded to the appropriate superintendent for final approval of the employee travel request. All documentation should be retained within the employee's division. Upon completion of the employee's travel, all documentation should then be submitted to the travel department for review.
4. The travel department should receive all requests for travel expense advance payments, with adequate business documentation attached at least ten (10) business days in advance of the employee's departure date. This is to allow sufficient time for the employee to take advantage of discounted rates from early reservations when planning District travel and for the advance to be processed. The District only advances hotel and registration.
5. Cancellation charges are reimbursable only if cancelled due to a business-related reason and/or illness or death of employee or immediate family.
6. A program agenda that includes the registration fee must be attached to the travel documentation and submitted to the department head.
7. All airfare tickets, if not used, must be cancelled in accordance with the commercial carrier's requirements to secure either a refund or a credit for future travel for the District, as allowed.

**MODE OF TRAVEL** The following shall apply:

1. Personnel traveling on official District business shall select the most rapid and economical transportation available.
2. Commercial travel may be arranged through the District-approved travel agency once the trip has been approved by all appropriate approvers. Commercial travel may also be arranged personally by an employee, and reimbursed to the employee in, before, or upon completion of that employee's travel. A commercial carrier receipt evidencing the travel expense incurred and paid by the employee shall be attached to the employee's request for reimbursement of travel

expenditures.

3. Private (personal) travel shall not be charged to the District through a travel agency.
4. When private automobiles are used, mileage shall be paid for the shortest route between points determined by the State Mileage Guide based on mileage reimbursement rates that are in effect on the dates of travel.
5. Car pooling must be used whenever possible. Only the individual's automobile used will be reimbursed on official District travel. Local travel at the out-of-District destination may be reimbursed, if approved prior to incurring the mileage.
6. Automobile rental may not be reimbursed unless it is the cheapest and most feasible means of conveyance. Employees must obtain written approval in advance from the appropriate superintendent to obtain a rental car. Vehicles shall be economy class. Refueling charges at the rental agency shall not be allowed because of higher prices. *Note: When renting a vehicle, the rental car agency's available comprehensive vehicle insurance coverage (both collision and liability insurance coverage) must be added to the rental vehicle.*

GENERAL  
NONREIMBURSABLE  
EXPENSE

The following expenditures shall not be considered for reimbursement by the District:

1. Any expense that does not relate to official District business.
2. Any expense, with the exception of parking and toll expenses or allowable mileage reimbursement, which is related to the operation of a personally owned or leased motor vehicle.
3. Tips or gratuities in excess of \$5.00 per day. *Note: Meal gratuities are paid from the employee's per diem allowance for meals.*
4. Excess baggage charges for personal belongings.
5. Telephone calls or Internet access fees, local or long distance, unless for properly verified business purposes. *Note: Telephone calls or Internet access fees must be identified on the lodging receipt as a "business related" expense to be reimbursed.*
6. Pre- or post-convention social/recreational activity fees, unless for a valid business purpose that is approved in advance by the appropriate superintendent.
7. Registration fees in excess of member rates unless the District mandates the business travel.
8. Membership fees or dues are allowed, as follows: Reimbursement of professional membership dues to professional employees may be provided if membership in such organization is required for retaining certain licenses required for the employee's position, is necessary for carrying out the educational functions of the District, or is otherwise authorized by the employee's department head. The membership must be directly related to the job role of the individual. Individuals who report directly to the Superintendent will be responsible for monitoring the number/type of organizations to which individuals subscribe. The membership dues must be paid from existing budget allocations. The membership must not include any personal benefit to the employee, such as liability insurance.

9. Airfare in excess of the lowest available. Coach class airfare should always be requested. First class or business class airfare may only be reimbursed if the District mandates the travel, and no less expensive airfare was available. Such reimbursement shall require the approval of the appropriate superintendent.
10. Personal travel insurance is not allowed for reimbursement.
11. Meals, lodging and parking in the metroplex, except for airport parking, unless specifically approved by the appropriate superintendent will not be reimbursed. Employees that do not receive monthly car allowances may be reimbursed for mileage and parking or toll expenditures incurred for valid business purposes regardless of the destination. *Note: The metroplex includes all areas located within thirty miles of 3700 Ross Avenue, Dallas, Texas 75204.*
12. Valet parking, unless no other mode of parking is available.
13. State hotel occupancy taxes for lodging in-state. *Note: Local and/or county hotel occupancy taxes must be paid by District employees, and shall be reimbursed.*
14. Other personal expenses or guest expenses, such as room service, kennel expenses for a pet, dry cleaning or laundry, in-room movies, and minibar or vending machine purchases shall not be reimbursed.
15. Entertainment expenses, including alcoholic beverages.

EXPENSE  
REIMBURSEMENT

All employees shall be reimbursed for travel expenses from all funds (general, federal or state) in accordance with the following guidelines:

1. Travel expenses should be reimbursed from funds authorized and appropriated for travel.
2. Meal per diem is allowed if the travel is out-of-district and the duration of the travel is for six consecutive hours or more (see also "DAY DEFINED"), as evidenced by the time of departure for the commercial transportation conveyance utilized, or a reasonably estimated time of departure if a personally owned or leased vehicle is utilized.
  - a. The in-state meal per diem is allowed for out-of-District travel that does not include an overnight stay, but is at least six consecutive hours in duration, and does not include an overnight stay, is in accordance with the maximum rate currently approved by the state comptroller, currently \$30. Out of state meals per diem rates will be according to the Travel Allowance Guide rates listed for the out-of-state destination.
  - b. In-state meal per diem is not allowed for out-of-District travel that does not include an overnight stay and is less than six consecutive hours in duration.
  - c. Out-of-state per diem will be according to the Travel Allowance Guide rates listed for the out-of-state destination. Receipts must be provided for all reimbursements of actual expenses claimed.
  - d. The in-state lodging daily room rate allowed is in accordance with the maximum rates currently approved by the state comptroller (currently approved at \$80). Out-of-state lodging daily room rate will be according to the Travel Allowance Guide rates listed for the out-of-state destination.

- e. For lodging, all employees and Board members may exceed either the \$30 per diem or the actual expense maximum of \$80, as allowed, if the total lodging cost may be assumed to be less expensive for the District overall. For example: The lodging expense incurred is at the site of the conference or meeting that is being attended, which precludes the need for additional expenditures such as car rental or cab fares. This assumption, and the approval of the excess cost, will be left to the discretion of the appropriate superintendent.
  - f. Local or county hotel occupancy taxes paid in relation to lodging are incidental expenses that shall be reimbursed in addition to the allowed lodging room rates. *Note: The District is exempt from State of Texas hotel occupancy taxes.*
  - g. Shared lodging arrangements allows each employee to equally receive up to the maximum per day lodging rate towards defraying the cost of a room that may exceed the maximum daily room rate. The sharing employees may not be reimbursed in excess of the actual cost of the lodging. *For example: A \$150 room rate for lodging shared by two employees would result in a \$75 per day reimbursement to each employee. A \$200 room rate would result in an \$80 per day reimbursement to each employee, unless the appropriate superintendent approves the excess cost, up to the \$200 total lodging cost. The employees would then each receive \$100 for lodging.*
  - h. The District will not reimburse an employee for lodging expenses incurred at a place that is not a commercial lodging establishment.
  - i. Employees and Board members are eligible for per diem meal and lodging reimbursement, currently \$30 per diem meals and \$80 lodging in the State of Texas. Receipts are not required for the \$30 meal per diem. Lodging receipts are always required.
  - j. In addition, key officials are eligible for reimbursement of actual expenses of up to twice the per diem amounts allowed all employees, which is consistent with the treatment of "key officials" in state agencies.
3. Overnight and non-overnight travel to U.S. possessions, Alaska, Hawaii, Canada or Mexico: Employees traveling outside of the 48 contiguous United States are reimbursed for actual expenditures as evidenced by original receipts presented for reimbursement.
  4. Employees should submit their travel expense reimbursement documentation to the travel department within ten business days after the return date of travel. *Note: Employee reimbursement, if any, shall occur within twenty business days after the final receipt of all adequate documentation by the travel department. If a reimbursement is due to the District, then the reimbursement shall be tendered via personal check, cashier's check or money order and should accompany the travel documentation submitted to the travel department.*
  5. Original receipts should be attached for all allowed expenditures claimed for reimbursement. Receipts are not required for meal per

diem reimbursements claimed. Receipts are required if actual expenses are claimed (allowable for superintendents and Board members only, or for travel outside the 48 contiguous United States). *Note: If original receipts are lost and cannot be replaced, then the employee or Board member's credit card receipt or statement that clearly reflects the expense will be allowable if they are not visibly altered and can be clearly traced to the reimbursement amount claimed.*

6. Employees are exempt from paying state hotel occupancy taxes when they are traveling on District business in-state. *Note: Employees must present a Texas Hotel Occupancy Tax Exemption Certificate form to the lodging establishment at the time of check-in. If the employee fails to present the state hotel occupancy tax exemption certificate to the lodging establishment, they may not be reimbursed for these taxes. This form may be obtained from the travel department.*

#### DAY DEFINED

In computing the per diem allowable for continuous out-of-District travel for six consecutive hours or more, the calendar day (midnight to midnight) will be the unit of measure.

If the employee's travel is out-of-District for any six consecutive hours of the day, as defined above, then a full meal per diem is allowed for that day. If there is an overnight stay, then the allowed meal per diem is \$30; if there is no overnight stay, then the allowed meal per diem is \$25. For travel out-of-District that is less than six consecutive hours of the day (as defined above), no meal per diem or lodging reimbursement is allowed for that day.

#### STATE OR FEDERAL EXPENSE REIMBURSEMENT

In addition to previously listed regulations, the following rules shall apply to state or federally funded/supported travel:

1. All expenses shall be reimbursed only from the state or federal funds authorized or appropriated for such out-of-District travel.
2. Travel reimbursement for state and federal funds may not exceed allowed levels approved by the state comptroller in the Texas Mileage Guide, or the rates allowed by District policy, or the rates allowed by state or federal grant, whichever is more restrictive. State rates are adjusted as changes are made at the state level.

#### IN-DISTRICT TRAVEL

##### MILEAGE IN LIEU OF ALLOWANCE

Designated personnel shall receive either a monthly car allowance or actual mileage expense ("mileage in lieu of allowance") in accordance with the following guidelines:

1. In-District travel is defined as travel within 30 miles in any direction of the central administration building, 3700 Ross Avenue, Dallas, Texas 75204.
2. In-District travel does not allow the employee to receive per diem. *Note: An employee may be reimbursed for a meal expense incurred in-District if it is for a conference. The reimbursement shall not exceed the actual cost of the meal, and must be evidenced by either a receipt or a printed document from the seminar or conference that reflects the cost of the meal.*

3. Pre-approval is not required for an employee to perform in-District travel that is a part of the employee's standard or normally reoccurring duties.
4. The District shall reimburse employees for official school business mileage driven, at the rate established by the State Comptroller in the Mileage Guide.
5. All employees will submit a request for reimbursement of business mileage to Finance and Accounting (Accounts Payable Department), with the proper approvals, for payment.
6. In computing in-District travel, the following guidelines will be observed:
  - Home to duty station = no mileage paid.
  - Duty station to duty station = mileage paid.
  - Duty station to home = no mileage paid.

**NONREIMBURSABLE TRAVEL** Employees called out for emergencies after normal office hours may request reimbursement at the approved rate for mileage from the home to the site and from the site to the home.

The following travel purposes are not reimbursable:

1. Travel from the home of the employee to school or place of official business and travel back to the employee's home.
2. Travel to participate in meetings of professional, civic, or social associations unless the District mandates attendance.

**MONTHLY TRAVEL REIMBURSEMENT REQUEST** The monthly travel reimbursement request for mileage should be completed and submitted on the first working day of the following month after travel has been performed, or as soon thereafter as possible. The request is to be completed in detail and approved by the department head and the appropriate superintendent, and then submitted to Finance and Accounting (Accounts Payable Department) for payment.

Mileage is reimbursed at the rate established by the State Comptroller in the State Mileage Guide.

**SPECIAL CATEGORY**

Travel requests are granted for special purposes consisting of:

1. Parents and students traveling on behalf of the District as approved by the appropriate superintendent. Travel for non-employees must be processed on an electronic check request.
2. Employees directed by the General Superintendent, chief of staff, special assistant to the superintendent, deputy superintendent, or an associate superintendent to attend a meeting or conference to officially represent the District. Personnel services division employees traveling on official recruiting trips may be issued either travelers checks or a District credit card in lieu of a travel advance and/or travel reimbursement.
3. Personnel services division employees traveling on official recruiting trips will be issued traveler checks. Other special arrangements made in advance must be specifically provided for and approved in advance

**TRAVELERS CHECKS**

via an electronic check requisition or District credit card.

4. Personnel services division employees traveling who need the registration fees paid in advance must request prepayment on an electronic check request.

The following travel expenses are reimbursable:

1. Nonmember rates for registration fees.
2. Allowable expenses in excess of those allowed by state and federal regulations. The difference is to be paid from local funds.
3. Pre or post conference registration fees.
4. Interview meeting room for recruiting.

Other special arrangements made in advance, must be specifically provided for and approved in advance on an electronic check request.

TRAVEL BY  
PERSONS NOT  
EMPLOYED BY THE  
DISTRICT

For provisions regarding parents, students or other individuals not employed by the District traveling on behalf of the District, see GKE(LOCAL).

Travel for all non-employees must be processed via an electronic check requisition.

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DEE(REGULATION)-X

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Information on early retirement and retirement benefits may be obtained from the following sources:

1. Teacher Retirement System of Texas (TRS)

1000 Red River Street

Austin, Texas 78701

1-800-223-8778 or [www.trs.state.tx.us](http://www.trs.state.tx.us)

2. Employee Benefits Services

3709 Ross Avenue

Dallas, Texas 75204

972-925-5450

Representatives from the Teacher Retirement System (TRS) are asked to come to the District annually. Appointments for prospective retirees with the TRS representatives may be made by calling or writing TRS.

PROCEDURES  
FOR  
RETIREMENT

Employees who plan to retire shall notify Human Resource Services, in writing, using the S-54 Form "Notice of Separation from Employment," at least 60 days in advance of their intended date of retirement. Completed requests for retirement must be received by Human Resource Services no later than March 1 if the retiree expects to participate in the Retirement Service Award. The District will continue to pay the employee in accordance with District pay procedures.

INSURANCE FOR  
RETIREES

The District benefits administrator shall automatically notify each retiring employee after the retirement date, at his or her current address, regarding the employee's rights to continuation of insurance coverage through COBRA. [See CRD(LEGAL) for more information on COBRA provisions]

RETIREMENT  
SERVICE  
AWARD

Each year, the Board makes an appropriation of funds for a program designed to provide recognition of long service with the District upon retirement and to encourage good attendance.

Each employee retiring from District service in accordance with policies and procedures of TRS shall be awarded an amount of money not less than the product of the retiree's final daily rate of pay times the number of days of accumulated unused local leave up to 90 days, times the percentage of service

credit as outlined on the table below.

The total of all calculated retirement service award amounts shall not exceed annual budgeted funds. In order to conform with budgeted funds, each retiree's calculated amount will be multiplied by the percentage of the budgeted amount over the total of all calculated amounts.

TABLE TO  
COMPUTE  
PERCENTAGE OF  
DAILY RATE  
FOR  
RETIREMENT  
AWARD  
PURPOSES

	Years of Service with the District	Percentage of Service Credit
	10-15	10%
	16-20	15%
	21-25	20%
	26-30	25%
	31-35	30%
	36-40	35%
	41-45	40%
	46-50	45%
	51 plus	50%

The payment of the sum of money under this plan shall be based on the approval of the General Superintendent and shall be payable at the time deemed appropriate by the General Superintendent.

Eligibility for the retirement service award is contingent upon completion of ten continuous years of District service including the current school year and submission of the S-54 Form electing retirement, to Human Resource Services, no later than March 1.

Employees submitting an S-54 Form after March 1 shall not be eligible for the award unless the reason for retirement is total disability diagnosed after March 1 through August 31. Upon presentation of acceptable medical evidence and approval of disability retirement by TRS, the award shall be paid from a reserve fund to be established as a carry-over for a contingency.

Continuation of this plan is contingent upon the availability of funds and approval of the Board each fiscal year.

LDU-39-02  
DEG(REGULATION)-X

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TERMINATION OF CONTRACT

DF  
(LEGAL)

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	<p>An attempt by any District employee to encourage or coerce a child to withhold information from the child's parent is grounds for discharge or suspension in accordance with applicable policies. <i>Education Code 26.008(b)</i> [See DFAA, DFBA, DFCA]</p>
REPORT TO SBEC	<p>In addition to the reporting requirement under Family Code 261.101 [see FFG], the Superintendent shall notify the State Board for Educator Certification (SBEC) if the Superintendent has reasonable cause to believe that:</p>
CRIMINAL RECORD	<p>1. An educator employed by or seeking employment in the District has a criminal record;</p>
RESIGNATION	<p>2. The educator resigned and reasonable evidence supports a recommendation by the Superintendent to terminate the educator based on a determination that the educator engaged in misconduct described in 3(a)-(e), below; or</p>
TERMINATION	<p>3. An educator's employment at the District was terminated based on a determination that the educator:</p> <ul style="list-style-type: none"><li>a. Abused or otherwise committed an unlawful act with a student or minor;</li><li>b. Possessed, transferred, sold, or distributed a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 U.S.C. Section 801 et seq.;</li><li>c. Illegally transferred, appropriated, or expended funds or other property of the District;</li><li>d. Attempted by fraudulent or unauthorized means to obtain or alter a professional certificate or license for the purpose of promotion or additional compensation; or</li><li>e. Committed a criminal offense or any part of a criminal offense on school property or at a school-sponsored event. "Abuse" has the meaning assigned by Family Code 261.001 and includes any sexual conduct involving an educator and a student or minor.</li></ul>
REPORTS	<p>The Superintendent must file a report with SBEC not later than the seventh day after the Superintendent first learns about an alleged incident of misconduct described in items 1-3, above. The report must be in writing and in a form prescribed by SBEC. SBEC shall determine whether to impose sanctions against a superintendent who fails to file a report in violation of this requirement.</p>
IMMUNITY	<p>The Superintendent shall notify the Board of the District and the educator of the filing of the report.</p> <p>A superintendent who in good faith and while acting in an official capacity files a report with SBEC is immune from civil or criminal liability that might otherwise be incurred or imposed.</p>

*Education Code 21.006, 19 TAC 249.14*

**ABANDONMENT OF CONTRACT** SBEC shall not pursue sanctions against an educator alleged to have abandoned his or her contract unless the District's Board:

1. Renders a finding that good cause did not exist for the educator to resign his or her position later than the 45th day before the first day of instruction; and
2. Submits a written complaint to SBEC within 30 calendar days after the educator separates from employment.

*19 TAC 249.14*

**REMOVAL / TERMINATION FOR CERTAIN OFFENSES AGAINST CHILDREN**

A school district or open-enrollment charter school that receives notice under Education Code Section 21.058(b) of the revocation of a certificate issued under Chapter 21, Subchapter B, shall:

1. Immediately remove the person whose certificate has been revoked from campus or from an administrative office, as applicable, to prevent the person from having any contact with a student [see DK]; and
2. As soon as practicable, terminate the employment of the person in accordance with the person's contract and with Education Code Chapter 21, Subchapter B.

These removal and termination requirements apply only to a conviction of a felony under Penal Code Title 5 or an offense for which the person must register as a sex offender, and only if the victim of the offense is under 18 years of age.

*Education Code 21.058*

**CONTRACT VOID FOR FAILURE OF CERTIFICATION**

An employee's probationary, term, or continuing contract under Education Code Chapter 21 is void if the employee:

1. Does not hold a certificate or permit issued by SBEC; or
2. Fails to fulfill the requirements necessary to extend the employee's temporary or emergency certificate or permit.

**DISTRICT'S OPTIONS**

After an employee receives notice that the employee's contract is void the District may:

1. Terminate the employee;
2. Suspend the employee with or without pay; or
3. Retain the employee for the remainder of the school year on an at-will employment basis in a position other than classroom teacher at the employee's existing rate of pay or at a reduced rate; and

An employee whose contract is void is not entitled to the minimum salary prescribed by Education Code 21.402.

**NO APPEAL OR CHAPTER 21 HEARING**

The District's decision under Education Code 21.0031(b) is not subject to appeal under Education Code Chapter 21, and the notice and hearing requirements of this chapter do not apply to the decision.

APPLICABILITY These void contract provisions do not affect the rights and remedies of a party in an at-will employment relationship and do not apply to a certified teacher assigned to teach a subject for which the teacher is not certified.

*Education Code 21.0031; Nunez v. Simms, 341 F.3D 385 (5th Cir. 2003)*

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TERMINATION OF CONTRACT

DF  
(LOCAL)

NOTICE OF  
TERMINATION  
FOR CAUSE

An employee who receives a written notice of his or her recommendation for contract termination must file with the commissioner of education a written request for a hearing, not later than the 15th day after the date the employee receives written notice of the proposed action, as required by Education Code 21.253, and must provide the Executive Director of Board Services with a copy of the request.

GROUND FOR  
TERMINATION

The hearing examiner shall conduct the hearing in and make a recommendation to the Board in accordance with applicable law. [See DFD(LEGAL)]

The following provisions apply only to the principals, supervisors, classroom teachers, counselors, nurses, or other full-time professional employees who hold a term contract or probationary contract and who have been proposed for termination. The Superintendent or designee may propose employees for termination. The Associate Superintendent for Human Resources is appointed as the designee to propose employees for termination.

The following acts or actions are determined to be good cause for termination of an employment contract:

1. Failure or refusal to comply with policies, orders, and directives of the Board, General Superintendent, and/or designees.
2. Any act or conduct while at school, whether in or out of a classroom, which is either indecent, obscene, illegal, cruel, abusive, or is otherwise contrary to and inconsistent with the ordinary standards set by the performance and conduct of the other professional public employees of the District.
3. Failure of the employee to use his or her best efforts in carrying out any one or more of the following areas of professional duties and responsibilities:
  - a. Creating a climate for learning in the classroom.
  - b. Instilling a desire for learning in the classroom.
  - c. Improving teaching techniques.
  - d. Striving consistently to improve student academic performance or teaching performance through participating in staff training/developmental programs.
  - e. Consistent lack of student improvement or growth.
4. Necessary reduction of school personnel.
5. Immorality, public lewdness, or other acts of moral turpitude, including unlawful practices.
6. Conviction at the trial court level of any felony or misdemeanor involving moral turpitude or the commission of any act that is a violation of the laws of the United States or the state of Texas and that directly affects the

- operation or mission of the District.
7. Consumption in any amount, or possession, of alcoholic beverages while on duty or on school grounds.
  8. Excessive use of alcoholic beverages or use of narcotics at any time that in any way affects the ability to successfully perform duties as determined by Board policy.
  9. Physical or mental incapacity preventing performance of the contract of employment.
  10. Use, abuse or possession of illegal drugs or hallucinogens.
  11. Neglect of duty that constitutes peril of any degree to students.
  12. Physical or verbal abuse of students, parents, co-workers, or other persons.
  13. Inefficiency, incompetency, or inability to perform assigned duties.
  14. Conviction or deferred adjudication at the trial court level that impacted, or may impact, performance of one's job.
  15. Possession of any weapon while on duty, on school premises, or any school-sponsored function.
  16. Stealing or misappropriation of property of the District, or property of others on District premises.
  17. Malicious mischief, defined as the abuse, misuse, or deliberate destruction or damaging of property, tools, or equipment of other employees, students, or of the District.
  18. Altering or tampering with time cards, "sign in/out" roster, insurance records, or any other District documents or records, or making a false entry in, or false alteration of, a District record.
  19. Making, presenting, or using any record or document with knowledge of its being false and with the intent that it be taken as a genuine governmental record.
  20. Insubordination, including refusal or failure to perform work assigned and/or refusal to obey orders of supervisors.
  21. The making or publishing of false, vicious, or malicious statements concerning any employee or supervisor of the District.
  22. Falsifying or refusing to give testimony concerning accidents involving school vehicles, job-related injuries, or other accidents. This includes failure to report a personal job-related injury and/or accident to an appropriate supervisor on the day of occurrence, or in any event no later than the next working day following.
  23. Knowingly making a false accusation of child abuse or sexual harassment.
  24. Conduct or behavior not otherwise expressly referred to in this policy, either during or off working hours, that could cause the public, students, or employees to lose confidence in the administration and integrity of the District.
  25. Failure to meet acceptable standards of conduct for employees in like or similar positions, which would make retention of the employee detrimental to the best interests of the District.
  26. Failure or refusal to timely submit or account for all grades, reports, school equipment, or other required items.
  27. Lack of funding for a federally or categorically funded position.
  28. Violation of any federal statute or state law, or the United States or State of Texas Constitution.
  29. Failure or refusal to fulfill duties or responsibilities as set forth under the



terms and conditions of the employment contract, or contained in the employee's job description or local Board policy.

30. Failure to obtain or retain necessary certification.
31. Excessive absences, tardiness, or job abandonment.
32. Failure to return to duty from any approved leave.
33. Any other reason constituting "good cause" under Texas law.
34. Failure to timely report suspected child abuse.

The recommendation and decision to terminate a contract under this policy shall not be based on an employee's exercise of constitutional rights or based unlawfully on an employee's race, color, religion, sex, national origin, disability, age, or veteran status.

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DATE ISSUED: 11/22/2004  
LDU-47-04  
DF(LOCAL)-X

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

PROBATIONARY CONTRACTS:  
SUSPENSION/TERMINATION DURING CONTRACT

DFAA  
(LEGAL)

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**DISCHARGE** Any probationary contract employee may be discharged at any time for good cause as determined by the Board. "Good cause" is the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state. *Education Code 21.104 (a)*

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**Note:** See DF regarding circumstances in which a certified employee's dismissal must be reported to the State Board for Educator Certification (SBEC).

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**SUSPENSION** The District may, for good cause as defined above, suspend an employee without pay in lieu of discharge. The period of suspension may not extend beyond the end of the current school year. *Education Code 21.104(b)*

**NOTICE** Before any probationary contract employee is dismissed or suspended without pay for good cause, the employee shall be given reasonable notice in writing of the charges against him or her and an explanation of the District's evidence, set out in sufficient detail to fairly enable the employee to show any error that may exist. *Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532, 105 S.Ct. 1487 (1985)*

**HEARING** If a probationary contract employee who has received notice of proposed termination desires a hearing before an independent hearing examiner, the employee must file a written request with the Commissioner not later than the 15th day after the date the employee receives notice of the proposed termination. The employee must provide the District with a copy of the request and must provide the Commissioner with a copy of the notice.

The parties may agree in writing to extend by not more than ten days the deadline for requesting a hearing.

*Education Code 21.251, 21.253 [See DFD]*

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DATE ISSUED: 12/16/2003  
UPDATE 72  
DFAA(LEGAL)-P

**currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

Dallas ISD  
057905

PROBATIONARY CONTRACTS:  
SUSPENSION/TERMINATION DURING CONTRACT

DFAA  
(LOCAL)

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SUSPENSION  
WITH PAY

A probationary contract employee may be suspended with pay or placed on administrative leave by the Superintendent during an investigation of alleged misconduct by the employee or at any time the Superintendent determines that the District's best interest will be served by the suspension or administrative leave.

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DATE ISSUED: 10/23/1995  
UPDATE 50  
DFAA(LOCAL)-A

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PROBATIONARY CONTRACTS:  
TERMINATION AT END OF YEAR

DFAB  
(LEGAL)

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GROUNDS FOR TERMINATION	A probationary contract employee may be terminated at the end of the contract period if the Board determines that such termination will serve the best interests of the District.
NOTICE	The Board shall give the employee notice of its decision to terminate the employment not later than the 45th day before the last day of instruction required under the contract.
NO APPEAL	The Board's decision to terminate a probationary employee at the end of a contract period is final and may not be appealed.
	<i>Education Code 21.103(a)</i>
FAILURE TO NOTIFY	Failure to give a probationary employee notice of termination within the time period described above obligates the Board to employ the probationary employee for the following school year. The contract will be for a position in the same capacity under: <ol style="list-style-type: none"><li> 1. A probationary contract, if the person has been employed under a probationary contract for less than three consecutive school years; or</li><li> 2. A continuing or term contract, according to District policy, if the person has been employed under a probationary contract for three consecutive school years.</li></ol>
	<i>Education Code 21.103(b)</i>

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DATE ISSUED: 06/22/2000  
UPDATE 63  
DFAB(LEGAL)-P

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PROBATIONARY CONTRACTS:  
RETURN TO PROBATIONARY STATUS

DFAC  
(LEGAL)

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In lieu of discharging a continuing contract employee, terminating a term contract employee, or not renewing a term contract, the District may, with written consent of the employee, return the employee to probationary contract status.

AFTER BOARD  
PROPOSAL

Except as provided below, an employee may agree to be returned to probationary status only after receiving written notice that the Board has proposed discharge, termination, or nonrenewal. [See DF series]

AFTER NOTICE  
FROM  
SUPERINTENDENT

An employee may agree to be returned to probationary contract status after receiving written notice of the Superintendent's intent to recommend discharge, termination, or nonrenewal.

NOTICE

The notice must inform the employee of the District's offer to return the employee to probationary contract status, the period during which the employee may consider the offer, and the employee's right to seek counsel. The District must provide the employee at least three business days after the employee receives the notice to agree to be returned to probationary contract status. This provision does not require the Superintendent to provide notice of intent to recommend discharge, termination, or nonrenewal.

NEW  
PROBATIONARY  
PERIOD

An employee returned to probationary status must serve a new probationary period as if the employee were employed by the District for the first time.

*Education Code 21.106*

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DATE ISSUED: 12/16/2003  
UPDATE 72  
DFAC(LEGAL)-P

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SUSPENSION WITHOUT PAY      The Board may, for good cause as determined by the Board, suspend an employee without pay:

1. Pending discharge, or
2. In lieu of termination.

The suspension may not extend beyond the end of the school year.

*Education Code 21.211(b)*

BACK-PAY      If no discharge occurs subsequent to a suspension without pay pending discharge, the term contract employee is entitled to back pay for the period of suspension. *Education Code 21.211(c)*

GROUND FOR DISMISSAL      The Board may terminate a term contract and discharge a term contract employee at any time for:

1. Good cause as determined by the Board; or
2. A financial exigency that requires a reduction in personnel.

*Education Code 21.211(a)*

NOTICE      Before any term contract employee is dismissed for good cause, the employee shall be given reasonable notice in writing of the charges against him or her and an explanation of the District's evidence, set out in sufficient detail to fairly enable the employee to show any error that may exist. *Cleveland Bd. of Educ. v. Loudermill, 105 S.Ct. 1487 (1985)*

HEARING      If a term contract employee desires a hearing before an independent hearing examiner, the employee must file a written request with the Commissioner not later than the 15th day after the date the employee receives notice of the proposed termination or suspension without pay. The term contract employee must provide the District with a copy of the request and must provide the Commissioner with a copy of the notice.

The parties may agree in writing to extend by not more than ten days the deadline for requesting a hearing.

*Education Code 21.251, 21.253 [See DFD]*

SUSPENSION WITH PAY      The employee may be suspended with pay pending the outcome of the dismissal hearing. *Moore v. Knowles, 466 F.2d 531 (1972)*

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*Note:* See DF regarding circumstances in which a certified employee's dismissal must be reported to the State Board for Educator Certification (SBEC).

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DATE ISSUED: 12/16/2003  
UPDATE 72  
DFBA(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**



Dallas ISD  
057905

TERM CONTRACTS:  
SUSPENSION/TERMINATION DURING CONTRACT

DFBA  
(LOCAL)

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SUSPENSION WITH PAY	A term contract employee may be suspended with pay or placed on administrative leave by the Superintendent during an investigation of alleged misconduct by the employee or at any time the Superintendent determines that the District's best interest will be served by the suspension or administrative leave.
SUSPENSION WITHOUT PAY	See DFBA(LEGAL) regarding the employee's right to notice and a hearing.

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DATE ISSUED: 01/13/1997  
LDU-03-97  
DFBA(LOCAL)-X

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GROUNDS FOR NONRENEWAL	The Board may terminate a term contract for a financial exigency that requires a reduction in personnel. <i>Education Code 21.211(a)</i>
REASONS	The Board shall establish by policy reasons for nonrenewal at the end of a school year. <i>Education Code 21.203(b)</i>
EVALUATIONS	Before making a decision not to renew a term contract, the Board shall consider the most recent evaluations if the evaluations are relevant to the reason for the Board's action. <i>Education Code 21.203(a)</i> [See DNA]
NOTICE	Not later than the 45th day before the last day of instruction in a school year, the Board shall notify in writing each term contract employee whose contract is about to expire of its proposal to renew or not renew the contract.  The Board's failure to give notice of a proposed renewal or nonrenewal constitutes an election to employ the term contract employee in the same professional capacity for the following school year.  <i>Education Code 21.201, 21.206</i>
REQUEST FOR HEARING	If the employee desires a hearing after receiving notice of the proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after receiving the notice of proposed action. The Board shall provide for a hearing to be held within 15 days after receiving written notice from the employee requesting a hearing unless the parties agree in writing to a different date. Such hearing shall be closed unless an open hearing is requested by the employee and shall be conducted in accordance with rules promulgated by the District.
BOARD HEARING	If the employee requests a hearing, the Board shall hold a hearing at which the employee may:  <ol style="list-style-type: none"><li>1. Be represented by a representative of the employee's choice;</li><li>2. Hear the evidence supporting the reason for nonrenewal;</li><li>3. Cross-examine adverse witnesses; and</li><li>4. Present evidence.</li></ol> <i>Education Code 21.207</i>
BOARD DECISION	To evaluate the evidence put before it, the Board shall use the preponderance of the evidence standard of review. <i>Whitaker v. Marshall ISD, Comm. Ed. Dec. No. 112-R1-598 (1998)</i>

Following the hearing, the Board shall take the appropriate action and notify the employee in writing of that action within 15 days following the conclusion of the

hearing.

NO HEARING

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

*Education Code 21.208*

HEARING  
EXAMINER

The Board may use the process described at DFD. *Education Code 21.207*

APPEALS

An employee aggrieved by a decision of the Board to nonrenew a term contract may appeal to the Commissioner for a review of the Board's decision. *Education Code 21.209*

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DATE ISSUED: 12/16/2003  
UPDATE 72  
DFBB(LEGAL)-P

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## REASONS

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, national origin, disability, or age. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications, or receiving an evaluation with a "below expectations" in three or more domains, or one "below expectations" and one "unsatisfactory" in one or more domains.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency or program change. [See DFF]
10. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on school property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
11. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
12. Conviction of a felony or of any crime involving moral turpitude; conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony; or deferred adjudication for a felony or any crime involving moral turpitude. [See DH]
13. Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy. [See DH]
14. Failure to meet the District's standards of professional conduct.
15. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
16. Disability, not otherwise protected by law, that prevents the

- employee from performing the essential functions of the job.
17. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the employee's effectiveness in the District.
  18. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
  19. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
  20. A significant lack of student progress attributable to the educator.
  21. Behavior that presents a danger of physical harm to a student or to other individuals.
  22. Assault on a person on school property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
  23. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
  24. Falsification of records or other documents related to the District's activities.
  25. Falsification or omission of required information on an employment application.
  26. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
  27. Failure to fulfill requirements for certification, including passing certification examinations required by state law for the employee's assignment.
  28. Failure to achieve or maintain "highly qualified" status as required for the employee's assignment.
  29. Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit.
  30. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
  31. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
  32. Any reason constituting good cause for terminating the contract during its term.

**RECOMMENDATIONS  
FROM  
ADMINISTRATION**

Administrative recommendations for renewal or proposed nonrenewal of professional employee contracts shall be submitted to the Superintendent. The Superintendent shall require that each administrator's recommendation for nonrenewal be accompanied by copies of all pertinent information necessary to a decision to recommend proposed nonrenewal. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

**SUPERINTENDENT'S  
RECOMMENDATION**

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Copies of written evaluations, other supporting documentation, if any, and reasons

for the recommendation shall be submitted for each employee recommended for proposed nonrenewal. The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

#### NOTICE OF PROPOSED RENEWAL OR NONRENEWAL

The Superintendent shall deliver to the employee by hand or certified mail, return receipt requested, written notice of proposed renewal or nonrenewal not later than the 45th day before the last day of instruction required in the contract. The notice shall indicate whether the District will use the independent hearing examiner process or whether the hearing will be conducted by the Board. If the notice of proposed nonrenewal does not contain a statement of the reason or all of the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

#### REQUEST FOR HEARING

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal. When a timely request for a hearing on a proposed nonrenewal is received by the Board President, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

#### HEARING PROCEDURE

The hearing shall be conducted in closed meeting unless the employee requests that it be open, with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until it is their turn to present evidence. The employee and the administration may each be represented by a representative of each party's choice. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the Board President's control and in general shall follow the steps listed below:

1. After consultation with the parties, the Board President shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

BOARD DECISION

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

HEARING EXAMINER

The Board may use the independent hearing examiner procedure described in Subchapter F, Chapter 21 of the Texas Education Code and in policy DFD(LEGAL), instead of the procedure described above. If the Board uses the independent hearing examiner process, the employee must file a written request with the Commissioner of Education not later than the 15th day after receiving the notice of the proposed nonrenewal. The employee must provide a copy of the request to the Superintendent.

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DATE ISSUED: 05/30/2005

LDU-22-05

DFBB(LOCAL)-X

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Dallas ISD  
057905

TERM CONTRACTS:  
NONRENEWAL

DFBB  
(EXHIBIT)

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NOTICE OF PROPOSED CONTRACT NONRENEWAL

(FOR HEARINGS CONDUCTED BY THE BOARD)

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Dear \_\_\_\_\_:

YOU ARE HEREBY NOTIFIED that the Superintendent of \_\_\_\_\_ ISD has recommended to the Board of Trustees at a lawfully called meeting of the Board of Trustees on (date) \_\_\_\_\_, that your employment contract as (job title) \_\_\_\_\_ in the District not be renewed for the succeeding school year, and the Board voted to propose the nonrenewal.

This notice is given pursuant to the provisions of Section 21.206 of the Texas Education Code.

The recommendation not to renew your contract is being made for the following reasons:

[LIST ALL REASONS IN DETAIL]

If you desire a hearing, not later than the 15th day after receipt of this written notice, you must notify the Board of Trustees in writing of such request. The Board shall provide a hearing to be held not later than the 15th day after receipt of your notice requesting a hearing. Such hearing shall be closed unless you request an open hearing. If you fail to make a timely request for a hearing, the Board may proceed to make a determination upon the Superintendent's recommendation not later than the 30th day after the date the Board sends you notice of the proposed nonrenewal.



If you have any questions concerning any of the reasons supporting the proposed action to nonrenew your contract, please advise the Superintendent in writing.

Attached to this notice is a copy of the District's policy on nonrenewal of term contracts, containing the rules for the hearing.

This notice dated at (City/State/Zip): \_\_\_\_\_,

Date: \_\_\_\_\_ BY: \_\_\_\_\_

President, Board of Trustees

\_\_\_\_\_ ISD

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DATE ISSUED: 02/22/1999  
UPDATE 60  
DFBB(EXHIBIT)-A

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DISCHARGE	<p>A teacher employed under a continuing contract may be discharged at any time for good cause as determined by the Board. "Good cause" is the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state.</p>
SUSPENSION	<p>The District may suspend a teacher without pay and for a period not to extend beyond the end of the current school year in lieu of discharge, for good cause as defined above.</p> <p><i>Education Code 21.156</i></p>
REDUCTION IN FORCE	<p>Continuing contract employees may be released from employment by the District at the end of a school year because of necessary reduction of personnel.</p> <p>Necessary reduction of personnel shall be made in the reverse order of seniority in the specific teaching fields.</p> <p><i>Education Code 21.157</i></p>
NOTICE	<p>Before any employee under a continuing contract is discharged, suspended without pay in lieu of discharge, or released because of a necessary reduction in personnel, the employee shall be notified in writing by the Board of the proposed action and the grounds for the action. <i>Education Code 21.158(a)</i></p> <p>An employee who is discharged or suspended without pay for actions related to the inability or failure of the employee to perform assigned duties is entitled, as a matter of right, to a copy of each evaluation report or any other written memorandum that concerns the fitness or conduct of the employee, by requesting in writing a copy of these documents. <i>Education Code 21.158(b)</i></p>
HEARING	<p>If, upon written notification of the proposed action, the employee desires to contest the same, the employee shall notify the Board in writing not later than the tenth day after the date of receipt of the official notice and must provide the Commissioner with a copy of the notice. A timely request for a hearing entitles the employee to a hearing before a hearing examiner.</p> <p>The parties may agree in writing to extend by not more than ten days the deadline for requesting a hearing.</p> <p><i>Education Code 21.251(a)(1), 21.253, 21.159 [See DFD]</i></p>
HEARING NOT REQUESTED	<p>If the employee fails to request a hearing not later than the tenth day after receiving notice of the proposed action, the Board shall take the appropriate action and notify the employee in writing of the action not later than the 30th day</p>

after the date the Board sent the notice of the proposed action. *Education Code 21.159(c)*

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**Note:** See DF regarding circumstances under which a certified employee's termination during the year shall be reported to the State Board for Educator Certification (SBEC).

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DATE ISSUED: 12/16/2003  
UPDATE 72  
DFCA(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

APPLICABILITY	<p>This hearing process applies only if an employee requests a hearing after receiving notice of a proposed decision to:</p> <ol style="list-style-type: none"><li>1. Terminate a continuing contract at any time;</li><li>2. Terminate a probationary or term contract before the end of the contract period; or</li><li>3. Suspend without pay.</li></ol> <p>It does not apply to:</p> <ol style="list-style-type: none"><li>1. A decision to terminate a probationary contract at the end of the contract term; or</li><li>2. A decision not to renew a term contract, unless the Board has adopted this process for nonrenewals. [See DFBB]</li></ol> <p><i>Education Code 21.251</i></p>
REQUEST FOR HEARING	<p>Not later than the 15th day after the date the employee receives notice of one of the proposed contract actions listed above, the employee must file a written request with the Commissioner for a hearing before a hearing examiner. The employee must provide the District with a copy of the request and must provide the Commissioner with a copy of the notice. The parties may agree in writing to extend by not more than ten days the deadline for requesting a hearing. <i>Education Code 21.253</i></p>
ASSIGNMENT OF HEARING EXAMINER BY AGREEMENT	<p>The parties may agree to select a hearing examiner from the list maintained by the Commissioner or a person who is not certified to serve as a hearing examiner, provided that person is licensed to practice law in Texas. If the parties agree on a hearing examiner the parties shall, before the date the Commissioner is permitted to assign a hearing examiner, notify the Commissioner in writing of the agreement, including the name of the hearing examiner selected.</p>
BY APPOINTMENT	<p>If the parties do not select a hearing examiner by agreement, the Commissioner shall assign the hearing examiner not earlier than the sixth business day and not later than the tenth business day after the date on which the Commissioner receives the request for a hearing. When a hearing examiner has been assigned, the Commissioner shall notify the parties immediately.</p>
REJECTION	<p>The parties may agree to reject a hearing examiner for any reason and either party is entitled to reject an assigned hearing examiner for cause. A rejection must be in writing and filed with the Commissioner not later than the third day after the date of notification of the hearing examiner's assignment. If the parties agree to reject the hearing examiner or if the Commissioner</p>

determines that one party has good cause for the rejection, the Commissioner shall assign another hearing examiner.

FINALITY OF  
DECISION

After the employee receives notice of the proposed contract action, the parties may agree in writing that the hearing examiner's decision be final and nonappealable on all or some issues.

*Education Code 21.254*

POWERS OF  
HEARING  
EXAMINER

The hearing examiner may issue subpoenas, administer oaths, rule on motions and the admissibility of evidence, maintain decorum, schedule and recess the proceedings, allow the parties to take depositions or use other means of discovery, and make any other orders as provided by Commissioner rule.

CONDUCT OF  
HEARING

The hearing and any depositions must be held within the geographical boundaries of the District or at the regional education service center that serves the District.

*Education Code 21.255*

SCHEDULE  
RESTRICTION

A hearing before a hearing examiner may not be held on a Saturday, Sunday, or a state or federal holiday, unless all parties agree. *Education Code 21.257 (c)*

PRIVATE

A hearing before a hearing examiner shall be private unless the employee makes a written request for a public hearing.

EXCEPTION

If necessary to maintain decorum, the hearing examiner may close a hearing that an employee has requested be public.

PROTECTION  
OF WITNESSES

To protect the privacy of a witness who is a child, the hearing examiner may close the hearing to receive the testimony or order that the testimony be presented by procedures in Article 38.071, Code of Criminal Procedure.

EMPLOYEE  
RIGHTS

At the hearing, the employee has the right to:

1. Be represented by a representative of the employee's choice;
2. Hear the evidence on which the charges are based;
3. Cross-examine each adverse witness; and
4. Present evidence.

The hearing is not subject to the Administrative Procedure Act.

The hearing shall be conducted in the same manner as a trial without a jury in state district court. A certified shorthand reporter shall record the hearing.

EVIDENCE

The Texas Rules of Civil Evidence shall apply at the hearing. An evaluation or appraisal of the teacher is presumed to be admissible at the hearing. The hearing examiner's findings of fact and conclusions of law shall be presumed to be based only on admissible evidence.

BURDEN OF PROOF	<p>The District has the burden of proof by a preponderance of the evidence at the hearing.</p> <p><i>Education Code 21.256</i></p>
COSTS	<p>The District shall bear the cost of the services of the hearing examiner and certified shorthand reporter and the production of any original hearing transcript. Each party shall bear its costs of discovery, if any, and its attorney's fees. <i>Education Code 21.255(e)</i></p>
RECOMMENDATION	<p>Not later than the 60th day after the date on which the Commissioner receives a request for a hearing before a hearing examiner, the hearing examiner shall complete the hearing and make a written recommendation. The recommendation must include findings of fact and conclusions of law. The recommendation may include a proposal for granting relief, including reinstatement, back pay, or employment benefits. The proposal for relief may not include attorney's fees or other costs associated with the hearing or appeals from the hearing. The hearing examiner shall send a copy of the recommendation to each party, the Board President, and the Commissioner.</p>
WAIVER OF DEADLINE	<p>The parties may agree in writing to extend by not more than 45 days the right to a recommendation by the date specified above.</p> <p><i>Education Code 21.257</i></p>
CONSIDERATION	<p>The Board or a designated subcommittee shall consider the hearing examiner's record and recommendation at the first Board meeting for which notice can be posted in compliance with the open meetings laws. The meeting must be held not later than the 20th day after the date that the Board President receives the hearing examiner's recommendation and record.</p>
ORAL ARGUMENT AND RECORDING	<p>At the meeting, the Board or subcommittee shall allow each party to present an oral argument to the Board or subcommittee. The Board may, by written policy, limit the amount of time for oral argument, provided equal time is allotted each party. A certified shorthand reporter shall record any such oral argument.</p>
LEGAL ADVICE	<p>The Board or subcommittee may obtain advice from an attorney who has not been involved in the proceedings.</p> <p><i>Education Code 21.258, 21.260</i></p>
DECISION	<p>Not later than the tenth day after the date on which the meeting to consider the hearing examiner's recommendation is held, the Board or subcommittee shall announce its decision, which must include findings of fact and conclusions of law, and may include a grant of relief.</p> <p>The Board or subcommittee may adopt, reject, or change the hearing examiner's conclusions of law or proposal for granting relief. The Board may reject or change a finding of fact made by the hearing examiner:</p> <ol style="list-style-type: none"> <li>1. Only after reviewing the record of the proceedings; and</li> <li>2. Only if the finding of fact is not supported by substantial evidence.</li> </ol> <p>The Board or subcommittee shall state in writing the reason for and legal</p>

basis for a change or rejection.

RECORDING

A certified shorthand reporter shall record the announcement of the decision. The District shall bear the cost of the reporter's services.

*Education Code 21.259, 21.260*

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UPDATE 72

DFD(LEGAL)-P

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TERMINATION OF CONTRACT:  
HEARINGS BEFORE HEARING EXAMINER

DFD  
(LOCAL)

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BOARD OF  
TRUSTEES  
CONSIDERATION  
OF  
RECOMMENDATION

The Board or a subcommittee designated by the Board shall consider the recommendation and record of the hearing examiner. The meeting must be held at the first Board meeting for which notice can be timely posted, and in any event no later than the 20th day after the date that the President of the Board receives the hearing examiner's recommendation and the record of the hearing. [See DFD(LEGAL)]

At the meeting, the Board, or a subcommittee of no less than three Trustees, shall consider the hearing examiner's recommendation and shall allow each party to present oral argument to the Board or subcommittee. Oral argument shall be limited to ten minutes per party, excluding questions by the Board or subcommittee. The Board or subcommittee reserves the right to grant additional time in equal amounts to both parties, depending on the complexity of the issues, and solely at the Board's or subcommittee's discretion. A certified shorthand reporter shall record the oral argument before the Board or subcommittee. The Board or subcommittee may obtain advice concerning legal matters from an attorney who has not been involved in the proceedings.

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TERMINATION OF CONTRACT:  
RESIGNATION

DFE  
(LEGAL)

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RESIGNATION  
DEADLINE

An educator employed under a probationary contract for the following school year, or under a term or continuing contract, may relinquish the position and leave District employment at the end of the school year without penalty by filing a written resignation with the Board or the Board's designee not later than the 45th day before the first day of instruction of the following school year. A written resignation mailed by prepaid certified or registered mail to the Board President or the Board's designee at the post office address of the District is considered filed at the time of mailing.

The educator may resign, with the consent of the Board or the Board's designee, at any other time.

ABANDONMENT  
OF CONTRACT

On written complaint by the District, the State Board for Educator Certification (SBEC) may impose sanctions against an educator who is employed under a contract for the following school year and who:

1. Resigns;
2. Fails without good cause to comply with the resignation deadline or the provision regarding resignation by consent; and
3. Fails without good cause to perform the contract.

*Education Code 21.105, 21.160, 21.210*

SBEC shall not pursue sanctions against an educator who is alleged to have abandoned his or her contract unless the Board:

1. Renders a finding that good cause did not exist for the employee's resignation; and
2. Submits a written complaint to SBEC within 30 calendar days after the educator separates from employment.

*19 TAC 249.19(f)*

NOTICE TO SBEC

In addition to the reporting requirement under Family Code 261.101 [see FFG], the Superintendent must file a report with SBEC not later than the seventh day after the Superintendent first obtains or has knowledge of information indicating that an educator resigned and reasonable evidence supported a recommendation by the Superintendent to terminate the educator because he or she committed one of the acts specified at Education Code 21.006(b).

Before accepting the educator's resignation, the Superintendent shall inform the educator in writing that a report will be filed that may result in sanctions against the employee's certificate.

The Superintendent shall notify the Board prior to filing a report of a resignation with SBEC.

*Education Code 21.006(b), (c), (d); 19 TAC 249.14(d)* [See DF]

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GENERAL  
REQUIREMENTS

1. Resignations submitted pursuant to section 21.105, 21.160 and 21.210 of the Texas Education Code will be in accordance with policy DFE (LEGAL).
  2. Contract employees may not resign after the statutory deadlines without the consent of the General Superintendent or designee.
  3. All resignations submitted outside the statutory deadlines shall be submitted in writing to the Human Resource Services Department. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing. The Board delegates to the General Superintendent or designee the authority to accept resignations in accordance with the requirements of this policy. Once submitted and accepted, a resignation may only be rescinded in accordance to DFE(REGULATION).
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Contracts of employment are offered to eligible personnel during the spring for the ensuing school year. This period of time is also the designated period for personnel serving multiyear contracts to request termination of contracts in force for the ensuing year.

ACCEPTABLE  
REASONS

The contract of employment is a binding contract and may not be terminated by the employee without written District approval. The following shall be acceptable criteria for considering whether or not to allow termination of a contract in force after the contract reconsideration period:

1. Spouse being transferred out of the Metroplex area. "Metroplex" for the purpose of this policy is interpreted to include Dallas County and counties contiguous to Dallas County.
2. Unusual and outstanding promotion opportunity offered.
3. Exceptional personal problems or hardship.
4. Health reasons both mental and/or physical. A statement documented by the family doctor and approved by the school health services director must be submitted.
5. Marriage.
6. Birth of a child.
7. Professional leave of absence to do advanced work. Resignations submitted less than 45 calendar days prior to the opening day of school, listing returning to school as a reason, must be accompanied by verification of acceptance or enrollment in a college or university.

The employee must submit a written request to the associate superintendent for human resource services for termination of contract, but the contract shall not be terminated unless agreed to in writing by the associate superintendent for human resource services. The written request (using form S-54) should be submitted at least two weeks prior to the requested date of termination. The associate superintendent for human resource services will determine if a personal conference is required before acting on the request.

The District's agreement to terminate an employee's contract shall not preclude the District from protesting claims for unemployment compensation.

ACCEPTANCE OF  
RESIGNATION

Acceptance of a resignation is defined as approval of an employee's resignation by the Superintendent or designee and written notification transmitted to the employee confirming acceptance of the resignation.

EMPLOYEE'S  
REQUEST TO  
WITHDRAW

An employee's request to withdraw his or her resignation may be considered by the Superintendent or designee only when:

RESIGNATION

1. The resignation has not been accepted by the Superintendent or designee, or the resignation is withdrawn prior to the last day of the calendar month following the resignation; and
  2. The position is still available; and
  3. The withdrawal request is approved by the principal or department head.
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DFE(REGULATION)-X

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TERMINATION OF CONTRACT:  
REDUCTION IN FORCE

DFP  
(LOCAL)

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**PURPOSE** The purpose of this policy is to provide for an orderly method for the separation of professional employees who are affected by a necessary reduction in force (RIF) and the orderly recall of eligible persons, if possible, at the earliest opportunity. This policy will be implemented on or before July 1, and thereafter as needed, but shall not be implemented without official Board action to invoke it.

**PHILOSOPHY** When economic factors or restructuring of programs necessitates the elimination of positions, the District will attempt to provide maximum job security to those persons who have accumulated the greatest number of years of continuous Districtwide service consistent with the need to maintain continuity of instruction, programs, or productivity within a school or department.

**DEFINITIONS** Definitions used in this policy are as follows:

1. "Reduction in force (RIF)" means the dismissal of a teacher, administrator, or other professional employee before the end of a contract term for reasons of financial exigency or program change. Nonrenewal of an employee's term contract is not a "reduction in force" as used in this policy.
2. "Financial exigency" means any decline in the Board's financial resources brought about by decline in enrollment, cuts in funding, decline in tax revenues, or any other actions or events that create a need for the District to reduce financial expenditures for personnel.
3. "Program change" means any elimination, curtailment, or reorganization of a curriculum offering, program, or school operation because of a lack of student response to particular course offerings, legislative revisions to program funding, or a reorganization or consolidation of two or more individual schools or school districts.

**REPLACEMENT OR TERMINATION OF PERSONNEL** The Human Resource Services staff will assemble two lists. One list shows all professional employees without assignments for the ensuing school year, and the other shows all employees in reverse order of employment. The listings will indicate each employee's professional status, certification, ethnicity, continuous Districtwide seniority, contract status, job title, last school/department, and date of employment.

Employees affected by the RIF policy will be assigned by Human Resource Services staff to appropriate positions, replacing other employees in the District, according to contract status and other criteria.

**BOARD DETERMINATION** Reduction in force shall be made on a Districtwide basis rather than by campus. When a reduction in force is to be implemented, the Board shall first determine which employment areas shall be affected. The Superintendent shall confine his

or her recommendations for personnel reductions to staff members and administrators assigned to the affected programs or employment areas.

## EMPLOYMENT AREAS

A reduction in force may be implemented in one, several, or all employment areas. Employment areas shall be defined as:

1. Elementary grades, departments, or programs.
2. Secondary departments or programs.
3. Counseling programs.
4. Special programs, such as gifted and talented, bilingual, special education, compensatory education, and migrant education.
5. Library programs.
6. Other nonteaching professional staff, except administrators such as principals, assistant principals, and central staff, who are appointed and assigned by the General Superintendent.
7. Teachers on probationary status.
8. Professional employees holding temporary certificates or permits.
9. Other Districtwide programs.

Teachers and counselors affected by the RIF policy will be assigned by the Human Resource Services staff to teaching or counseling positions, replacing other teachers or counselors in the District in the following sequence:

1. Employees with probationary contracts.
2. Employees with three-year contracts.

Teachers and counselors will be assigned to positions by the sequence outlined in the preceding section according to the following criteria:

1. Professional status at time of RIF: TEA interprets professional status as the person's current teaching assignment, such as English teacher, etc.
2. Continuous Districtwide teaching or counseling seniority.
3. Ethnicity.
4. Special skills, expertise, and extracurricular capabilities. It might be necessary to retain some personnel, regardless of Districtwide service, if they have special skills, such as reading or bilingual teachers, math and science minors, and other competencies that other teachers with more teaching experience might not have.

Counselors not eligible for replacement of other counselors will be assigned to replace teachers using the same criteria as set forth above, except that only continuous Districtwide teaching service will be considered for the seniority criteria.

Employees not eligible for replacement of other personnel and employees displaced through this process will have their contracts terminated and will be placed on recall status.

No appointment of employees new to the District will be made while there are available permanent employees in the recall "pool" who are properly qualified to fill existing vacancies.

## NOTICE TO EMPLOYEES

The Human Resource Services staff will notify each person whose contract is terminated of his or her status by certified mail-return receipt requested as soon as possible. Such notification will include:

1. The date of last day of work.
2. The reason for the RIF.
3. The status of benefits, including instructions for converting coverage.
4. Appeal procedures.

An orientation session will be conducted by the Human Resource Services staff to counsel with RIF personnel as to other employment opportunities, unemployment compensation, insurance, substitute work, and other rights to which the employee may be entitled.

The employee's address, as it appears on the District's record, shall be deemed to be the correct address. It shall be the employee's responsibility to ensure that the Human Resource Services Department has his or her current address on file.

## REVIEW OF INDIVIDUAL TERMINATION ACTIONS

Professional employees terminated as a result of RIF may request a review of the action by the review committee charged with conducting hearings on individual reductions in force. Review will be made solely to determine whether the decision to terminate was arbitrary or capricious with respect to that individual.

## REQUEST FOR HEARING

Requests for review hearing must be submitted in writing within ten days after receipt of notice of termination, on the appropriate form, and addressed to the General Superintendent or designee. The request should contain specific information concerning the reason for review and will be considered only if there are possible errors in the initial selection of appellant for RIF.

Submission of such a request constitutes, on the part of the professional employee, a representation that he or she can support his or her contention, by factual proof, and an agreement that the school may offer in rebuttal of his or her contention any relevant data in its possession. The General Superintendent or designee shall consider the request and forward the request to the chairperson of the review committee, who will schedule a hearing regarding the appeal of the employee. The chairperson of the review committee will notify the employee in writing, within ten working days as to the time and place of the hearing. The professional employee shall be given at least five days written notice prior to the scheduled hearing date.

## COMPOSITION OF REVIEW COMMITTEE

The review committee consists of District employees (teachers, counselors, principals, and central staff, but not the General Superintendent or deputy or assistant superintendents). Two committees, serving on a rotating basis, shall consist of seven members and seven alternates who shall be selected by the General Superintendent on the basis of broad representation of the District's various schools and offices. To secure judgment by peers, the composition of the review committee shall be flexible in arrangement, with the largest representation decided by the category of the employee/grade level who is submitting his or her appeal for consideration. The teachers and counselors who are appealing termination shall have their peer group representatives on the review committee. The seven-member committee shall be structured as follows:



1. When a teacher is submitting appeal, three teachers, two principals, one counselor, and one central staff person shall make up the committee.
2. When a counselor is submitting appeal, three counselors, two principals, one teacher, and one central staff person shall make up the committee.

The review committee shall select its own chairperson. The committees will meet at the direction of the General Superintendent or designee, and will serve, as necessary, from September 1 through August 31 of a school year.

A review committee member who has a significant conflict of interest should disqualify himself or herself or be excused by the review committee's adoption of a motion to disqualify him or her.

## CONDUCT OF THE HEARING

### REVIEW COMMITTEE

The hearing shall be conducted informally and in closed meeting, with the members of the review committee, the professional employee, representatives of the employee, if desired, and the General Superintendent's designee. At least five members of the committee should be present. The review committee may consider only the evidence that it considers fair and reliable. Except as herein provided, the conduct of the hearing shall be under the review committee chairperson's direction.

The hearing shall begin with employee's presentation of contentions related to those grounds provided in the request for a hearing and supported by such proof as the employee desires to offer. The District shall present its evidence to support the employee's termination action. After the hearing before the review committee, and if the review committee sustains the District's recommendation of dismissal, the employee shall be notified of the decision, in writing by certified mail-return receipt requested, by the Human Resource Services Department. If the review committee does not sustain the decision of the District, the employee will be assigned to the appropriate vacancy, as determined by the credentials of the person. The General Superintendent may appeal to the Board the decision of the review committee. The employee shall be advised that the same legal rights available for the review committee hearing shall also be available for the Board hearing, if the employee wishes to request a hearing before the Board.

### BOARD

Within ten days after receipt of the certified letter from the Human Resource Services Department informing the employee of the review committee's decision, the employee may request, in writing, of the Executive Director of Board Services, that a hearing before the Board be scheduled. Such hearing shall be granted as soon as it is convenient for the Board and shall be in closed session unless the employee requests an "open" hearing, in writing. The professional employee shall have been informed of his or her right to have an attorney present, to present witnesses and testimony, and the right to cross-examination. The District shall make an audio tape recording of the proceedings before the Board.

Immediately after reaching a decision, the Board shall notify the professional

employee of the decision, by certified mail.

OBLIGATIONS  
WITH RESPECT  
TO RE-  
EMPLOYMENT OR  
OTHER  
EMPLOYMENT

For three years after the effective date of a termination action, pursuant to this policy's provisions, the Board shall not replace the professional employee whose employment has been terminated without first offering the position to that employee, provided the employee meets the criteria as established within the RIF procedures.

RECALL TO  
EMPLOYMENT

The recall procedure shall ensure employees that they will be recalled in the reverse order of layoff. An employee who is recalled within three years shall have restored to him or her all of the state leave and all of the unused local leave he or she had accumulated on the effective date of the layoff.

Recall offers shall be made by certified mail-return receipt requested, and the employee shall be notified that he or she must submit written acceptance within ten calendar days of the letter. Acceptance shall be in writing. Failure to accept within ten calendar days or rejection of the position eliminates all re-employment rights of the employee.

MISCELLANEOUS  
CONSIDERATIONS

Additional considerations relating to RIF are as follows:

1. Principals and other administrators, including assistant principals and central staff administrators, are appointed and assigned by the General Superintendent and are not covered by this policy.
2. When a reduction in force of employees is deemed necessary, the process may be adjusted where it would adversely affect the legal mandate guidelines, according to ethnic representation and Title IX guidelines. Also, before termination actions are effected, the implementation of the Affirmative Action Program will be reviewed to determine if personnel reductions need to be altered so as to fulfill the philosophy, the intent, and the guidelines of that program.
3. An employee placed on layoff may accept a professional assignment in another school district or accept employment in another occupation during the period of layoff.
4. Professional employees, regardless of position or title, shall be given reassignments if their professional status and Districtwide seniority reflect the needs of the District.
5. Personnel serving multi-year contracts who are reassigned to a position that carries a decrease in salary, shall retain the current salary until the expiration of the contract.

EXCLUSIVE RIF  
PROCEDURE

This RIF procedure is the only procedure that may be used in a reduction in force. Any existing procedure for reconsidering or examining a professional employee's discharge, nonreappointment, or grievance is not available for considering an issue that arises from a reduction in force. Similarly, no other personnel action other than a reduction in force may be considered under this RIF procedure.

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DFF(LOCAL)-X

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**EMPLOYEE FREE SPEECH** District employees do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate; however, neither employees nor anyone else has an absolute constitutional right to use all parts of a school building or its immediate environs for unlimited expressive purposes. *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S. Ct. 733 (1969) [See also GKD]

**FEDERAL PROHIBITION ON RETALIATION** Whoever knowingly, with the intent to retaliate, takes any action harmful to any person, including interference with the lawful employment or livelihood of any person, for providing to a law enforcement officer any truthful information relating to the commission or possible commission of any federal offense, shall be fined under Title 18, United States Code, or imprisoned not more than ten years, or both. *18 U.S.C. 1513(e)*

**WHISTLEBLOWER PROTECTION** The Board or its agents shall not suspend or terminate the employment of, or take other adverse personnel action against, an employee who in good faith reports a violation of law by the District or another public employee to an appropriate law enforcement authority.

A "report" is made to an "appropriate law enforcement authority" if the authority is a part of a state or local governmental entity or the federal government that the employee in good faith believes is authorized to:

1. Regulate under or enforce the law alleged to be violated in the report; or
2. Investigate or prosecute a violation of criminal law.

*Gov't Code 554.002*

A supervisor who suspends or terminates the employment of or takes an adverse personnel action against an employee for reporting a violation of law shall be subject to civil penalties. *Gov't Code 554.008*

**DEFINITIONS** "Employee" means an employee or appointed officer who is paid to perform services for the District. It does not include independent contractors. *Gov't Code 554.001(4)*

"Law" means a state or federal statute, an ordinance of a local governmental entity, or a rule adopted under a statute or ordinance. *Gov't Code 554.001(1)*

A "good faith" belief that a violation of the law occurred means that:

1. The employee believed that the conduct reported was a violation of law; and
2. The employee's belief was reasonable in light of the employee's training and experience.

*Wichita County v. Hart, 917 S.W.2d 779 (Tex. 1996)*

A "good faith" belief that a law enforcement authority is an appropriate one means:

1. The employee believed the governmental entity was authorized to:
  - a. Regulate under or enforce the law alleged to be violated in the report, or
  - b. Investigate or prosecute a violation of criminal law; and
2. The employee's belief was reasonable in light of the employee's training and experience.

*Tex. Dept. of Trans. v. Needham, 82 S.W.3d 314 (Tex. 2002)*

**WHISTLEBLOWER COMPLAINTS** An employee who alleges a violation of whistleblower protection may sue the District for injunctive relief, actual damages, court costs, and attorneys fees, as well as other relief specified in Government Code 554.003. *Gov't Code 554.003*

**INITIATE GRIEVANCE** Before suing, an employee must initiate action under the District's grievance policy or other applicable policies concerning suspension or termination of employment or adverse personnel action.

The employee must invoke the District's grievance procedure not later than the 90th day after the date on which the alleged suspension, termination, or other adverse employment action occurred or was discovered by the employee through reasonable diligence.

**LEGAL ACTION** If the Board does not render a final decision before the 61st day after grievance procedures are initiated, the employee may elect to:

1. Exhaust the District's grievance procedures, in which case the employee must sue not later than the 30th day after the date those procedures are exhausted to obtain relief under Government Code Chapter 554; or
2. Terminate District grievance procedures and sue within the time lines established by Government Code 554.005 and 554.006.

*Gov't Code 554.005, 554.006 [See DGBA regarding grievance procedures]*

**NOTICE OF RIGHTS** The Board shall inform its employees of their rights regarding whistleblower protection by posting a sign in a prominent location in the workplace. The design and content of the sign shall be as prescribed by the attorney general. *Gov't Code 554.009*

**PROTECTION FOR REPORTING CHILD ABUSE** The Board or its agents may not suspend or terminate the employment of, or otherwise discriminate against, a professional employee who in good faith:

1. Reports child abuse or neglect to:
  - a. The person's supervisor,
  - b. An administrator of the facility where the person is employed,
  - c. A state regulatory agency, or
  - d. A law enforcement agency; or
2. Initiates or cooperates with an investigation or proceeding by a governmental entity relating to an allegation of child abuse or neglect.

A person whose employment is suspended or terminated or who is otherwise discriminated against in violation of the foregoing may sue for injunctive relief, damages, or both. A District employee who has a cause of action under WHISTLEBLOWER PROTECTION may not bring an action under PROTECTION FOR REPORTING CHILD ABUSE.

*Family Code 261.110*

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EMPLOYEE RIGHTS AND PRIVILEGES:  
FREEDOM OF ASSOCIATION

DGA  
(LEGAL)

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POLITICAL PARTICIPATION	The Board or any District employee may not directly or indirectly require or coerce any teacher to refrain from participating in political affairs in his or her community, state, or nation. <i>Education Code 21.407(b)</i>
ASSOCIATION MEMBERSHIP	The Board or any District employee may not directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association. Education Code Chapter 21 does not abridge the right of an educator to join or refuse to join any professional association or organization. <i>Education Code 21.407(a), 21.408</i>
LABOR ORGANIZATIONS	An individual may not be denied employment by the District because of the individual's membership or nonmembership in a labor organization. <i>Gov't Code 617.004</i>  "Labor organization" means any organization in which employees participate that exists, in whole or in part, to deal with one or more employers concerning grievances, labor disputes, wages, hours of employment, or working conditions. <i>Gov't Code 617.001</i>
COLLECTIVE BARGAINING PROHIBITED	The Board may not enter into a collective bargaining contract with a labor organization regarding wages, hours, or conditions of employment of District employees; nor shall it recognize a labor organization as the bargaining agent for a group of employees. <i>Gov't Code 617.002</i>
STRIKES PROHIBITED	District employees may not strike or engage in an organized work stoppage against the District. However, the right of an individual to cease work shall not be abridged if the individual is not acting in concert with others in an organized work stoppage. <i>Gov't Code 617.003(a), (c)</i>
PENALTIES	Any employee who participates in a strike or organized work stoppage shall forfeit all reemployment rights and any other rights, benefits, or privileges he or she enjoys as a result of public employment or former public employment. <i>Gov't Code 617.003(b)</i>

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EMPLOYEE RIGHTS AND PRIVILEGES:  
FREEDOM OF ASSOCIATION

DGA  
(LOCAL)

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PARTICIPATION IN COMMUNITY LIFE	Employees shall have the privilege and are strongly urged to accept the responsibility of taking an active part in community life. Participation in community activities in ways that bring credit to the school is expected.
POLITICAL ACTIVITY	Employees are first, citizens of the United States and second, employees of the District. They are entitled to enter into political activities only on their own time, and no political pressure shall be placed on students or their parents. Employee positions or titles shall not be used in connection with political activities except to denote or clarify work history.
RELATIONS WITH EMPLOYEE ORGANIZATIONS	In compliance with state statutes which govern the relationship between the Board and its representatives and employee organizations, the Board adopts a position of neutrality in its relations with employee organizations. Employee membership in any organization of employees is a matter of free choice. Central and local school administrators of the District shall neither encourage nor discourage membership in any employee organization. The General Superintendent shall establish rules and regulations to govern the use of buildings, bulletin boards, mail service, mail boxes, equipment, supplies, and public address system; the scheduling of meetings; and other areas of relationship with employee organizations.

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Dallas ISD  
057905

EMPLOYEE RIGHTS AND PRIVILEGES:  
PERSONNEL-MANAGEMENT RELATIONS

DGB  
(LEGAL)

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PRIVILEGES TO EMPLOYEE ORGANIZATIONS    The District may distinguish among associations on the basis of proportionate membership if it ensures that any distinguishing policies and customs are reasonable and not coercive. *San Antonio Federation of Teachers v. San Antonio Indep. Sch. Dist., Comm. of Ed. Dec. 77-R105 (1980)*

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DISTRICT GOVERNANCE	The Board has the exclusive power and duty govern and oversee the management of the public schools of the District. <i>Education Code 11.151(b)</i>
CONSULTATION	The Board and its administrative personnel may consult with teachers with respect to matters of educational policy and conditions of employment. The Board may adopt and make reasonable rules, regulations, and agreements to provide for such consultation, but these shall not limit or affect the power of the Board to govern and oversee the management of the schools of the District.
EXCLUSIVITY AND COERCION	The consultation process shall be structured so that there is no direct or indirect coercion of teachers to join a teacher organization. A meaningful method of consultation shall be provided to all teachers, whether members of large or small organizations or of no organizations at all.
COLLECTIVE BARGAINING PROHIBITED	The Board shall not enter into a collective bargaining contract with a labor organization regarding wages, hours, or conditions of employment of District employees; nor shall it recognize a labor organization as the bargaining agent for a group of employees. <i>Gov't Code 617.002</i>
	The term "labor organization" means any organization in which employees participate that exists in whole or in part to deal with one or more employers concerning grievances, labor disputes, wages, hours of employment, or working conditions. <i>Gov't Code 617.001</i>
STRIKES PROHIBITED	District employees shall not strike or engage in an organized work stoppage against the District. However, the right of an individual to cease work shall not be abridged if the individual is not acting in concert with others in an organized work stoppage. <i>Gov't Code 617.003</i>
PENALTIES	Any employee who participates in a strike shall forfeit all reemployment rights and any other rights, benefits, or privileges he or she enjoys as a result of public employment or former public employment. <i>Gov't Code 617.003(b)</i>
PRIVILEGES TO EMPLOYEE ORGANIZATIONS	The District may distinguish among associations on the basis of proportionate membership if it ensures that any distinguishing policies and customs are reasonable and not coercive. <i>San Antonio Federation of Teachers v. San Antonio ISD, Comm. of Ed. Dec. 77-R105 (1980)</i>
CONSULTATION WITH EMPLOYEES	The District views consultation and communication as an effective way to achieve the goals and objectives of the District. The following provisions shall govern consultation and employee communications processes: <ol style="list-style-type: none"><li>1. The definition of "consultation" shall be: advice, counsel, and exchange of information.</li><li>2. The process of consultation shall be continuous throughout the school year and shall be as comprehensive as is administratively feasible. The General</li></ol>

- Superintendent shall develop and implement such procedures as necessary, provided they are designed on standard school practices.
3. Consultation privileges shall be afforded all employees consistent with procedures developed and implemented by the General Superintendent.
  4. The General Superintendent shall keep the Board advised of the progress and effectiveness of the District's consultation procedures.

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Good communications and shared decision making go hand-in-hand in the District, and there are numerous opportunities for employees to provide input, solve problems, become informed, and participate in the decision-making process. The communications model in the District is composed of the following components:

1. Deputy Superintendent(s) Briefings
2. Coordinating Teacher Organization/ Coordinating Support Organization
3. Task Forces
4. Employee Relations Department
5. Faculty/Staff Advisory Committees

**DISTRICT  
COMMUNICATION  
AND BRIEFINGS**

The District has various communication channels for employees and employee organizations. These channels allow for discussion of concerns affecting all employees, including personnel policies such as sick leave, hiring practices, employee benefits, and other personnel concerns. Items that affect just one of the employee organizations may be taken directly to the General Superintendent after clearing briefings with deputy superintendent(s) or designees. Briefings with deputy superintendent(s) will be the primary channel for maintaining communication on important issues with the employee organizations.

Ad hoc committees are appointed as the need arises for in-depth consideration of certain matters.

**CONSULTATION  
WITH TEACHER  
ORGANIZATIONS**

In order to enhance and improve consultation with the various teacher organizations, the District will supervise an election to provide teachers the opportunity to elect an organization to act as the Coordinating Teacher Organization, to gather input on behalf of all teacher organizations and to present proposals and programs to the administration.

Teacher organizations wishing to be on the ballot may do so by submitting a letter at the time prescribed by the office of the General Superintendent.

No services currently available to teachers through any teacher organizations shall be impaired by this regulation. Any provision or practice in conflict with existing law or commissioner of education decisions shall be null and void.

The Coordinating Teacher Organization (CTO) shall provide a structured communication process for all teacher organizations to have equal access for input concerning proposals to be presented to the administration. All proposals shall contain the views of all organizations with the opportunity for minority reports.

The General Superintendent shall appoint staff to implement the program and

serve as District representatives to the Coordinating Teacher Organization.

At the discretion of the Board, the elected group may continue from year to year. New elections may be held or the practice discontinued after evaluation.

#### CONSULTATION WITH SUPPORT ORGANIZATIONS

In order to enhance and improve consultation with the various support organizations, the District will supervise an election to provide support employees the opportunity to elect an organization to act as the Coordinating Support Organization, to gather input on behalf of all support group organizations and to present proposals and programs to the administration.

The initial election of the Coordinating Support Organization shall be conducted in February 2000. Support organizations wishing to be on the ballot may do so by submitting a letter at a time prescribed by the office of the General Superintendent.

No services currently available to support employees through any support organizations shall be impaired by this regulation. Any provisions or practice in conflict with existing law or commissioner of education decisions shall be null and void. The Coordinating Support Organization shall provide a structured communication process for all support organizations to have equal access for input concerning proposals to be presented to the administration. All proposals shall contain the views of all organizations with the opportunity for minority reports.

The General Superintendent shall appoint staff to implement the program and serve as District representatives to the Coordinating Support Organization.

At the discretion of the General Superintendent, the elected group may continue from year to year. New elections may be held or the practice discontinued after evaluation.

#### TASK FORCES

Task forces and committees deal with specific issues and programs concerning the District. Special task forces study and make recommendations on items such as discipline, textbooks, middle school programs, grading and testing, curriculum, and the like. Task forces are commissioned and members shall be appointed by the General Superintendent.

#### EMPLOYEE RELATIONS

The employee relations department was created to provide clearer understanding between the administration, professional employees, paraprofessionals, and support personnel. The employee relations department includes:

#### OMBUDSMAN PROGRAM

The ombudsman program, which works to ensure that all employees have a pleasant and secure atmosphere in which to teach and work. The ombudsmen visit each building in the District. These visits shall be announced in advance so that employees have an opportunity to arrange conferences with a representative from the office. All requests and concerns from employees shall be kept confidential.

The ombudsman shall be designed to:

1. Improve communications between employees and the administration and thereby promote teacher retention and the retention of other employees.
2. Ensure physical and emotional security in the employee's workplace.
3. Resolve unusual problems that have not been resolved through regular

channels and serve as an expediter in processing concerns by employees, either as individuals or in groups.

4. Channel employee requests or complaints to the proper office or administrator.
5. Offer ways to bring about constructive change.

**FACULTY / STAFF  
ADVISORY  
COMMITTEES  
(F/SAC)**

Faculty/Staff Advisory Committees work at the building level and facilitate communication, providing input for key decisions that affect all faculty members and advice on all matters that the principal deems appropriate. Faculty/Staff Advisory Committees shall:

**FUNCTION**

1. Review and improve efforts to respond effectively to employee requests, questions, concerns, and complaints.
2. Work with employees and employee organizations in improving teaching and learning conditions.
3. Maintain and improve upon vehicles for involving and getting input from internal and external publics.
4. Identify issues that are thought to be of interest to the total school community and environment in that local school.
5. Provide a forum for dialogues on perceived problems, constructive matters, and instructional issues.
6. Arrive at consensus recommendations for improvements in the schools.
7. Assist in information dissemination on educational resources, including volunteer assistance, professional opportunities, community events, and administrative communications.
8. Provide liaison between local school staff and the Inside Track and ombudsman programs.

**COMPOSITION**

The F/SAC shall be composed of the following:

1. At least one Inside Track representative.
2. A nonteaching professional representative.
3. An instructional support staff representative.
4. A support staff - lunchroom, custodial, etc., - representative.
5. A representative staff member of any special school population.
6. Representatives from various grade levels.
7. Representatives from as many educational disciplines as possible.
8. Representatives from as many points of view as possible.

**RELATIONS WITH  
EMPLOYEE  
ORGANIZATIONS**

Treatment of employee organizations shall be consistent and without any favoritism shown toward any organization. Accordingly, the following procedures shall be observed:

1. Employee membership in any organization shall be a matter of free choice.
2. The central and local school administration position shall be neutral, and shall neither encourage nor discourage membership in any employee organization.
3. Faculty/department meetings called and conducted by the principal/supervisor shall be for work/school-related matters. An employee organization matter shall not be part of the agenda.
4. Organizational meetings of local building members before or after school hours may be held in school facilities upon approval by the local

- principal.
5. Group meetings or individual conferences conducted by elected officers, professional staff, or appointed officials of any employee organization for purposes of membership recruitment or any other matter shall not be conducted on school/work premises during school hours. School/department facilities may be used for such purposes before or after school hours upon requested approval by the local principal/supervisor.
  6. When using District mail service, the employee organization shall provide to the principal/supervisor at each school a copy of the material sent to members of the faculty.
  7. Distribution of material in mail boxes at the school/facility by persons who are not members of the local building faculty/staff may be done only with the approval of the manager for management services.
  8. The use of District equipment and supplies by any employee organization is prohibited.
  9. The principal/supervisor of each school/facility shall designate one bulletin board in the school for use by employee organizations. All materials shall be channeled through the principal's/supervisor's office for dating and posting and shall remain posted for a reasonable time.
  10. Employee organization announcements shall not be made on District equipment.

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UNITED STATES CONSTITUTION	<p>The District shall take no action abridging the freedom of speech or the right of the people to petition the Board for redress of grievances. <i>U.S. Const. Amend. I, XIV</i></p> <p>The Board may confine its meetings to specified subject matter and may hold nonpublic sessions to transact business. But when the Board sits in public meetings to conduct public business and hear the views of citizens, it may not discriminate between speakers on the basis of the content of their speech or the message it conveys. <i>Rosenberger v. Rector &amp; Visitors of Univ. of Virginia</i>, 515 U.S. 819, 828 (1995); <i>City of Madison v. Wis. Emp. Rel. Comm'n</i>, 429 U.S. 167, 174 (1976); <i>Pickering v. Bd. of Educ.</i>, 391 U.S. 563, 568 (1968) [See DG]</p>
TEXAS CONSTITUTION	<p>Employees shall have the right, in a peaceable manner, to assemble together for their common good and to apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address, or remonstrance. <i>Tex. Const. Art. I, Sec. 27</i></p> <p>There is no requirement that the Board negotiate or even respond to complaints. However, the Board must stop, look, and listen and must consider the petition, address, or remonstrance. <i>Professional Association of College Educators v. El Paso County Community [College] District</i>, 678 S.W.2d 94 (Tex. App.-El Paso 1984, writ ref'd n.r.e.)</p>
FEDERAL LAWS	
SECTION 504	<p>A district that receives federal financial assistance, directly or indirectly, and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973. <i>34 CFR 104.7(b), 104.11</i></p>
AMERICANS WITH DISABILITIES ACT	<p>A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Code of Federal Regulations, Title 28, Part 35 (Americans with Disabilities Act regulations). <i>28 CFR 35.107, 35.140</i></p>
TITLE IX	<p>A district that receives federal financial assistance, directly or indirectly, shall adopt and publish grievance procedures providing for prompt and equitable resolution of employee complaints alleging any action prohibited by Title IX of the Education Amendments of 1972. <i>34 CFR 106.8(b)</i>; <i>North Haven Board of Education v. Bell</i>, 456 U.S. 512 (1982)</p>
GRIEVANCES CONCERNING WAGES, HOURS, CONDITIONS OF	<p>The prohibition against collective bargaining and strikes [see DGA] does not impair the right of employees to present grievances concerning their wages, hours of employment, or conditions of work, either individually or through a representative that does not claim the right to strike. <i>Gov't Code 617.005</i></p>



## WORK

The term "conditions of work" should be construed broadly to include any area of wages, hours or conditions of employment, and any other matter that is appropriate for communications from employees to employer concerning an aspect of their relationship. *Atty. Gen. Op. JM-177 (1984)*; *Corpus Christi Fed. of Teachers v. Corpus Christi ISD*, 572 S.W.2d 663 (Tex. 1978)

GROUP GRIEVANCES	The statute protects grievances presented individually or individual grievances presented collectively. <u><i>Lubbock Prof'l Firefighters v. City of Lubbock</i></u> , 742 S.W.2d 413 (Tex. App.-Amarillo, writ ref'd n.r.e. 1987)
REPRESENTATIVE	The District cannot deny an employee's representative, including an attorney, the right to represent the employee at any stage of the grievance procedure, so long as the employee designates the representative and the representative does not claim the right to strike. <u><i>Lubbock Prof'l Firefighters v. City of Lubbock</i></u> , 742 S.W.2d 413 (Tex. App.-Amarillo, writ ref'd n.r.e. 1987); <u><i>Sayre v. Mullins</i></u> , 681 S.W.2d 25 (Tex. 1984)
RESPONSE TO GRIEVANCE	The District should meet with employees or their designated representatives at reasonable times and places to hear grievances concerning wages, hours of work, and conditions of work. The right to present grievances is satisfied if employees have access to those in a position of authority to air their grievances. However, that authority is under no legal compulsion to take action to rectify the matter. <i>Atty. Gen. Op. H-422 (1974)</i> ; <u><i>Corpus Christi ISD v. Padilla</i></u> , 709 S.W.2d 700 (Tex. App.-Corpus Christi, 1986, no writ)
GRIEVANCES CONCERNING FINALITY OF GRADES	An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the District's grading policy applicable to the grade, as determined by the Board.  The Board's determination is not subject to appeal.  <i>Education Code 28.0212</i>
OPEN MEETINGS ACT	The Board is not required to conduct an open meeting to hear a complaint or charge against an employee. However, the Board may not conduct a closed meeting if the employee who is the subject of the hearing requests a public hearing. <i>Gov't Code 551.074</i> [See BEC]
CLOSED MEETING	The Board may conduct a closed meeting on an employee complaint to the extent required or provided by law. [See BEC]
DISRUPTION	It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance and thereby curtail the exercise of others' First Amendment rights. <i>Penal Code 42.05</i> ; <u><i>Morehead v. State</i></u> , 807 S.W. 2d 577 (Tex. Cr. App. 1991)
RECORD OF PRESENTATION	An appeal of the Board's decision to the Commissioner of Education shall be decided based on a review of the record developed at the District level. "Record" includes, at a minimum, an audible electronic recording or written transcript of all oral testimony or argument. <i>Education Code 7.057(c), (f)</i>
WHISTLEBLOWER	Before bringing suit, an employee who seeks relief under Government Code

## COMPLAINTS

Chapter 554 (whistleblowers) must initiate action under the District's grievance or appeal procedures relating to suspension or termination of employment or adverse personnel action. *Gov't Code 554.005* [See DG]

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Click on Sections I through III or underscored topics listed below to access Board-adopted provisions regarding employee grievances:

[Section I -DEFINITIONS](#)

[Section II-GENERAL PROVISIONS](#)

[Administrative Hearing Purpose](#)  
[Notification](#)  
[No Reprisals](#)  
["Whistleblower"](#)  
[Grievance Procedure Levels](#)

[Section III-GRIEVANCE PROCEDURES](#)

[General Procedures](#)  
[Procedural Rules](#)  
[Non-Chapter 21 Contracts](#)  
[Board Hearings](#)  
[Board Decisions](#)

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## Section I

### Definitions

DEFINITIONS	The following definitions shall apply:
TERMINATION	Termination is a complete severance of the employment relationship between employer and employee.
DEMOTION	For contract employees, demotion is an involuntary assignment to a lower pay grade between the following employee classifications; however, reassignment

resulting in changes of title within a classification are intentionally not a part of this definition:

1. Administrative
2. Professional support
3. Teacher
4. Support (noncontract position)

For noncontract employees, demotion is an involuntary reduction of pay.

DISCIPLINE	Any negative action imposed upon an employee for violation of rules, policies, or regulations of the District.
REDUCTION IN FORCE	The termination of persons as a result of the reduction of authorized positions within the District as a result of reduced enrollment, loss of state or local revenues, or the termination or revision of state and/or federal grants.
INVOLUNTARY TRANSFER	A transfer initiated by the administration.
JUDICIAL COUNCIL	<p>The body of administrators, teachers, support personnel, and other individuals appointed by the General Superintendent or designee to hear and determine cases under this policy.</p> <p>A Judicial Council member designated to serve as a hearing officer who has a conflict of interest shall disqualify himself or herself and be excused by the panel. A member may also be disqualified by the General Superintendent or designee.</p>
REPRESENTATIVE	At all levels of the grievance process, the employee(s) filing the grievance may be represented at the employee's own expense by a fellow employee, attorney, or person or organization that does not claim the right to strike.
DAYS	As used in this policy, except where otherwise indicated, shall be defined as working days, thus, weekend or vacation days are excluded. School business days during the summer shall be counted.
IMMEDIATE SUPERVISOR	The principal or other line officer in the employee's chain of command who has responsibility for direct supervision of the employee and has authority to initiate action on the employee.
HEARING OFFICER	A member of the Superintendent's Judicial Council.
BOARD	The Board of Trustees or a subcommittee of the Board of Trustees of the Dallas Independent School District, consisting of at least three Trustees.
SUPERINTENDENT	The General Superintendent of the District or designee.
GRIEVANCE	A complaint by an employee or group of employees, based on alleged violation or inequitable application of building and/or District policies or a complaint involving wages, hours, or conditions of work.
GRIEVANT	The employee, employees, or organization filing a grievance.
RESPONDENT	The administration or administrator(s) or supervisor(s) against whom a grievance has been brought.

OMBUDSPERSON An employee charged and empowered by the District to investigate concerns.

EXPEDITED HEARING Grievances that proceed directly to Level III, the Superintendent's level, and include decisions regarding termination, demotions, suspensions without pay, involuntary transfers, evaluation or salary appeals, involuntary leaves for medical evaluation, and whistleblower complaints.

Chapter 21 employees recommended for terminations, demotions, or suspension without pay may appeal pursuant to DF(LOCAL).

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## Section II

### General Provisions

[Administrative Hearing Purpose](#)

[Notification](#)

[No Reprisals](#)

["Whistleblower"](#)

[Grievance Procedure Levels](#)

ADMINISTRATIVE HEARINGS PURPOSE The purpose of this policy is to provide a timely and orderly process for all adverse personnel decisions which by law or policy can only be made after a hearing and to provide a mechanism for the hearing of grievances. This is the procedure through which an individual employee has an opportunity to have his or her work-related problems and complaints adjudicated without fear of prejudice, coercion, or reprisal. The Board recognizes that prompt resolution of workplace conflicts will improve human resources, morale, and efficiency within the District. This policy is to serve when there is not another policy available that governs the proposed employee action.

NOTIFICATION All policies that provide for the processing of grievances or set out procedures for the hearing of employee complaints shall be posted in each worksite and employees shall be notified of the existence of the policy and its location by the chief administrator of the worksite.

NO REPRISALS No reprisals or retaliation of any kind shall be taken at any level against any employee for filing a grievance or participating as a witness or representative in the processing of a grievance. Grievances shall not be referred to in an employee's personnel file unless so requested by the employee or ordered by the hearing officer if necessary for execution of the decision.

'WHISTLEBLOWER' COMPLAINTS Employees who allege adverse employment action in retaliation for reporting a violation of law to an appropriate authority shall initiate a grievance under

this policy within 15 days after the date the alleged adverse employment action occurred or the employee first knew of the alleged adverse employment action. It is the intent of the District to provide an expedited hearing for whistleblower complaints.

GRIEVANCE  
PROCEDURE  
LEVELS

Informal Level..... Grievant's immediate supervisor

Level I..... Grievant's immediate supervisor in direct line of authority

Level II..... The administrator who is in direct line of authority to the grievant's immediate supervisor

Level III..... General Superintendent's level/Judicial Council

Level IV..... Board or a subcommittee of the Board

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## Section III

### Grievance Procedures

[General Procedures](#)

[Procedural Rules](#)

[Non-Chapter 21 Contracts](#)

[Board Hearings](#)

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GENERAL  
PROCEDURES

The following provisions shall apply at all levels of grievance processing:

1. All time limits shall be strictly complied with, except if extended, in writing, by mutual consent.
2. The grievance shall be considered settled if the decision at any step is not appealed within the given time limit or mutually agreed extension thereof. Failure on the part of the administration to comply with time lines shall result, should there be an appeal, in a hearing right at the next administrative level and may not be remanded to the level in which error occurred for remedy.
3. The employee may call non-District witnesses at the employee's own expense. School employees during work time shall be available as witnesses without cost at hearings where testimony is taken at the request of any party to the grievance.

PROCEDURAL  
RULES

The following shall apply:

1. All grievances or complaints arising out of an event or a series of related events must be addressed in one grievance filing. The grievance must be presented in writing and should contain all pertinent information to be considered in the resolution of the grievance. An employee is precluded from bringing separate or serial grievances or complaints arising from any event or series of events that has or could have been previously grieved. In a grievance, the burden of proof is on the grievant to demonstrate that actions are arbitrary, capricious, or unlawful.
2. The written grievance must contain all of the information requested in the grievance form. Any grievance that is incomplete when filed shall be returned to the grievant who shall then have five calendar days to refile the grievance. If the grievance is refiled without containing all necessary information, or is incomplete in any material manner, it may be dismissed for such failure.
3. Prior to the time the employee files his or her grievance, the employee and the administration shall attempt to resolve the problem informally. The employee is entitled to have a representative present at this level. A grievance must be filed with the lowest level administrator who has authority to remedy the alleged problem. All grievances must be filed within 15 working days of the time when the employee first knew, or should have known, of the decision or action causing the grievance.
4. If the grievance is filed with the wrong administrator, the administrator who receives the grievance shall enter the date and time of receipt upon the formal grievance papers and endorse same. The administrator shall thereupon forward the grievance to the appropriate individual for processing and promptly notify the grievant and/or representative.
5. If, after attempting to settle a grievance informally, the matter is not settled to the satisfaction of the grievant within 15 days, upon request of the grievant, the administrator with whom the grievance is pending shall set the matter for a formal hearing. The hearing shall be scheduled within five working days. Time spent in seeking informal resolution shall not be counted as part of the 15 working days. Evidence or documentation shall be presented at the hearing showing time and effort spent in seeking resolution or, if resolution could not be sought within the deadline for filing of the formal grievance, the written grievance shall state the reason why informal processing was not possible.
6. At the formal Level I hearing, the immediate supervisor or designee or the Superintendent's designee, shall discuss the grievance with the grievant(s), the grievant(s) representative, if any, take any evidence, either documentary, oral, or both, and render a decision in writing within five working days after the meeting.
7. The decision rendered shall summarize the evidence submitted and state the reasons for the decision.
8. If the decision of the first-level grievance officer does not satisfy the grievant, the grievant may appeal in writing to the appropriate designee, within five working days after receipt of the decision, for a Level II hearing. After receiving the decision, the grievant's notice of appeal, and the documents submitted by the grievant at Level I, if any, the Level II hearing officer shall, within five days, schedule a meeting with the grievant to hear the grievance appeal. The meeting must be scheduled

within five working days of the date of the notice. The Level II grievance hearing officer must render a decision in writing within ten working days after the meeting. The appeal before the Level II hearing officer shall be based on the grievance record developed at the first level and on the oral conference held with the parties. The Level II hearing officer shall issue a written opinion setting forth the facts found and the reasons for the decision reached. The opinion shall summarize the facts necessary for an understanding of the result reached.

9. If the decision of the Level II grievance hearing officer does not satisfy the grievant, within five working days after receipt of the decision, the grievant may appeal in writing to the Superintendent. The Superintendent or designee, upon receipt of the notice of appeal, shall designate a Level III hearing officer in conformity with DGBA which, to the extent not inconsistent with this policy, shall govern the conduct and procedure for all Level III hearings. The grievance must state in writing why the grievant does not agree with the decision rendered by the Level II hearing officer and a clear description of the alleged error. The Level III hearing officer may schedule an informal prehearing conference, at which time all claims of procedural violations will be heard. Should the hearing officer conclude that there has been a procedural error or violation other than time line failures, he or she may remand, with instructions, the grievance to the appropriate level. The Level III hearing shall be scheduled within ten working days.
10. At the grievance hearing before the Level III hearing officer, the grievant shall be entitled to make a grievance record, to examine and cross-examine witnesses who shall testify under oath, to present documentary evidence and to make opening and closing arguments. At this hearing, the grievant may raise any nonpolicy issue that might affect the outcome of the grievance, including any claim of an illegal or unconstitutional act(s).
11. A tape recording shall be made of all Level III and Level IV hearings, or, at the cost of the party requesting such, a court reporter may be present.
12. A grievant may raise any policy issue whether or not presented to the Level I hearing officer and preserved at the Level II hearing; however, the grievance hearing officer will only address in writing those issues properly preserved at Level II.
13. The party having the burden of proof shall have the right to make opening and closing remarks, present evidence initially, examine and cross-examine witnesses, and object to testimony or other error. All parties shall have the right to examine and cross-examine all witnesses, introduce evidence, make statements, and object to testimony or other error.
14. The Level III hearing officer shall rule on all objections to testimony and the evidence; however, as the hearing is an administrative appeal, the hearing officer is not bound by the rules of evidence and may, within the bounds of fairness, hear any evidence that he or she feels is relevant.
15. The Level II hearing officer or designee shall represent the District at the Level III hearing and shall have the right to make opening and closing remarks, present evidence, examine and cross-examine



- witnesses and object to testimony or other error.
16. The Level III hearing officer, within 20 working days, shall prepare a proposed written decision for issuance under his or her name with the advice and consent of the Superintendent, which shall reverse, sustain, modify, or remand the decision rendered below to a lower level with instructions.
  17. All personnel ordered to take an action in a judgment or order of a Level III decision shall comply with such judgment and/or order, and any failure to do so shall be considered insubordination.
  18. The opinion of the hearing officer shall be delivered to the employee, or his or her representative of record, by hand or by certified mail, return receipt requested. The notice to the employee shall advise all parties of appeal rights.
  19. An employee may appeal a Level III hearing decision by filing a written notice of appeal with the office of Board Services within ten days of the date upon which the decision is delivered to such employee. Procedures for grievances to the Board shall be provided by the office of Board Services upon notice of intent to appeal.
  20. The Board shall provide a Level IV (Stop, Look, and Listen) hearing within 30 days or at the next meeting scheduled for such purposes. Presentations shall be limited to ten minutes. If the Board decides to respond, it must do so within ten days.

NON-CHAPTER 21  
CONTRACTS

The following provisions shall apply for all employees under contract but not subject to the provisions of Chapter 21 of the Education Code.

1. Before a non-chapter 21 employee under contract shall be discharged, terminated, demoted, or otherwise deprived of any property interest in his or her employment, the employee shall be notified in writing by the General Superintendent or designee of the proposed action and of the grounds therefor. The notice shall advise the employee that the Judicial Council has the authority to take any lesser included action in regard to the employee's contract that it deems appropriate under the circumstances that it finds to exist, including but not limited to one or more of the following: demotion, termination, reprimand, reduction in salary, freeze in salary, freeze in position, suspension with or without pay, reassignment, or any other similar action.
2. If, upon written notification of the proposed action, the employee desires to contest same, he or she shall notify the Superintendent in writing, within 15 working days after the date of receipt by the employee of the official notice, of the employee's desire for a hearing. If the Superintendent does not receive a written response for a hearing within the time specified herein, the Human Resource Services Department shall approve the requested personnel action and take whatever action it deems necessary and appropriate to sustain the District's recommendations.
3. If the Superintendent receives a timely request, a hearing panel shall be appointed. Upon appointment of a panel, the chairperson of the panel shall schedule a hearing and give written notice to the employee or his or her representative, the staff liaison to the Judicial Council, and the representative of the District and the Superintendent, of the time and

- place of the hearing. The employee shall be given not less than ten working days' notice of the scheduled hearing date unless the chairperson of the panel or the panel, at the request of the District or employee, determines that good cause exists to expedite the hearing.
4. Prior to an expedited Level III termination appeal, the District and the employee shall be entitled, as a matter of right, to a copy of each and every evaluation report, all memoranda or other written records that have been made touching upon or concerning the fitness or conduct of such employee, and all other documents and records that the District or employee may use as evidence at the hearing. Such memoranda and other records shall be provided not less than five days prior to the hearing. Failure to provide such materials by either party shall be grounds for excluding such materials from evidence.
  5. The District and the employee or representative shall provide each other, in writing, with a list of potential witnesses and a short summary of each witness's expected testimony by the time of the notice of the hearing. Failure to provide the name of a witness shall be grounds for excluding such person from testifying.
  6. The termination appeal shall be presided over by a three member panel of the Judicial Council. Except as otherwise provided in policy and/or the rules of the Judicial Council, the conduct of the hearing shall be under the panel chairperson's direction.
  7. All hearings shall be conducted informally and in closed session to the extent possible, with only members of the panel, the witness, the employee, the employee's representative, if any, and the District's representative in attendance. Witnesses may be, at the request of any party or the panel, excluded from the hearing room. The chairperson may allow any nonwitness to remain in the hearing room if, in his or her sole discretion, such person's presence will assist the panel or any of the parties.
  8. A panel may consider only evidence that it considers fair and reliable. A panel can only consider material or testimony introduced at a hearing. Members of the Judicial Council are prohibited from having ex parte communications regarding any pending case.
  9. In cases involving a proposed termination, demotion for cause, or other cases involving property interests, the burden of proof shall be upon the District.

**BOARD HEARINGS** The hearing shall be scheduled as soon as reasonably convenient for the Board or a subcommittee of the Board and shall be closed unless the adversely affected employee requests otherwise. The appellant shall have the right to opening and closing arguments.

No additional testimony shall be taken by the Board or a subcommittee of the Board, or any member thereof, unless the appellant can demonstrate that the additional evidence (documents or testimony) was not available to the employee at the time of the hearing. All Board members may listen to the tape of the Level III hearing prior to the hearing before the Board or a subcommittee of the Board. No member of the Board shall conduct any ex parte communication regarding the case, and the Board or a subcommittee of the Board cannot consider any material or testimony not introduced at Level

### III.

In property rights cases, no Board member shall take part in any deliberations or decision-making without having first heard all of the evidence presented at the hearing.

**BOARD DECISIONS** Board subcommittees shall recommend decisions for consideration and adoption by the full Board. After reaching a decision, the Board shall notify the appellant of the decision by certified mail, return receipt requested. The decision of the full Board is final.

The decisions reached at Levels III and IV shall apply only to the parties involved. Prior decisions may be considered in rendering a decision, but shall not be binding precedent to the District and have no weight of policy.

[BACK TO TOP](#)

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LDU-19-02  
DGBA(LOCAL)-X

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AT WILL

A full-time employee on an hourly wage or a noncontract employee paid on a monthly basis is an at-will employee. These employees may be discharged, with or without cause, as long as it is not for an unlawful reason. [DCD (LEGAL)]

GENERAL  
PROCEDURES /  
(PROBATIONARY  
EMPLOYEES)

Support full-time employees with less than 120 working days of employment.

1. Principal/Supervisor submits a recommendation to terminate employee.
2. Principal/Supervisor prepares a Letter of Notice to employee with recommendation for termination. Letter includes specific violations and reasons for termination.
3. Principal/Supervisor forwards a copy to assist/District Superintendent or department head for approval of recommendation for termination.
4. Assistant/District Superintendent or department head forwards the recommendation to terminate to the Legal Review Committee.
5. Legal Review Committee approves/denies the recommendation.
6. If the recommendation is denied by the Legal Review Committee, the matter is referred back to the assistant/District Superintendent. However, if the Legal Review Committee approves the recommendation, the Associate Superintendent-Human Resource Services prepares official termination letter. The official termination letter is issued to the employee by the principal/supervisor. Employee has 15 days from date of receipt to file a grievance.
7. Employee is separated (no later than 15 days from date of notice).
8. Employee is given a Stop/Look/Listen (Level IV) style hearing before the Board (if requested).

NONPROBATIONARY  
EMPLOYEES

Full-time support employees who have completed the 120 working day probation period.

1. Principal/Supervisor submits a recommendation to terminate employee.
2. Principal/Supervisor prepares a Letter of Notice to employee with recommendation for termination. Letter includes specific violations and reasons for termination.
3. Principal/Supervisor forwards a copy of the recommendation to terminate to the assistant/District Superintendent or department head for their approval.
4. Assistant/District Superintendent or department head forwards the recommendation to terminate to the Legal Review Committee.
5. Legal Review Committee sustains/denies the recommendation.

6. If the recommendation is denied by the Legal Review Committee, the matter is referred back to the assistant/District Superintendent. However, if the Legal Review Committee approves the recommendation, the Associate Superintendent-Human Resource Services prepares official termination letter. The official termination letter is issued to the employee by the principal/supervisor. Employee has 15 days from date of receipt to file a grievance.
7. Nonprobationary at-will employees will remain on administrative leave with pay until the hearing is conducted and a decision is rendered. If an employee fails to appear at the hearing or requests a change in date, the leave with pay will cease on the day of the hearing. Should the District request a continuance, then the leave with pay will continue.
8. Employee is separated (no later than 15 days from date of service).
9. At Level III an expedited grievance hearing is held with a one member hearing officer unless additional hearing officers are authorized by the General Superintendent. The hearing shall be recorded by audiotape. At the termination hearing, the District and the employee may present information and the tape recording, and the hearing officer will determine whether it is sufficient to support the termination recommendation pursuant to District policy. (Recommended one-hour maximum time limit for each side to present its case.)
10. Hearing decision submitted to employee within five days.
11. Stop/Look/Listen (Level IV) style hearing is held before the Board (if requested). This hearing is also for termination, demotion, involuntary transfers, evaluations and salary appeals, involuntary medical leaves, and suspensions without pay.

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EMPLOYEE STANDARDS OF CONDUCT

DH  
(LEGAL)

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**PUBLIC SERVANTS** All District employees are "public servants" and therefore subject to Title VIII of the Penal Code, regarding offenses against public administration, including bribery and corrupt influence (Chapter 36), perjury and other falsification (Chapter 37), obstructing governmental operation (Chapter 38), and abuse of office (Chapter 39). *Penal Code 1.07(41), Title VIII* [See DBD and BBFA]

**DRUG ABUSE PREVENTION** In compliance with Workers' Compensation Commission rules, the District shall provide a written copy of the local drug abuse policy to each employee:

1. On or before the first day of employment; or
2. Within 30 days after the date the local policy is adopted by the Board.

*28 TAC 169.1(b)*

**TOBACCO USE PROHIBITED** The Board shall prohibit smoking or using tobacco products at a school-related or school-sanctioned activity on or off school property.

**ENFORCEMENT** The Board shall ensure that District personnel enforce the policies on school property.

*Education Code 38.006(1)(3)* [See also FNCD and GKA]

**DIETARY SUPPLEMENTS** Except as provided at Education Code 38.011(b), the District employee may not:

1. Knowingly sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's duties; or
2. Knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance-enhancing compounds by a primary or secondary student with whom the employee has contact as part of the employee's duties.

An employee who violates items 1 or 2, above, commits a Class C misdemeanor offense.

*Education Code 38.011*

**IMMUNITY FROM INDIVIDUAL LIABILITY** The statutory immunity detailed below is in addition to and does not preempt the common law doctrine of official and governmental immunity. *Education Code 22.051(b)*

**'PROFESSIONAL EMPLOYEES'** A professional employee of the District is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involve the exercise of judgment or discretion, except in

circumstances where, in disciplining a student, the employee uses excessive force or his or her negligence results in bodily injury to the student.

"Professional employee of the District" includes the Superintendent; a principal; teacher, including a substitute teacher or a teacher employed by a company that contracts with the District to provide the teacher's services to the District; a supervisor; social worker; counselor; nurse; teacher's aide; a student in an education preparation program participating in a field experience or internship; a DPS-certified school bus driver, and any other person whose employment requires certification and the exercise of discretion.

MOTOR  
VEHICLE  
EXCEPTION

Education Code Section 22.0511 does not apply to the operation, use, or maintenance of any motor vehicle.

*Education Code 22.0511(a)-(b), 22.051; Hopkins v. Spring ISD, 756 S.W.2d 617 (Tex. 1987); Barr v. Bernhard, 562 S.W.2d 844 (Tex. 1978)*

'INDIVIDUALS'

In addition to the immunity described above [at PROFESSIONAL EMPLOYEES], and under other provisions of state law, an individual is entitled to any immunity and any other protections afforded under the Paul D. Coverdell Teacher Protection Act of 2001 (20 U.S.C. Section 6731 et seq.), as amended. [See TEACHERS, below] Nothing in Education Code 22.0511(c) shall be construed to limit or abridge any immunity or protection afforded an individual under state law. *Education Code 22.0511(c)*

'TEACHERS' (THE  
PAUL T.  
COVERDELL  
TEACHER  
PROTECTION  
ACT OF 2001)

Except as provided in 20 U.S.C. Section 6736(b), no "teacher" in a school shall be liable for harm caused by an act or omission of the teacher on behalf of the school if:

1. The teacher was acting within the scope of the teacher's employment or responsibilities to a school or governmental entity;
2. The actions of the teacher were carried out in conformity with federal, state, and local laws (including rules and regulations) in furtherance of efforts to control, discipline, expel, or suspend a student or maintain order or control in the classroom or school;
3. If appropriate or required, the teacher was properly licensed, certified, or authorized by the appropriate authorities for the activities or practice involved in the state in which the harm occurred, where the activities were or practice was undertaken within the scope of the teacher's responsibilities;
4. The harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the teacher; and
5. The harm was not caused by the teacher operating a motor vehicle, vessel, aircraft, or other vehicle for which the state requires the operator or the owner of the vehicle, craft, or vessel to:
  - a. Possess an operator's license; or
  - b. Maintain insurance.

"Teacher" means:

1. A teacher, instructor, principal, or administrator;

2. Another educational professional who works in a school;
3. An individual member of a school board (as distinct from the Board); or
4. A professional or nonprofessional employee who works in a school, and:
  - a. In the employee's job, maintains discipline or ensures safety; or
  - b. In an emergency, is called on to maintain discipline or ensure safety.

*20 U.S.C. Section 6733, 6736(a)*

REPORT OF DRUG OFFENSES

A teacher, administrator, or other District employee is not liable in civil damages for reporting to a school administrator or governmental authority, in the exercise of professional judgment within the scope of the teacher's, administrator's, or employee's duties, a student whom the teacher suspects of using, passing, or selling, on school property any of the following substances:

1. Marijuana or a controlled substance, as defined by the Texas Controlled Substances Act.
2. A dangerous drug, as defined by the Texas Dangerous Drug Act.
3. An abusable glue or aerosol paint, as defined by Health and Safety Code Chapter 485, or a volatile chemical, if the substance is used or sold for the purpose of inhaling its fumes or vapors.
4. An alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

*Education Code 37.016*

REPORT TO LOCAL LAW ENFORCEMENT

A principal or person designated by the principal is not liable in civil damages for making a good faith report, as required by law [see GRA], to the District's police department, if one exists, and to the police department of the municipality in which the school is located or, if the school is not in a municipality, to the sheriff of the county in which the school is located, when the principal has reasonable grounds to believe that any of the following activities occur in school, on school property, or at a school-sponsored or school-related activity on or off school property, without regard to whether the activity is investigated by school security officers:

1. Conduct that may constitute an offense listed in Section 508.149, Government Code; deadly conduct, as described by Penal Code 22.05; or a terroristic threat, as described by Penal Code 22.07.
2. The use, sale, or possession of a controlled substance, drug paraphernalia, or marijuana, as defined by Chapter 481, Health and Safety Code.
3. The possession of any of the weapons or devices listed in Penal Code 46.01(1)-(14) or (16) [see FNCG].
4. Conduct that may constitute a criminal offense under Penal Code 71.02, Engaging in Organized Criminal Activity.
5. Conduct that may constitute a criminal offense for which a student may be expelled under Section 37.007(a), (d), or (e).

*Education Code 37.015*

REPORT TO SBEC OF EDUCATOR

The Superintendent shall promptly notify in writing the State Board for Educator Certification (SBEC) by filing a report with SBEC not later than the



MISCONDUCT

seventh day after the Superintendent first learns about a criminal record or an alleged incident of misconduct, as described at DF, involving a certified educator. *Education Code 21.006; 19 TAC 249.14*

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UPDATE 72

DH(LEGAL)-P

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EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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All District employees shall perform their duties in accordance with state and federal law, District policy, and ethical standards for professional educators. [See DH(EXHIBIT)]

All District personnel shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

Employees wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

COVERED  
ACTIVITIES

All District employees have the responsibility to protect District assets and are expected to be alert to the potential for theft of property, theft of services, theft of anything of value, fraud, misappropriation or financial impropriety. [See CHE(LOCAL)]

ACTIONS  
CONSTITUTING  
INAPPROPRIATE  
CONDUCT

Examples of activities constituting inappropriate conduct include but are not limited to the following:

- Misappropriation of activity funds or any funds collected by the District;
- Misappropriation of District furniture, fixtures, and equipment;
- Misappropriation of funds through fraudulent reporting on travel records;
- Forgery or alteration of District checks;
- Forgery or alteration of District purchase orders; and
- Forgery or alteration of payroll time sheets.

EMPLOYEE'S  
DUTY TO REPORT

Any employee who knows or has reason to know of or suspect an occurrence of fraud, misappropriation, financial impropriety, or covered activity shall immediately notify his or her supervisor. If the employee has reason to believe that the supervisor may be involved, the employee shall immediately notify the Police and Security Services Department or report the incident using the District's Fraud Hotline at (972) 925-3175. [See CHE(REGULATION)]

The employee shall not discuss the matter with anyone other than his or her supervisor and/or Police and Security Services. Employees who knowingly make false allegations shall be subject to discipline up to and including dismissal.

EMPLOYEES'  
DUTIES DURING  
AN  
INVESTIGATION

During the investigation, employees should:

1. Direct all inquiries from suspected individuals, attorneys, or representatives to Police and Security Services;
2. Not contact the suspected individual in an effort to determine facts or demand restitution;

3. Not discuss the case, facts, suspicions, or allegations with anyone outside the organization or those within the organization who do not have a legitimate need to know, unless specifically asked to do so by the Legal Department;
4. Cooperate with the investigative process through answering questions, furnishing written statements, volunteering information important to the investigation, etc. [See CHE(LOCAL) and (REGULATION)]

**SAFETY REQUIREMENTS**

All employees shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

**TOBACCO**

Employees shall not use tobacco products at school or school-related activities. Beginning November 15, 2001, use of tobacco products shall be prohibited in all buildings, facilities, and sites and in all vehicles that are District-owned or leased. [See GKA(LEGAL)]

**ALCOHOL AND DRUGS**

A copy of this policy, the purpose of which is to eliminate drug abuse from the workplace, shall be provided each employee at the beginning of each year or upon employment.

Employees shall not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

**EXCEPTION**

An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use shall not be considered to have violated this policy.

**NOTICE**

Each employee shall be given a copy of the District's notice regarding drug-free schools. [See DI(Exhibit)]

**VIDEOTAPING OF STUDENTS**

An employee shall obtain written consent of a student's parent or guardian [see FNG(LEGAL)] and from his or her principal before the employee may make or authorize a videotape of a student, or record or authorize the recording of a student's voice.

**PRINCIPAL'S APPROVAL**

The principal's written consent prior to videotaping or recording a student shall be obtained even when the law does not require the consent of a parent or guardian, such as when the videotape or recording will be used for purposes of safety or for a purpose related to regular classroom instruction, as provided by law. [See FL]

**EXCEPTION**

In the case of videotaping a deposition for an employee termination/grievance

action, the only consent to be obtained in advance shall be that of the student's parent or guardian.

EMPLOYEES  
CARING FOR  
NONENROLLED  
CHILDREN

Employees shall not bring their own children or other persons' children to school for the purpose of child care or babysitting. Personnel are employed to perform District functions while on duty and shall not bring a child who is not enrolled in the school to the building to remain during working hours of the regular school day or summer school.

DRESS AND  
GROOMING

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

District employees shall act as role models, exemplifying the highest standards of professional appearance, to teach community values and proper grooming and hygiene.

WAIVER

The General Superintendent may waive the dress code for District employees when school is not in session. Employees will be notified by the General Superintendent when such a waiver is in effect, defining the parameters of the dress code waiver based on seasonal weather conditions, special events, and the like.

APPROPRIATE  
ATTIRE

Professional personnel are expected to dress in a manner that projects a professional image for the employee, school, and District.

Male professionals shall wear a dress shirt, tie, dress slacks, or other appropriate professional clothing with a tie.

Female professionals shall wear professional dresses and skirts that are no shorter than two inches above the bend of the knee in length, dressy slacks and socks (i.e., hose), or other appropriate professional clothing.

Office, clerical, and teacher assistant support personnel shall wear the above professional attire.

Other support personnel shall wear attire in accordance with the workplace.

The following clothing is not considered "professional attire" pursuant to this policy: jeans, shorts, revealing/provocative shirts and tops, t-shirts, short skirts, spandex or similar tight outfits. Slippers, flip-flops, houseshoes, sneaker-style, and other similar foot apparel are not considered professional attire.

GROOMING

All employees are expected to exemplify proper grooming standards in a manner that projects an appropriate image for the employee, school, and District.

Male employees shall keep their hair groomed neatly. Beards and mustaches shall be neatly groomed. Male employees shall not wear earrings or other similar facial jewelry.

Employees shall not wear on the outside of their clothing any jewelry or similar artifacts that are either obscene, distracting, or may cause disruptions to the

educational environment. Hats are not to be worn inside.

Administrators shall have the discretion to determine the appropriateness of attire and grooming, and may make special exceptions for teachers in certain grades/subjects (i.e., vocational courses, physical education) or for medical necessities.

The above standards are meant to promote community values and enhance an orderly educational environment, and shall not infringe on any individual's religious beliefs or protected free speech.

#### CELLULAR PHONES

The following shall apply to the use of cellular phones in school buildings:

1. Teachers may use cellular phones for business calls, including parent contacts, only during planning periods and other off-duty times during the instructional day.
2. Personal calls may not be made or received during class periods. Cellular phones shall remain "off" during instructional time.

#### ELECTRONIC RECORDING

##### CONVERSATIONS AND MEETINGS

Employees shall not electronically record by audio, video, or other means, any conversations or meetings unless each and every person present has been notified and consents to being electronically recorded. Persons wishing to record a meeting must obtain consent from anyone arriving late to any such meeting.

##### TELEPHONE CONVERSATIONS

Employees shall not electronically record telephone conversations unless all persons participating in the telephone conversation have consented to be electronically recorded.

##### OPEN MEETINGS AND OTHER PUBLIC MEETINGS

These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, Board Committee meetings, appeals and grievance hearings, and any other Board-sanctioned meeting recorded in accordance with Board policy.

##### OFFICIAL INVESTIGATIONS

These provisions are not intended to limit or restrict electronic recordings involving authorized investigations conducted by the Police and Security Services Department or the Administrative Investigations Department.

##### RACIAL, ETHNIC, RELIGIOUS, GENDER, SEXUAL ORIENTATION HARASSMENT PROHIBITED

Employees shall not engage in conduct constituting racial, ethnic, religious, gender, or sexual orientation harassment of another employee, a student, any person who seeks the campus community in any capacity or who interfaces with the District (such as citizens, parents, vendors).

##### DEFINITION

Racial, ethnic, religious, gender, or sexual orientation harassment includes but is not limited to oral, written, psychological, physical (both climate and contact), and other demonstrative actions with regard to race, creed, ethnic origin, religious preference, gender, or sexual orientation that is harassing and/or abusive.

EMPLOYEE-TO-STUDENT	All allegations of racial, ethnic, religious, gender, or sexual orientation harassment of students by employees shall be reported to a teacher or principal, who shall contact the employee relations department so that the complaint may be investigated.
COMPLAINTS	A person who believes he or she has been harassed because of race, ethnicity, religion, gender, or sexual orientation shall bring the matter to the attention of an official, department head, or principal. Should an employee's complaint be against the principal or department head, the employee shall bring the matter to the immediate supervisor of the official in question. No procedure or step in this policy shall have the effect of requiring the person alleging harassment to bring the matter to the person who is the subject of the complaint. Racial, ethnic, religious, gender, and sexual orientation harassment complaints shall be filed within the time lines set out in DGBA(LOCAL).
FALSE CLAIMS	Employees are strictly prohibited from filing allegations of racial, ethnic, religious, gender, or sexual orientation harassment without substantive cause; such false claims may result in disciplinary action up to and including a recommendation for termination.
INVESTIGATION / CORRECTIVE ACTION	District officials shall promptly investigate all allegations of racial, ethnic, religious, gender, or sexual orientation harassment and shall take prompt and appropriate corrective action against employees found to have engaged in such prohibited conduct, which might include behaviors that are prohibited by Title VII of the Civil Rights Act and reportable to the Office of Civil Rights.
PROGRAM DEVELOPMENT AND STAFF TRAINING DEPARTMENT	The District's Program Development and Staff Training Department shall provide training and counseling as needed to promote awareness of this policy and the reduction of racial, ethnic, religious, gender, and sexual orientation harassment throughout the District. The department shall be made aware of all cases related to these types of harassment and shall work with the parties involved to resolve conflicts.
FACTUAL INFORMATION FROM EMPLOYEES	Throughout the course of an official District administrative investigation or inquiry, every District employee has an affirmative duty to provide to his or her supervisor(s) or any other District investigating official all relevant and factual information about matters inquired. Employees failing to volunteer such information shall receive a directive from an administrator to provide a statement. The employee's failure to comply with the directive constitutes "insubordination," a violation that will be grounds for disciplinary action up to and including termination. [See DCD and DF series]
	When directed by an administrator or a District investigator, an employee shall submit a notarized affidavit. Intentional falsification, misstatement, or the concealment of a material fact in connection with an administrative investigation shall be deemed as "providing untruthful statements" and be grounds for disciplinary action up to and including termination. Additionally, providing untruthful statements under oath may subject the employee to a criminal charge of perjury.
ARRESTS AND CONVICTIONS	An employee who is arrested for any felony or any offense involving moral turpitude [see DC(LOCAL)] must report the arrest to the General Superintendent, in writing, within three workdays of the arrest. An employee who is convicted of or receives deferred adjudication for such an offense must also report that event to the General Superintendent, in writing, within three

workdays of the event.

VIOLATION OF  
STANDARDS OF  
CONDUCT

Employees shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, and guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

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EMPLOYEE STANDARDS OF CONDUCT

DH  
(EXHIBIT)

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CODE OF ETHICS AND STANDARD PRACTICES  
FOR TEXAS EDUCATORS

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. 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.

1. Professional Ethical Conduct, Practices, and Performance.

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

Standard 1.2. The educator shall not knowingly 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 to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, 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 applicable 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.

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, sex, disability, or family status.

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 under this chapter.

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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

Standard 3.5. The educator shall not engage in physical mistreatment of a student.

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

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

19 FAC 247.2

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UPDATE 69  
DH(EXHIBIT)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

EMPLOYEE STANDARDS OF CONDUCT:  
GIFTS AND SOLICITATIONS

DHA  
(LOCAL)

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Employees shall not engage in the sale of books, equipment, or supplies that may, in any manner, be construed to indicate that the product is recommended by the District or an employee of the District. Sales of any such product or service, tangible or intangible, to parents of the community where the employee is assigned is prohibited at all times, evenings, Saturdays, and summer months.

Employees shall not engage in the sale of any merchandise or product on school property during working hours, except those authorized by the chief administrator of the facility. All such sales must be done after working hours and off the school premises.

PETITIONS      Petitions may be circulated in the schools only during nonschool hours in the location designated by the principal.

SUBSCRIPTIONS      Subscriptions or contributions by and from employees are not allowed in the schools except upon approval of the appropriate District Superintendent.

The General Superintendent shall establish rules and regulations to implement this policy.

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EMPLOYEE STANDARDS OF CONDUCT:  
HARASSMENT

DHB  
(LOCAL)

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	Employees shall not engage in harassment motivated by race, color, religion, national origin, disability, or age and directed toward students or District employees. A substantiated charge of harassment against a student or employee shall result in disciplinary action.
DEFINITIONS	The term "harassment" includes repeated, unwelcome, and offensive slurs, jokes, or other oral, written, graphic, or physical conduct relating to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.
REPORTING	Employees who believe they have been harassed are encouraged to promptly report such incidents to the campus principal or supervisor. If the campus principal or supervisor is the subject of a complaint, the employee shall report the complaint directly to the Superintendent.
	An employee who suspects or knows that a student is being harassed by a school employee or by another student shall inform his or her principal or immediate supervisor.
INVESTIGATIONS	Any allegations of harassment of students or employees shall be investigated and addressed.
	Oral complaints shall be reduced to writing to assist in the District's investigation. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.
PROTECTION FROM RETALIATION	The District shall not retaliate against an employee who in good faith reports perceived harassment.
COMPLAINT PROCESS	An employee may appeal the decision of the principal or supervisor regarding the investigation into the allegations in accordance with DGBA(LOCAL).

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DHB(LOCAL)-A

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EMPLOYEE STANDARDS OF CONDUCT:  
SEARCHES AND ALCOHOL/DRUG TESTING

DHE  
(LEGAL)

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SEARCHES- GENERAL RULE	<p>Citizens, including District employees, have a right to be free from unreasonable searches and seizures. <i>U.S. Const. Fourth Amendment; Tex. Const. Art. I, Sec. 9</i></p> <p>The District may search an employee or an employee's property if:</p> <ol style="list-style-type: none"><li>1. There are reasonable grounds to believe that the search will turn up evidence that the employee is guilty of work-related misconduct; and</li><li>2. The search is reasonably related in scope to the circumstances that justified the interference in the first place.</li></ol> <p><i>O'Connor v. Ortega, 480 U.S. 709 (1987); New Jersey v. T.L.O., 469 U.S. 325 (1985)</i></p> <p>In addition, the District may search an employee's workplace for noninvestigatory, work-related purposes, or if there are reasonable grounds to believe that the search will turn up evidence that the employee is guilty of work-related misconduct. <i>O'Connor v. Ortega, 480 U.S. 709 (1987)</i></p>
DRUG / ALCOHOL TESTING	<p>Blood, urine, and breath tests of public employees to determine drug use are searches under the Fourth Amendment of the U.S. Constitution. <i>Skinner v. Railway Labor Executives Ass'n, 489 U.S. 602 (1989)</i></p>
RANDOM DRUG TESTING	<p>The District may conduct drug tests, without a warrant and without individualized suspicion, when the test serves special governmental needs that outweigh the individual's privacy expectation. <i>Skinner v. Railway Labor Executives Ass'n, 489 U.S. 602 (1989); National Treasury Employees Union v. Von Raab, 489 U.S. 656 (1989)</i></p>
SAFETY- SENSITIVE POSITIONS	<p>Random alcohol and drug testing of employees in "safety-sensitive" positions may be permissible when the intrusiveness of the search is minimal and the Board is able to demonstrate that the drug-testing program furthers its interest in ensuring the physical safety of students. "Safety-sensitive" positions include those that involve the handling of potentially dangerous equipment or hazardous substances in an environment including a large number of children. <i>Aubrey v. School Board of LaFayette Parish, 148 F.3d 559 (5th Cir. 1998)</i></p>

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**Note:** The following testing requirements apply to every employee of the District who operates a commercial motor vehicle and is subject to commercial driver's license requirements in accordance with federal regulations.

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TESTING OF DRIVERS	The District shall conduct testing, in accordance with federal regulations, of commercial motor vehicle operators for use of alcohol or a controlled substance that violates law or federal regulation. <i>49 U.S.C. 2717; 49 CFR Part 382</i>
COMMERCIAL MOTOR VEHICLE DEFINED	<p>A commercial motor vehicle is defined as a motor vehicle used to transport passengers or property that:</p> <ol style="list-style-type: none"> <li>1. Has a gross combination weight rating of 26,001 or more pounds inclusive of a towed unit with a gross vehicle weight rating of more than 10,000 pounds; or</li> <li>2. Has a gross vehicle weight rating of 26,001 or more pounds; or</li> <li>3. Is designed to transport 16 or more passengers, including the driver.</li> </ol> <p><i>49 CFR 382.107</i></p>
TESTING PROCEDURES	The District shall ensure that all alcohol or controlled substances testing conducted under 49 CFR Part 382 complies with the procedures set forth in 49 CFR Part 40. <i>49 CFR 382.105</i>
TESTS REQUIRED	Required testing includes pre-employment, postaccident, random, reasonable suspicion, return-to-duty, and follow-up testing. No driver shall refuse to submit to a postaccident alcohol or controlled substances test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substances test, or a return-to-duty or follow-up alcohol or controlled substances test. The District shall not permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions. <i>49 CFR 382.211, 382.309</i>
EDUCATIONAL MATERIALS	The District shall provide educational materials that explain the federal requirements and the District's policies and procedures with respect to meeting these requirements and shall ensure that a copy of these materials is distributed to each driver before the start of alcohol and controlled substances testing under this policy and to each driver subsequently hired or transferred into a position that requires driving a commercial motor vehicle. Written notice to representatives of employee organizations of the availability of this information shall also be provided. The materials shall include detailed discussion of at least the items listed at 49 CFR 382.601. <i>49 CFR 382.601</i>
REPORTS	<p>A district required by federal safety regulations to conduct alcohol and drug testing of an employee who holds a commercial driver's license shall report the following information to the Department of Public Safety:</p> <ol style="list-style-type: none"> <li>1. A valid positive result on an alcohol or drug test. <p style="margin-left: 40px;">"Valid positive result" means an alcohol concentration of 0.04 or greater on an alcohol confirmation test, or a result at or above the cutoff concentration levels listed in 49 CFR 40.87 on a confirmation drug test.</p> </li> <li>2. A refusal to provide a specimen for an alcohol or drug test.</li> <li>3. An adulterated specimen, diluted specimen, or substituted specimen, as defined at 49 CFR 40.3, on an alcohol or drug test.</li> </ol>

For purposes of this requirement, the term "employee" includes applicants for

employment subject to preemployment testing.

*Trans. Code 644.251-.252*

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EMPLOYEE STANDARDS OF CONDUCT:  
SEARCHES AND ALCOHOL/DRUG TESTING

DHE  
(LOCAL)

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REASONABLE  
SUSPICION  
SEARCHES

The District reserves the right to conduct searches when the District has reasonable cause to believe that a search will uncover evidence of work-related misconduct. The District may search the employee, the employee's personal items, and private vehicles parked on District premises or worksites or used in District business.

Work areas, District-owned lockers and other District property may be searched upon demand.

RANDOM  
ALCOHOL AND  
DRUG TESTING  
FOR SAFETY-  
SENSITIVE  
POSITIONS

The District shall establish a random drug, alcohol, and controlled substance testing program for employees in functions classified as safety sensitive positions, to help prevent accidents and injuries resulting from the misuse of those substances, and to ensure the physical safety of students, employees, and members of the community. The primary purpose of the program is to prevent impaired employees from performing safety-sensitive functions. Those functions designated as safety-sensitive shall be identified by the General Superintendent as part of the program, and regulations shall be developed for the department or division in which random testing is conducted.

Testing positive for any amount of alcohol, illegal drugs, or any controlled substances, or an employee's refusal to comply with a directive to submit to a random drug test shall be a basis for employee disciplinary action, up to and including termination.

REASONABLE  
SUSPICION  
ALCOHOL AND  
DRUG TESTING

Department managers, principals, and other administrators, in consultation with the Department of Human Resources, may remove an employee from a duty and require testing for illegal drugs, alcohol, and/or controlled substances, based upon reasonable suspicion.

Reasonable suspicion includes but is not limited to:

1. The occurrence of an accident or incident that results in damage or loss of District property or injury to any employee;
2. Articulable observations of appearance, behavior, speech, or body odors; and/or
3. Reports or complaints about use of alcohol or illegal substances during work hours from other employees or members of the public.

Within 24 hours of the removal, the supervisor shall provide a signed, written record to Human Resources documenting the information leading to an employee's removal and/or testing based on reasonable suspicion.

Testing positive for any amount of alcohol, illegal drugs, or any controlled substances, or an employee's refusal to comply with a directive to submit to a reasonable suspicion test shall be a basis for employee disciplinary action, up



to an including termination.

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**Note:** The following provisions apply to employees who are covered by the federal Department of Transportation (DOT) rules.

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DEPARTMENT OF  
TRANSPORTATION  
(DOT) TESTING  
PROGRAM

PURPOSE

The District shall establish an alcohol and controlled substances testing program to help prevent accidents and injuries resulting from the misuse of alcohol and controlled substances by the drivers of commercial motor vehicles, including school buses. The primary purpose of the testing program is to prevent impaired employees from performing safety-sensitive functions.

The following conduct constitutes violation of District policy:

1. Refusing to submit to a required test for alcohol or controlled substances.
2. Testing positive for alcohol, at a concentration of 0.04 or above, in a postaccident test.
3. Testing positive for controlled substances in a postaccident test.
4. Testing positive for alcohol, at a concentration of 0.04 or above, in a random test.
5. Testing positive for controlled substances in a random test.
6. Testing positive for alcohol, at a concentration of 0.04 or above, in a required follow-up test.
7. Testing positive for controlled substances in a required follow-up test.
8. Testing positive for alcohol, at a concentration of 0.04 or above, in a reasonable suspicion test.
9. Testing positive for controlled substances in a reasonable suspicion test.

The General Superintendent shall designate a District official who shall be responsible for ensuring that information is disseminated to employees regarding prohibited driver conduct, alcohol and controlled substances tests, and the consequences that follow positive test results.

CONSORTIUM

With specific Board approval, the General Superintendent may contract on behalf of the District with outside consultants and contractors and work with a consortium of other local governments to secure the testing services, educational materials, and other component elements needed for this program.

Under such contract, the consortium shall be responsible for implementing, directing, administering, and managing the alcohol and controlled substances program within the U.S. Department of Transportation guidelines. The consortium shall serve as the principal contact with the laboratory and for collection activities in assuring the effective operation of the testing portion of the program.

REASONABLE  
SUSPICION  
TESTING

Only supervisors specifically trained in accordance with federal regulations [see DHE preceding] may, based upon reasonable suspicion, remove a driver from a safety-sensitive position and require testing for alcohol and/or controlled substances. The determination of reasonable suspicion shall be based on specific observations of the appearance, behavior, speech, or body odors of the driver whose motor ability, emotional equilibrium, or mental acuity seems to be impaired. Such observations must take place just preceding, during, or just after the period of the workday that the driver is on duty.

The observations may include indication of the chronic and withdrawal effects of controlled substances. Within 24 hours of the observed behavior, the supervisor shall provide a signed, written record documenting the observations leading to a controlled substance reasonable suspicion test.

CONSEQUENCES  
OF POSITIVE  
TEST RESULTS

In addition to the consequences established by federal law, a District employee confirmed to have violated the District's policy pertaining to alcohol or controlled substances shall be subject to District-imposed discipline, as determined by his or her supervisor(s) and the General Superintendent. Such discipline may include any appropriate action from suspension without pay during the period of removal from safety-sensitive functions, up to and including termination of employment. [See DF series]

In cases where a driver is also employed in a nondriving capacity by the District, disciplinary action imposed for violation of alcohol and controlled substances policies shall apply to the employee's functions and duties that involve driving. Additionally, upon recommendation of the employee's supervisor, disciplinary measures up to and including termination of employment with the District may be considered.

ALCOHOL  
RESULTS  
BETWEEN 0.02  
AND 0.04

A driver tested under this policy and found to have an alcohol concentration of 0.02 or greater, but less than 0.04, shall be suspended without pay from driving duties for 24 hours. Subsequent violation may subject the driver to termination in accordance with Board policy.

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EMPLOYEE STANDARDS OF CONDUCT:  
SEARCHES AND ALCOHOL/DRUG TESTING

DHE  
(REGULATION)

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PRE-  
EMPLOYMENT  
DRUG AND  
ALCOHOL TESTS

Employees who are required to operate a District vehicle and hold a commercial drivers license will be required to submit to a drug and alcohol test as part of a conditional offer of employment. [See DHE(LEGAL) and (LOCAL)]

REASONABLE  
SUSPICION  
DRUG AND  
ALCOHOL  
TESTING FOR  
SAFETY  
SENSITIVE  
POSITIONS

An employee identified for a reasonable suspicion drug and alcohol test will be immediately removed from duty. The immediate supervisor will consult with the appropriate department head and Employee Relations, prior to removing an employee based on reasonable suspicion, and they will determine the manner in which a urine or blood sample will be required. An employee may be required to transport himself to the designated test center, if the reasonable suspicion is not based on observed behavior indicating the employee's mental or physical faculties are impaired. An employee may also be required to give a urine sample at the work site, to be taken by a representative from a designated testing center. The District may also provide transportation to the testing center. If employees are not transporting themselves to the testing center, they will be directed to remain in a designated area at the work site until a urine sample has been obtained by an appropriate testing professional, or the District can provide transportation to the test center.

Upon arrival at the test center, or if a sample is required at the work site, the employee will comply with all of the procedures and protocol of the provider obtaining the sample and/or conducting the screening. Refusal to submit to a reasonable suspicion drug test will be grounds for disciplinary action, up to and including termination. Failure to remain in a designated area at the work site, or to proceed immediately and directly to the test site, or violation of any procedures or protocol of the provider obtaining the sample or conducting the test, will be deemed insubordination and a refusal to submit to the test. Such refusal will be a basis for disciplinary action, up to and including termination.

RANDOM DRUG  
AND ALCOHOL  
TESTING FOR  
SAFETY  
SENSITIVE  
POSITIONS

The purpose of this regulation is to describe the criteria for identifying employee functions that are considered safety sensitive positions and describe the process for conducting random drug and alcohol tests for employees in those positions. The tests will be given as often as necessary, and the dates and times will be unannounced.

SAFETY  
SENSITIVE  
FUNCTIONS

The following positions are identified as safety sensitive functions for purposes of random drug and alcohol tests:

1. Police officers, security officers, and employees performing police or security duties and responsibilities.
2. Employees required to operate District-owned motor vehicles.

3. Employees required to inspect, service, repair, maintain, operate or handle hazardous chemicals or equipment, or heavy equipment.

PROCEDURE  
FOR TESTS

The administration will designate the job categories and functions that are subject to random drug testing. All employees in those categories and functions will be given advance notice that the District has adopted a random drug-screening policy, specifically notifying them that they are subject to random drug screening, prior to the implementation of any policy. The process for determining which employees must submit to random drug tests will guarantee that they are selected on a random basis. Employees in safety sensitive functions who are identified for random drug and alcohol screening will be notified during business hours. The employees will proceed immediately and directly to the test site. Upon arrival at the test site, the employee will comply with all of the procedures and protocol of the provider conducting the screening. Refusal to submit to a random drug test will be grounds for disciplinary action, including termination. Failure to proceed immediately and directly to the test site, or violation of any procedures or protocol of the provider conducting the test, will be deemed insubordination and refusal to submit to the test. Such refusal will be a basis for disciplinary action, up to and including termination.

RESULTS OF  
RANDOM AND  
REASONABLE  
SUSPICION  
DRUG TESTS

The drug-testing program will be administered by Risk Management. Employees will be notified of any positive results from any pre-employment, random drug screening or reasonable suspicion drug screening, and provided a copy of the results upon request. A split sample test will be conducted at the employee's request. Department heads or executive level administrators will be notified of any positive results. Employee Relations will also be notified of any positive results, and they will be provided a copy of any results or other records upon request. The department head will consult with Employee Relations about appropriate sanctions. The results of any tests will not be disclosed to any persons, except as needed in the course of performing job related duties. Unauthorized disclosure of any results will be cause for employee sanction, including termination. Any employee who tests positive for any illegal substance or a blood alcohol concentration of .02 or more will be recommended for an employee disciplinary action, up to and including termination.

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EMPLOYEE STANDARDS OF CONDUCT:  
SEARCHES AND ALCOHOL/DRUG TESTING

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POSTACCIDENT TESTING

This table depicts the circumstances under which an employer is required to perform a postaccident alcohol or controlled substances test, in accordance with 49 CFR 382.303 (a) .

Types of accidents involved	Citation issued	Test must be performed
Human fatality	YES	YES
	NO	YES
Bodily injury with immediate medical treatment away from the scene	YES	YES
	NO	NO
Disabling damage to any motor vehicle requiring tow away	YES	YES
	NO	NO

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- HAZARD COMMUNICATION ACT      The District shall perform the following duties in compliance with the Hazard Communication Act:
- NOTICE      1. Post and maintain the notice promulgated by the Texas Board of Health in the workplace. *Health and Safety Code 502.017(a)*
- EDUCATION AND TRAINING      2. Provide an education and training program for employees using or handling hazardous chemicals. "Employee" means any person who may be or may have been exposed to hazardous chemicals in the person's workplace under normal operating conditions or foreseeable emergencies. Workers such as office workers or accountants who encounter hazardous chemicals only in nonroutine, isolated instances are not employees for purposes of these requirements. *Health and Safety Code 502.003(10), 502.009*
- WORKPLACE CHEMICAL LIST      3. Maintain the written hazard communication program and a record of each training session to employees, including the date, a roster of the employees who attend, the subjects covered in the training session, and the names of the instructors. Records shall be maintained for at least five years. *Health and Safety Code 502.009(g)*
- WORKPLACE CHEMICAL LIST      4. Compile and maintain a work-place chemical list that includes required information for each hazardous chemical normally present in the workplace or temporary workplace in excess of 55 gallons or 500 pounds, or as determined by the Texas Board of Health for certain highly toxic or dangerous hazardous chemicals. The list shall be readily available to employees and their representatives. *Health and Safety Code 502.005(a), (c)*
- WORKPLACE CHEMICAL LIST      5. Update the list as necessary, but at least by December 31 each year, and maintain at least 30 years. Each workplace chemical list shall be dated and signed by the person responsible for compiling the information. *Health and Safety Code 502.005(b), (d)*
- LABELING      6. As required by law, label new or existing stocks of hazardous chemicals with the identity of the chemical and appropriate hazard warnings, if such stocks are not already appropriately labeled. *Health and Safety Code 502.007*
- MATERIAL SAFETY DATA SHEETS      7. Maintain a legible copy of the most current manufacturer's material safety data sheets (MSDS) for each hazardous chemical; request such sheets from the manufacturer if not already provided or otherwise obtain a current MSDS; make such sheets readily available to employees or their representatives on request. *Health and Safety Code 502.006*
- PROTECTIVE      8. Provide employees with appropriate personal protective equipment.

EQUIPMENT

*Health and Safety Code 502.017(b)*

PEST CONTROL  
TREATMENT  
NOTICE

The chief administrator or building manager shall notify persons who work in a District building or facility of a planned pest control treatment by both of the following methods:

1. Posting the sign provided by the certified applicator or technician in an area of common access the employees are likely to check on a regular basis at least 48 hours before each planned treatment.
2. Providing the official Structural Pest Control Board Consumer Information Sheet to any individual working in the building, on request.

*Occupations Code 1951.455; 22 TAC 595.7*

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EMPLOYEE WELFARE

DI  
(LOCAL)

PHYSICAL  
ASSAULTS OR  
THREATS TO  
SCHOOL  
EMPLOYEES

The District shall provide every employee a working environment free from verbal intimidation, physical assault, and outside interference. Every precaution shall be taken in order that each employee be afforded the full protection of the legal shield provided by the District. The General Superintendent shall establish rules and procedures that define the precautionary and remedial steps to be taken to ensure the protection of District employees.

OFFICE OF  
EMPLOYEE  
WELL-BEING

The District recognizes that a wide variety of personal matters or conditions that are not directly associated with an employee's job function can have an effect on an employee's job performance. It is in the best interest of the District and its employees to eliminate the services provided under the Office of Well-Being and replace it with a comprehensive Employee Assistance Program.

EMPLOYEE  
ASSISTANCE  
PROGRAM (EAP)

As part of the District's on going commitment to provide employees and their families with better health care options and services, an Employee Assistance Program (EAP) shall be established.

Services provided within the program are:

Professional, personalized and confidential counseling related to the emotional, mental, and personal health such as anxiety, depression, loss and grief, managing change, marital conflicts, parenting, stress management, smoking cessation, credit services, and other personal issues that may affect job performance.

Information and resource assistance with childcare, elder care family support resources, financial management and legal issues.

Wellness training workshops, seminars, employee orientation, supervisory training and management consultation.

Fitness for duty evaluation, both mental and physical.

Referral to treatment centers for employees seeking admission to alcohol or drug treatment facilities for themselves or a dependent.

EAP representatives shall be accessible to employees and their dependents 24 hours-a-day, seven days per week and shall operate under strict confidentiality guidelines. The EAP shall design and implement health awareness programs and shall provide utilization/management reports to the District's designated personnel.

DRUG-FREE  
AWARENESS  
PROGRAM

The District shall establish a drug-free awareness program to inform employees about:

1. The dangers of drug use and abuse in the workplace.
2. The District's policy of maintaining a drug-free environment. [See DH (LOCAL)]

3. Drug counseling, rehabilitation, and employee assistance programs that are available in the community.
  4. The penalties that may be imposed on employees for violation of drug use and abuse prohibitions. [See exhibit at DI (EXHIBIT)]
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PHYSICAL  
ASSAULTS OR  
THREATS TO  
SCHOOL  
EMPLOYEES

In the event of a physical assault, the following procedures shall be implemented:

1. After discussion with the employee, the principal shall call the Youth Action Center nearest to them to report the incident and to activate the police department investigation. The principal shall then call the Employee Relations Department to report the incident. The District shall report incidents to proper authorities and obtain maximum prosecution in any way possible.
2. In the event of injury, the principal shall see that medical attention is secured immediately.
3. In the event of injury, the principal/secretary shall file the incident report form with the Risk Management Department. A phone call to Employee Relations and Risk Management should be made immediately to orally report the incident.
4. The principal shall also assist the police department and the district attorney's office if necessary.
5. The principal shall describe the incident in writing and forward the description to the appropriate assistant superintendent.
6. The Employee Relations staff member shall secure a detailed affidavit and shall provide District coordination and liaison with the police department, district attorney's office, and other appropriate agencies. The Employee Relations staff member shall work directly with the employee.
7. Discipline hearings shall be conducted consistent with District policy. [See FOD]

In the event of a threat to do bodily harm, the following procedures shall be implemented:

1. After discussion of the threat with the employee and ascertaining that, in the opinion of the employee, it is of sufficient gravity to cause fear of bodily injury, the principal shall call the Youth Action Center nearest to them to report the incident.
2. The Employee Relations Department shall also be notified. An Employee Relations Department staff member shall be dispatched to conduct a conference with the employee providing the employee with counseling, outlining the District security measures available, and secure a detailed affidavit.
3. The Employee Relations Department shall provide a staff member to be available to assist the employee in matters necessary to implement the action deemed necessary by the employee to provide the legal shield of the District.

In the event that the principal is the object of the physical assault or threat to do bodily harm, the above outlined procedures prevail.

EMPLOYEE  
ASSISTANCE  
PROGRAM (EAP)

In accordance with DI(LOCAL), the District has established an Employee Assistance Program (EAP) to provide employees an assessment of any personal, emotional, marital, family, financial, legal, or workplace problems. The program offers problem clarification, short-term counseling, mental health benefit referral, and crisis intervention to permanent full-time employees and/or their dependents who are experiencing personal/emotional problems. These services are completely confidential and are available at no cost to the employee.

GENERAL  
ADMINISTRATION

The Employee Relations Department shall administer the program in accordance with the following guidelines.

SELF  
REFERRAL

Regarding self-referral, the following shall apply:

1. In a self-referral, the covered employee contacts the HBS advocate through a toll-free number. The referral process will be initiated at that time.
2. EAP sessions are completely confidential unless the employee agrees to a release of information.
3. The EAP provider does not assume responsibility for the employment status of the employee; any decisions regarding employment are the sole responsibility of the District.
4. The EAP provides up to three individual, family, or marital group therapy sessions per problem. When more intensive services or a psychiatric evaluation are required, the employee is assisted in accessing the mental health benefits provided through the District's health plan.

SUPERVISORY  
REFERRAL -  
INFORMAL

Regarding a supervisory referral recommendation, the following shall apply:

1. Supervisory personnel are responsible for appropriately addressing changes/concerns regarding job performance that might suggest that the employee use EAP services through self-referral.
2. The supervisor informs the employee of the EAP benefits and gives instruction on how to access the service.
3. Informal supervisory referral ideally results in self-referral by the employee (see section above).
4. If the employee chooses not to follow the recommendation and the performance concerns continue, the supervisor is responsible for moving to a formal referral process (see section below).

SUPERVISORY  
REFERRAL -  
FORMAL

Regarding a formal supervisory referral, the following shall apply:

1. When an employee's performance, whether related to erratic, inappropriate behavior, poor/declining work performance, or chemical dependency problems, warrants disciplinary action, the supervisor has the responsibility of making a formal supervisory referral to the EAP.
2. The supervisor notifies the Employee Relations Department representative of the referral.
3. Appropriate documentation on the nature and specifics of the referral are completed and forwarded to the Employee Relations Department so that

- it can be expedited by the Employee Relations representative.
4. A release of information form and a treatment plan are signed during the initial intake session.
  5. A treatment plan is signed by the employee and the EAP provider.
  6. Noncompliance with treatment will be reported to the Employee Relations Department immediately and can result in the employee being terminated. Continued performance/employment problems while actively involved in the formal referral process can also result in termination.
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LDU-21-01  
DI(REGULATION)-X

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

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DRUG-FREE WORKPLACE REQUIREMENTS

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, and alcohol in the workplace. 41 U.S.C. 702(a)(1)(A); 28 TAC 169.2

The District shall establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace, the District's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance abuse programs, and the penalties that may be imposed upon employees for drug abuse violations. 41 U.S.C. 702(a)(1)(B); 28 TAC 169.2

Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the District, and referral to appropriate law enforcement officials for prosecution. [See policies at DH and DHE] 41 U.S.C. 702(a)(1)(A); 28 TAC 169.2

Compliance with these requirements and prohibitions is mandatory and is a condition of employment. As a further condition of employment, an employee shall notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Within ten days of receiving such notice-from the employee or any other source-the District shall notify the granting agency of the conviction. 41 U.S.C. 702(a)(1)(D), (EXHIBIT)

Within 30 calendar days of receiving notice from an employee of a conviction for any drug statute violation occurring in the workplace, the District shall either (1) take appropriate personnel action against the employee, up to and including termination of employment, or (2) require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. 41 U.S.C. 703

[This notice complies with notice requirements imposed by the federal Drug-Free Workplace Act (41 U.S.C. 702) and notice requirements imposed by the Texas Workers' Compensation Commission rules at 28 TAC 169.2]

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UPDATE 63  
DI(EXHIBIT)-A

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

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**Note:** This policy addresses harassment of District employees. For harassment of students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

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HARASSMENT  
OF EMPLOYEES

The District has an affirmative duty, under Title VII, to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin. *42 U.S.C. 2000e, et seq.; 29 CFR 1606.8(a), 1604.11*

OFFICIAL  
OPPRESSION

A public official commits a Class A misdemeanor if, while acting in his or her official or employment capacity, the official intentionally subjects another to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, submission to which is made a term or condition of a person's exercise or enjoyment of any right, privilege, power, or immunity, either explicitly or implicitly. *Penal Code 39.03(a)*

DEFINITION

Title VII does not prohibit all verbal and physical harassment in the workplace. For example, harassment between men and women is not automatically unlawful sexual harassment merely because the words used have sexual content or connotations. *Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)*

HOSTILE  
ENVIRONMENT

Verbal or physical conduct based on a person's sex, race, color, religion, or national origin constitutes unlawful harassment when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work performance; or
3. Otherwise adversely affects an individual's employment opportunities.

*Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986); 29 CFR 1604.11, 1606.8*

QUID PRO  
QUO

Conduct of a sexual nature also constitutes harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual.

*29 CFR 1604.11(a)*



Same-sex sexual harassment constitutes sexual harassment. *Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998)

**HARASSMENT POLICY** The District should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate penalties, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned. 29 CFR 1604.11(f)

**CORRECTIVE ACTION** The District is responsible for acts of unlawful harassment by fellow employees and by nonemployees if the District, its agents, or its supervisory employees knew or should have known of the conduct, unless the District takes immediate and appropriate corrective action. 29 CFR 1604.11(d), (e), 1606.8(d), (e)

When no tangible employment action is taken, the District may raise the following affirmative defense:

1. That the District exercised reasonable care to prevent and promptly correct any harassing behavior; and
2. That the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.

*Burlington Industries, Inc. v. Ellerth*, 524 U.S. 742 (1998); *Faragher v. City of Boca Raton*, 524 U.S. 775, (1998)

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DATE ISSUED: 04/01/2005  
UPDATE 75  
DIA(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

ASSIGNMENT	<p>The District may not employ a person as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor unless the person holds an appropriate certificate or permit. In addition, a public school employee must have the appropriate credentials, as set forth by the State Board for Educator Certification, for his or her current assignment, unless the appropriate permit has been issued. <i>Education Code 21.003; 19 TAC 230.601</i> [See DBA]</p>
EMERGENCY PERMITS	<p>A superintendent or designee who cannot secure an appropriately certified and qualified individual to fill a vacant position may activate an emergency permit for an individual who does not have one of the appropriate credentials for the assignment.</p>
TEMPORARY VACANCIES	<p>The District is not required to activate an emergency permit if an uncertified individual is assigned for a certified teacher who will be absent for more than 30 consecutive instructional days due to documented health-related reasons and has expressed the intention to return to the assignment. The District must, however, comply with the parent notification requirements below.</p> <p><i>19 TAC 230.501(b), (g)</i></p>
CURRENT EMPLOYEES	<p>A degreed, certified teacher employed in the previous year or semester in an assignment for which he or she was fully certified may not be assigned to a position that requires activating an emergency permit unless:</p> <ol style="list-style-type: none"><li>1. The teacher has given written consent to the activation of the permit; or</li><li>2. Because of fluctuations in enrollment or changes in course offerings, the teacher's previous assignment no longer exists and no alternative assignment for which the teacher is fully certified is available on that campus. If a permit is activated for a teacher under these circumstances, the teacher shall be offered the opportunity to return to his or her previous assignment or an alternative assignment for which the teacher is fully certified on that campus as soon as such an assignment is available. If a teacher accepts the assignment, the actual transfer of duties shall occur not later than the beginning of the next academic year.</li></ol> <p>If an emergency permit is activated for a temporary staffing condition within 30 days of the opening of the school year or later during the contract year, the teacher is exempt from the requirement to complete additional coursework or examination requirements for certification for the remainder of the contract year for which the permit is activated. This exemption is not renewable, and a teacher continuing on an emergency permit for a second year must meet the</p>

full requirements of an emergency permit.

A teacher who refuses to consent to activation of an emergency permit may not be terminated or nonrenewed or otherwise retaliated against because of the teacher's refusal to consent to the activation of the permit. However, a teacher's refusal to consent shall not impair the District's right to implement a necessary reduction in force or other personnel actions in accordance with local District policy.

*19 TAC 230.501(c)*

PRINCIPAL'S  
APPROVAL

The principal of a campus shall approve all teacher and staff appointments for the campus from a pool of applicants selected by the District or of applicants who meet the hiring requirements established by the District, based on criteria developed by the principal after informal consultation with the faculty. The Superintendent or designee has final placement authority for a teacher transferred because of enrollment shifts or program changes. *Education Code 11.202; Atty. Gen. Op. DM-27 (1991)*

TRANSFERS

The District's employment policy may include a provision for providing each current District employee with an opportunity to participate in a process for transferring to another school in or position with the District. *Education Code 11.163(c)*

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**Note:** In accordance with Education Code 21.057, the following notice requirements do not apply if a school is required by the No Child Left Behind Act of 2001 to provide notice to a parent or guardian regarding a teacher who is not highly qualified, provided the school gives notice as required by that Act. [See DBA]

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PARENT  
NOTIFICATION

If the District assigns an inappropriately certified or uncertified teacher (as defined below) to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of each student in that classroom.

The Superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The District shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is not English. The District shall retain a copy of the notice and make information relating to teacher certification available to the public on request.

INAPPROPRIATELY  
CERTIFIED OR  
UNCERTIFIED  
TEACHER

An "inappropriately certified or uncertified teacher" includes an individual serving on an emergency certificate or an individual who does not hold any certificate or permit. It does not include an individual who is:

1. Certified and assigned to teach a class or classes outside his or her area of certification, as determined by SBEC rules;
2. Serving on a certificate issued due to a hearing impairment;
3. Serving on a certificate issued pursuant to enrollment in an approved alternative certification program;
4. Certified by another state or country and serving on a certificate issued under Education Code 21.052;
5. Serving on a school district teaching permit; or
6. Employed under a waiver granted by the Commissioner.

*Education Code 21.057; 19 TAC 230.601*

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UPDATE 76  
DK(LLEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

	Personnel shall be employed subject to assignment by the General Superintendent or designee.
TEACHER TRANSFERS	Teachers whose performance is "below expectations" in three or more of the Total Domain Ratings I-VIII or one "below expectations" and one "unsatisfactory" on PDAS shall not be eligible for a transfer through the voluntary nor the involuntary process, except when necessitated by due process hearing decisions.
INVOLUNTARY TRANSFERS	Every attempt shall be made to limit to no more than three times within a five-year period, the number of times an employee is involuntarily transferred.
PRINCIPAL'S CRITERIA	The principal's criteria for approval of campus assignments and reassignments shall be consistent with District policy regarding equal opportunity employment and shall be submitted to the General Superintendent or designee for review. Central office staff and principals shall work cooperatively in making and approving assignments to campuses to ensure the efficient operation of the District as a whole.
SUPPLEMENTAL DUTIES	Noncontractual supplemental duties for which supplemental pay is received may be discontinued by either party at any time. An employee who wishes to relinquish a paid supplemental duty may do so by notifying the Superintendent or designee in writing. Paid supplemental duties are not part of the District's contractual obligation to the employee, and an employee shall hold no expectation of continuing assignment to any paid supplemental duty.
VOLUNTARY TRANSFER PROCESS LIMITATIONS	<p>The District will provide a voluntary transfer period for teaching staff to apply for available positions.</p> <p>The following limitations shall apply:</p> <ol style="list-style-type: none"><li>1. An employee may submit a transfer application to the school of the person's choice. A transfer application may be submitted to a school whether or not a vacancy exists at the time of submission.</li><li>2. Transfer applications are considered invalid if received:<ol style="list-style-type: none"><li>a. Prior to the first day of a teacher contract year.</li><li>b. After May 1.</li></ol></li></ol>
POSTING VACANCIES	The Human Resource Services Department shall post known teacher vacancies on the intranet.
OTHER TRANSFERS	Transfers for the following reasons shall be made by the General Superintendent or designee. These transfers shall include action because of:

1. Recall from previous RIF;
2. Release caused by current enrollment reduction or budget reduction;
3. School/program restructuring;
4. Return from extended leaves of absence;
5. Surplus staff;
6. Certification;
7. Hardship;
8. Placements from the Employee Assistance Program;
9. Placements due to Americans with Disabilities Act (ADA) decisions; and/or
10. Any other reasons as deemed appropriate by the Superintendent or designee and in the best interest of the District.

**TEACHING /  
EXTRACURRICULAR  
ASSIGNMENTS**

In cases of teaching assignments that involve extracurricular responsibilities that are reflective of the unique program, the provisions of these policies shall not apply.

**REDUCED  
ENROLLMENT OR  
BUDGET  
REDUCTION**

When it becomes evident that staff will be reduced in a local school, the following procedures shall apply:

1. The immediate supervisor shall select personnel for release in the following manner:
  - a. Employees in secondary schools shall be selected for release within teaching fields, subject to departmental/extracurricular duties and shall be based on District seniority in accordance with court mandated assignment criteria.
  - b. Employees in elementary schools shall be selected within a department or grade level configurations of Pre-K-4 and 5-6 and shall be based on District seniority.
  - c. Requests for exceptions to the District seniority rules must be approved by the associate superintendent or department head for Human Resource Services.
2. Employees, at their choice, may request to be considered for enrollment decline release in lieu of voluntary request, unless such a request contravenes legal requirements.

**GRIEVANCE  
PROCEDURES**

District intent is to provide an expedited hearing for employees involuntarily transferred who feel that District policies were violated, action was arbitrary or capricious, or that constitutionally protected rights were violated.

The grievance shall be heard at the General Superintendent level. Employees requesting hearings shall do so in accordance with DGBA.

**VOLUNTARY  
TRANSFERS:  
NONTEACHING  
PERSONNEL**

Employees may apply for transfers to non-teaching positions by responding to openings reflected on position postings distributed through the Human Resource Services Department.

**OPEN TRANSFER  
PERIOD FOR ENTRY  
LEVEL BI-WEEKLY  
SUPPORT  
PERSONNEL**

Persons wishing to transfer to entry level support personnel positions may submit applications at any time the position is posted and/or during November, March, and July. As positions are available, qualified applicants will be considered from this pool of applicants.

Exceptions to the above provisions may be made only with the approval of the General Superintendent or designee.

**WORK CALENDARS** Subject to the Board-adopted budget and compensation plan and in harmony with employment contracts, the General Superintendent or designee shall determine required work calendars for all employees. [See DC, EB (LEGAL)]

**SCHEDULES** In the elementary schools, schedules shall be made by the principal and shall conform to TEA requirements and be approved by the appropriate District superintendent or designee. Innovative approaches to scheduling are encouraged. In the secondary schools, time schedules may be arranged to suit the needs of individual schools, taking travel schedules into consideration, but must contain a minimum of seven hours and 45 minutes. [See EC (REGULATION)]

Exceptions to these provisions shall be made only by the General Superintendent or designee.

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ASSIGNMENT AND SCHEDULES

DK  
(REGULATION)

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DISCLOSURE OF  
FAMILY  
RELATIONSHIPS  
AMONG  
EMPLOYEES

All employees who are being promoted, or who apply for a transfer within the District, or who receive notice of an involuntary transfer or demotion must disclose to the Human Resources Department and their current or prospective supervisor any family relationships with other District employees. "Family," in this context, is defined as spouse, children, parents, siblings, grandparents, grandchildren, mother- and/or father-in-law, sister- and/or brother-in-law, aunt, uncle, niece, nephew, great-grandparents, and great-grandchildren.

This disclosure shall be made regardless of whether or not the reassignment would place the employee in the same department with a family member or would result in the employee supervising or being supervised by a family member.

PRINCIPALS'  
SELECTION OF  
TEACHERS

The pool from which principals may select teachers shall consist of:

Currently employed teachers requesting voluntary transfer consideration under this policy.

Conditional offers applicants qualified by the Human Resource Services Department.

Teachers meeting the conditions listed in DK(LOCAL) under OTHER TRANSFERS.

Other teacher applicants who meet the District's hiring requirements, if funds are available.

Should a principal fail to select persons in the OTHER TRANSFERS category, the General Superintendent or designee shall make assignments as appropriate. [See EHA(LOCAL) regarding assignment of bilingual teachers]

Reassignment of personnel due to budget release and/or enrollment decrease shall be identified by the principal and approved by the Human Resource Services Department. Release of teachers based solely on inadequate performance shall not be a reason for transfer.

ASSIGNING  
TEACHERS TO  
MULTIPLE  
SUBJECT  
ASSIGNMENTS

Principals shall not assign first-year teachers to more than two different subject assignments that require more than a total of two daily class preparations.

TRANSFER  
APPLICATION  
FORM

Application forms will be available in the principal's office at each campus, or in the Human Resource Services Department and on the District's intranet website. After securing the form, the employee shall:



1. Complete the form.
2. Secure the signature of the sending principal or supervisor's office indicating proper notice of transfer requests. This signature merely represents proper notification of the employee's intent, rather than administrative approval.
3. Forward the application form to the principal of the requested school within the time frame specified in this policy.

**TRANSFER TIME  
FRAME**

Employees may submit transfer forms commencing on the first day of the teacher contract year. All transfer applications approved by the receiving school principal and the Human Resource Services Department shall become effective with the beginning of the ensuing school year.

**TRANSFER  
APPROVAL  
PROCESS**

The receiving school principal shall:

1. Review all transfer applications received.
2. Determine no less than two transfer candidates to be considered.
3. Notify other applicants they will not be considered, no later than ten workdays after the established deadline for transfer applications.
4. Interview the top transfer candidates either by phone or in person.
5. Select the desired candidates from a pool of persons that may include:
  - a. The transfer candidates;
  - b. Advanced new teacher hires;
  - c. Persons returning from leave of absence;
  - d. Surplus personnel from reduced enrollment process; and
  - e. Applicants from other sources.
6. Consider in the selection process all legally mandated requirements, including but not limited to state and federal laws and regulations, as well as Board policies and administrative guidelines. The Human Resource Services Department shall supply principals with appropriate information in this regard.
7. Make a final decision at anytime during the school year, but no later than the tenth workday after the May 1 deadline for transfer applications.
8. As soon as a selection is made, notify the transfer candidates not selected. Such notification shall be made no later than the last day of the principal's contract for a school year.

**DUPLICATE  
PRINCIPAL  
SELECTIONS**

In the event an employee is requested by more than one principal, the principal whose decision is stamped as received in the Human Resource Services Department with the earliest date/time shall prevail.

**APPROVED  
TRANSFER  
NOTIFICATION**

The Human Resource Services Department shall issue the official transfer notification letter after receiving the principals' recommendations.

This letter is to be considered as an administrative directive for the employee's assignment for the ensuing school year. No other notice will be valid. Employees who are not selected for a transfer shall return to the assignment held the previous school year.

**WITHDRAWN  
REQUESTS**

Prior to a principal's selection, an employee may withdraw an application by communicating such a request, in writing, to the principal involved.

When a teacher is selected by a principal for a position, it is the teacher's

responsibility to withdraw any other requests he or she may have submitted to other schools.

**EFFECTIVE  
TRANSFER DATE**

All positions filled through this process shall be effective with the first day of the ensuing school year.

**TEACHER  
SCHEDULES**

Teachers are expected to remain in the school a full day, with doctor and dental appointments made on out-of-school time. Teachers shall arrive and depart at times specified by the central administration prior to the beginning of each school year.

The school day, as a minimum, is seven hours and 45 minutes. Exceptions to these time limits shall be authorized by the principal, and only in cases where the activity is a legitimate school function. Principals have the authority to make adjustments in the teacher day to maintain the seven hour and 45 minute work period.

**SIGNING IN / OUT**

Teachers shall register on a prepared form in the principal's office upon the time of arrival and the time of leaving daily.

**NURSES  
SCHEDULES**

Nurses shall plan their home-visit schedules with the principal within the minimum workday of seven hours and 45 minutes. They shall make appropriate time-of-departure/time-of-return entries on the teachers' register.

**PRINCIPALS  
SCHEDULES**

Principals shall maintain minimum office hours of arrival at least 30 minutes before the first bell for students to be admitted to the building and should remain at least 30 minutes after the dismissal bell.

**COUNSELORS  
SCHEDULES**

Counselors shall maintain the same building hours as classroom teachers and, after signing in, shall open the counseling office to confer with students and/or parents before school.

**MEDIA  
SPECIALISTS  
SCHEDULES**

Media specialists shall maintain the same building hours as classroom teachers and, after signing in, shall open the Media Center for student and teacher use. Any planning or break time other than scheduled lunch periods shall be established by the local school. Enrichment programs in the local schools are encouraged and shall evolve on a local level among the teaching staff, media specialist, and principal.

**VOCATIONAL  
TEACHER-  
COORDINATORS  
SCHEDULES**

The principal shall supervise the vocational teacher-coordinators on out-of-school activities as they relate to the visitation of training stations. The principal is expected to have accurate information for attendance reports.

**CLERICAL,  
TEACHER  
ASSISTANTS,  
NONSCHOOL  
STAFF  
SCHEDULES**

Clerical support personnel, teacher assistants, and nonschool staff shall work an eight-hour day, exclusive of the lunch break.

**ADMINISTRATION  
BUILDING AND  
EXTENSIONS**

Administration building and extension offices and service centers, such as Lincoln Instructional Center, Edwin J. Kiest, and the like (with the exception of the Service Center), shall maintain hours from 7:30 a.m. to 4:30 p.m. daily.

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LDU-13-05

DK(REGULATION)-X

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WORK LOAD

DL  
(LEGAL)

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**PLANNING AND PREPARATION** Each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation including parent-teacher conferences, evaluating students' homework, and planning. A planning and preparation period may not be less than 45 minutes within the instructional day. During that time, a teacher may not be required to participate in any other activity. *Education Code 21.404*

**DUTY-FREE LUNCH** Each classroom teacher or full-time librarian is entitled to at least a 30-minute lunch period free from all duties and responsibilities connected with the instruction and supervision of students. *Education Code 21.405*

**EXCEPTION** If necessary because of a personnel shortage, extreme economic conditions, or unavoidable or unforeseen circumstances, and in accordance with commissioner rules, the District may require a classroom teacher or librarian to supervise students during lunch no more than one day in any school week. *Education Code 21.405*

In determining whether an exceptional circumstance exists, the District shall use the following guidelines:

1. A personnel shortage exists when, despite reasonable efforts to use nonteaching personnel or the assistance of community volunteers to supervise students during lunch, no other personnel are available.
2. Extreme economic conditions exist when the percentage of a local tax increase, including the cost of implementing duty-free lunch requirements, would place the District in jeopardy of a potential roll-back election.
3. Unavoidable or unforeseen circumstances exist when, because of illness, epidemic, or natural or man-made disaster, the District is unable to find individuals to supervise students during lunch.

*19 TAC 153.1001*

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DATE ISSUED: 04/10/1996  
UPDATE 51  
DL(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

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ROUTINE RESPONSIBILITIES	The administration shall determine the distribution of work among members of the staff. The Superintendent and principals shall require each staff member to be on duty before and after regular school hours long enough to plan and carry out individual professional responsibilities. These responsibilities shall include planning, supervision, guidance, instruction, and other routine duties or assignments made by the Superintendent or the principal, such as work related to extracurricular activities, hall duty, and cafeteria duty.
EXTRA WORK AND RESPONSIBILITIES	Extra work and responsibilities beyond those expected of each teacher may be assigned by the principal upon approval of the Superintendent. Pay for the extra work and extra assignments shall be made in accordance with Board policy and administrative regulations. [See DEA]
PARENT CONFERENCES	Teachers shall be required to attend and participate in conferences with parent (s) or guardian(s) of students during each school year at times designated by the Board on adoption of its annual official school calendar. Such conference times shall be mandatory for all teachers as a part of their work-year contract. The parent conference times adopted by the Board will be treated as regular workdays for payroll purposes. Make-up days will be provided only for teachers employed on less than a full year contract. Personal business days may not be used during days scheduled for conferences.

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LDU41-93  
DL(LOCAL)-X

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Dallas ISD  
057905

WORK LOAD:  
STAFF MEETINGS

DLA  
(LOCAL)

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The General Superintendent shall establish regulations pertaining to all the various meetings held within the District. These regulations shall include provisions for scheduling, attendance, reporting, and other matters the General Superintendent deems necessary.

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DATE ISSUED: 04/23/1981  
LOC  
DLA(LOCAL)-X

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

WORK LOAD:  
REQUIRED PLANS AND REPORTS

DLB  
(LEGAL)

RESTRICTIONS  
ON WRITTEN  
REPORTS

The Board shall limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare.

A classroom teacher may not be required to prepare any written information other than:

1. Any report concerning the health, safety, or welfare of a student;
2. A report of a student's grade on an assignment or examination;
3. A report of a student's academic progress in a class or course;
4. A report of a student's grades at the end of each grade reporting period;
5. A textbook report;
6. A unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period at the secondary level or in each subject or topic at the elementary level;
7. An attendance report;
8. Any report required for accreditation review;
9. Any information required by the District that relates to a complaint, grievance, or actual or potential litigation and that requires the classroom teacher's involvement; or
10. Any information specifically required by law, rule, or regulation.

The District may collect essential information, in addition to the information specified above, from a classroom teacher on agreement between the classroom teacher and the District.

PAPERWORK  
REVIEW

The Board shall review paperwork requirements imposed on classroom teachers and transfer to existing noninstructional staff a reporting task that can reasonably be accomplished by that staff. [See BAA]

*Education Code 11.164*

The Commissioner of Education may authorize special accreditation investigations in response to repeated complaints concerning imposition of excessive paperwork requirements on classroom teachers. *Education Code 39.075(b-1)*

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Dallas ISD  
057905

WORK LOAD:  
REQUIRED PLANS AND REPORTS

DLB  
(LOCAL)

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RESTRICTIONS ON WRITTEN REPORTS      Annually upon the Board's request, the Superintendent shall report to the Board on efforts to minimize teacher paperwork and on the number and length of written reports that teachers are required to prepare.

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DLB(LOCAL)-A

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Dallas ISD  
057905

PROFESSIONAL DEVELOPMENT

DM  
(LOCAL)

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All employees of the District are required to participate in staff development. In addition, employees may engage in personal professional development as described in policies DMA, DMB, DMD, and DME.

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DM(LOCAL)-X

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STAFF  
DEVELOPMENT

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee [see BQB].

TRAINING  
SPECIFICS

The staff development provided by the District must be conducted in accordance with standards developed by the District and designed to improve education in the District.

The staff development may include:

1. Training in technology, conflict resolution, and discipline strategies, including classroom management, District discipline policies, and the Student Code of Conduct;
2. Training that relates to instruction of students with disabilities and is designed for educators who work primarily outside the area of special education; and
3. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

*Education Code 21.451*

The District may use Districtwide staff development that has been developed and approved through the District-level decision process. *Education Code 21.452(c)*

SPECIAL  
PROGRAMS  
TRAINING

TITLE I STAFF  
DEVELOPMENT

A district that receives assistance under Title I shall provide high-quality professional development that will improve the teaching of the academic subjects, consistent with the state content standards, to enable all children to meet the state's student performance standards; and shall meet the requirements of federal law. *20 U.S.C. 6320(a)* [See EHBD]

GIFTED AND  
TALENTED  
EDUCATION

The District shall ensure that:

1. Prior to assignment in the program, teachers who provide instruction and services that are part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester.

3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2*

ADULT  
EDUCATION

All adult education staff hired after September 1, 1996, shall receive at least 12 clock hours of professional development annually. All staff new to adult education shall receive six clock hours of preservice professional development before they begin work in an adult education program. *19 TAC 89.25(a)(1)(2)*

Directors, teachers, counselors, and supervisors who do not have valid Texas teacher certification must attend 12 clock hours of in-service professional development annually in addition to the 12 hours required above until they have completed either six clock hours of adult education college credit or attained two years of adult education experience. *19 TAC 89.25(a)(4)(B)*

EXCEPTIONS

The in-service professional development requirements may be reduced in individual cases if documentation of exceptional circumstances is submitted to TEA for approval. *19 TAC 89.25(a)(5)*

RECORDS

Records of staff qualifications and professional development shall be maintained by the District and must be available for monitoring. *19 TAC 89.25(a)(6)*

RESOURCES FOR  
STAFF  
DEVELOPMENT

If the District receives resources from the Commissioner's staff development account, it must pay to the Commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the District. *Education Code 21.453*

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UPDATE 74  
DMA(LEGAL)-P

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- DISTRICTWIDE** Teachers and all other staff members are required to participate in the Districtwide and local building programs for staff development. The variety of inservice training programs is such that the individual training needs of all staff members can be met.
- LOCAL CAMPUS** Principals shall develop and implement, with input from their faculties, advisory committees, and students, an appropriate staff development program for their building staff. Such programs shall be in accordance with the stated District objectives, policies and procedures of the State Board of Education, and rules and regulations of TEA. The principal shall be accountable for requiring that all staff participate in the building and Districtwide staff development programs and for reporting their attendance.
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DATE ISSUED: 04/23/1981  
LOC  
DMA(REGULATION)-X

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LEADERSHIP  
DEVELOPMENT  
PROGRAM (LDP)

The Leadership Development Program (LDP) shall be initiated at appropriate intervals to meet the administrative needs of the District. It shall provide for the recruiting, screening, appointing, evaluating, and promoting of potential leaders. The primary goal of this program is to prepare a cadre of potential leaders to assume leadership positions in a multi ethnic, multi cultural urban school district.

In order to be accepted into the LDP, applicants must have:

1. A minimum of three years of overall successful teaching experience.
2. A minimum of one year of professional experience in the District.
3. Temporary Mid-Management Certificate (or requirements completed by September 1 of the Leadership Development Academy (LDA) year) on file in Personnel Services and the Academy for Staff Development.
4. A recommendation from the employee's principal(s) or supervisor(s).
5. Past performance that demonstrates potential for leadership.
6. A commitment and dedication to public education for all students.

The LDP is divided into four phases, briefly described as follows:

PHASE I

Applicants interested in future leadership assignments in the District shall make application to the executive director of the program and (1) meet application criteria, (2) complete a written assessment, and (3) meet the screening requirements established by the Superintendent's Cabinet.

PHASE II

Applicants meeting the criteria established for Phase I shall be encouraged to complete Phase II. Those selected shall be interviewed by Leadership Development Committee, a diverse committee of educational leaders selected by the Superintendent's Cabinet. Both an individual and group interview shall be held. Selected applicants shall then be invited to complete a comprehensive assessment through an independent assessment center. A final list of approximately 40 participants shall be compiled by the staff development department and given to the Superintendent's Cabinet for final approval.

PHASE III

Phase III will occur from September through June of a given academic year and shall focus on competencies needed to be an effective leader in an urban school district. Candidates shall participate throughout the year in seminars and classes offered after school, in the evenings, on Saturdays, and during the summer. Methodology shall consist of laboratory exercises, lectures, problem-solving activities, group projects and small-group interaction. Topics shall be designed to provide both a theoretical and practical base.

Included are topics such as:

1. Instructional management
2. School climate

3. School/organizational improvement
4. Personnel management
5. Administrative fiscal/facilities management
6. Student management
7. School/community relations
8. Professional growth

Participants may also engage in the following experiences:

1. Board meetings
2. Superintendent's Cabinet meetings
3. Principal's meetings
4. Staff development presentations

#### PHASE IV

At the conclusion of the program, persons not assigned to an administrative position shall be maintained in a pool to be considered as vacancies occur. Also, persons in the pool shall be available for utilization in leadership roles by their building principal or supervisor.

Successful completion of the LDA does not guarantee an administrative appointment.

Exceptions to these rules may be made in unusual cases.

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BASIC  
PROVISIONS

The District shall provide eligible support personnel seeking teacher certification in a critical need instructional area to have a portion of their college/university tuition, designated fees, and required textbooks paid for by the District. Employees approved for the program shall commit, in writing, to teach in the District for a period of not less than five years after completion of their degree requirements toward a teaching certificate.

The degree of certification must be attained within five years of acceptance into the program. A five-year commitment to the District begins upon graduation and with a teaching appointment in a critical-need area. Support personnel accepted in the Grow Your Own Teacher Recruitment Program are required to take a minimum of 18 hours of course work per school year.

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**BASIC  
PROVISIONS**

As established in local policy [see DMC(LOCAL)], support personnel seeking teacher certification in a critical need area and who are accepted into the Grow Your Own Teacher Recruitment Program will have their college/university tuition, designated fees, and required textbooks paid for by the District. Employees approved for the program will commit, in writing, to teach in the District for a period of not less than five years after completion of their degree requirements toward a teaching certificate.

**MINIMUM  
ELIGIBILITY  
REQUIREMENTS**

A District employee in a full-time support position will be eligible for the Grow Your Own Teacher Program.

The support employee should be seeking a teaching certificate in a critical teaching area and have a minimum of 45 transferable hours toward a Bachelor of Arts or Bachelor of Science degree in education. To be accepted into the program, the applicant also must:

- Have a minimum 2.5 (on a 4-point system) cumulative grade point average;
- Pass all three areas (reading, mathematics, and writing) of the Texas Academic Skills Program test;
- Submit three letters of recommendation (at least one from a current supervisor) submitted prior to consideration as a participant in the program; and
- Sign a five-year teaching agreement with the District.

**FIELDS OF  
CERTIFICATION**

The critical areas, currently bilingual education, elementary education, English-as-a-second-language, generic special education, secondary reading, mathematics, and science, shall be determined annually.

The cost of tuition, designated fees, and required textbooks will be paid by the District. Only those courses required for the degree as indicated by the deficiency plan submitted for admittance to the program will be considered for payment.

**CONDITIONS OF  
THE PROGRAM**

Participants must submit a transcript or grade report as requested prior to receiving funding for each semester. If a student does not make a satisfactory score ("C" or better in any required course) the participant agrees to reimburse the District for tuition and fees for the course.

The support employee may choose to attend any accredited state-supported institution. Only regular state tuition and fees will be paid. Student fees, late fees, or fines will not be paid by the District.

Probationary status will be instituted for failure to:

- Complete a minimum of 18 hours of coursework annually;
- Maintain a 2.5 cumulative grade point average; and
- Provide the Grow Your Own Teacher staff with grades, transcripts, and test results as requested.

Funding will be discontinued for a participant who is placed in probationary status until the deficiencies are removed. Probationary status does not extend the tenure of the participant in the program.

Upon signing a contract with the District for a teaching position, the employee assumes the responsibility to pay for an additional course work and required fees, as well as fees for state mandated tests required for certification.

**REIMBURSEMENT TO THE DISTRICT** Program participants for the Grow Your Own Teacher program will reimburse the District for all funds used to pay for tuition, fees, and required textbooks if they fail to:

1. Graduate in five years or less;
2. Receive appropriate certification, which includes passing required tests;  
or
3. Serve in the capacity of a certified teacher in the District at least five years, beginning the school year after graduation in the critical need teaching area.

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DMC(REGULATION)-X

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Dallas ISD  
057905

PROFESSIONAL DEVELOPMENT:  
CONTINUING PROFESSIONAL EDUCATION

DMC  
(EXHIBIT)

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DALLAS INDEPENDENT SCHOOL DISTRICT

ADVANCED STUDY PROGRAM APPLICATION

PLEASE PRINT OR TYPE. After the applicant has been approved or disapproved, this original application will be placed in the teacher's personnel file. Copies will be sent to the teacher and the principal for their records.

SECTION I (To Be Completed By Teacher)

Name \_\_\_\_\_

Last

First

Middle

Social Security Number: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

School: \_\_\_\_\_

Current Teaching Assignment: \_\_\_\_\_

Current Certification Status: \_\_\_\_\_

If secondary, please specify current assignment(s):

Subject	No. of Cllass Periods Per Day

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Home Telephone Number: \_\_\_\_\_

Reason for Application (Check Where Applicable):

Seeking:        [    ] Certification  
  
                 [    ] Master's Degree

SECTION II (To Be Completed By Principal)

Name of Teacher: \_\_\_\_\_ is currently assigned,  
or will be assigned the following semester, to teach:

_____	Composite Science
_____	Mathematics - Secondary
_____	Bilingual/ESL
_____	Special Education - Generic
_____	Early Childhood
_____	Library Science
_____	The Teacher is committed to pursuing certification in a critical area, but will not be assigned as he/she is not yet eligible for an emergency teaching permit.
_____	Kindergarten

School \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

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DMC(EXHIBIT)-X

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Dallas ISD  
057905

PROFESSIONAL DEVELOPMENT:  
PROFESSIONAL MEETINGS AND VISITATIONS

DMD  
(LEGAL)

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District employees may be permitted to attend meetings of professional organizations during a work day, with pay, if a direct school-related purpose will be accomplished. Such release time shall not be granted if the meetings are primarily to pursue the business of the organization. *Atty. Gen. Op. MW-89 (1979)*

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DMD(LEGAL)-P

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All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties. In light of their impact upon the lives of students and in keeping with the breadth of experience and depth of training which they possess, opportunities for the professional staff shall be especially rich and varied.

The General Superintendent shall provide the staff with opportunities in areas such as the following:

1. Released time and leaves of absence for travel and study.
  2. Visits to other classrooms and other schools.
  3. Conferences involving other personnel from the District, county, state, region, or nation.
  4. Membership on committees drawing personnel from such sources.
  5. Training in classes and workshops offered within the District.
  6. Further training in institutions of higher learning.
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DMD(LOCAL)-X

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Dallas ISD  
057905

PROFESSIONAL DEVELOPMENT:  
RESEARCH AND PUBLICATION

DME  
(LOCAL)

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Employees submitting articles for publication in which the District is mentioned are requested to submit these to the Communications Department head for clearance.

Employees who wish to use students in their research projects shall, prior to beginning the project, secure written parental consent and the approval of the appropriate assistant superintendent.

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DME(LOCAL)-X

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PERFORMANCE APPRAISAL

DN  
(LOCAL)

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GENERAL PRINCIPLES	All District employees shall be periodically appraised in the performance of their duties. The District's employee evaluation and appraisal system shall be administered consistent with the general principles set out below. The District shall develop appraisal manuals and regulations that include detailed criteria on how this policy is implemented, including time lines, appraisal procedures, and compliance forms, to be approved by the Superintendent or designee. [See also DNA and DNB]
CRITERIA	The employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's evaluation and appraisal. Employees shall be informed of the criteria on which they will be evaluated.
PERFORMANCE REVIEW	Employee appraisals shall be a three-phase process; however, manuals and regulations approved may have greater requirements.
PHASE I - INITIAL INTERVIEW	The initial interview is conducted at the beginning of the school year. This review is to clarify the evaluation process and review performance expectations. The review conferences may be conducted with groups, and shall be conducted within the first six weeks of the new school year.
PHASE II - PERIODIC REVIEWS	The periodic review is designed to discuss the employee's performance deficiencies prior to the end-of-the-year evaluation, and it may be conducted at any time. Supervisors shall complete at least one periodic review for those employees whose performance is not acceptable. The review shall rate how well the employee has performed as compared to performance expectations and it shall also allow the employee and supervisor to record and agree upon performance expectations and specific plans for the employee's performance improvement.
PHASE III - ANNUAL PERFORMANCE APPRAISAL	The annual instrument shall represent the level of performance during the entire appraisal period. The supervisor is encouraged to recognize exceptional performance with written communications and shall present supporting documentation for any ratings that are unacceptable or unsatisfactory as defined by the appraisal manual and regulations.
STATUS OF COMPENSATION EVALUATION	To be eligible for an annual salary increase, employees shall have received a satisfactory or acceptable evaluation as defined by the appraisal manual and regulations.
DOCUMENTATION AND RECORDS	Appraisal records and forms, reports, correspondence, and memoranda may be placed in each employee's personnel records to document performance. All records that support appraisal ratings shall be maintained for at least two years. Official appraisal records shall be maintained throughout a person's employment with the District and for two years after an employee ceases to be employed with the District.
EMPLOYEE COPY	All employees shall receive a copy of their annual written evaluation.

## COMPLAINTS

Employees may present complaints regarding the evaluation and appraisal process in accordance with provisions and procedures at DGBA.

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SUPPORT  
PERSONNEL

**PERFORMANCE APPRAISALS REQUIRED** Using approved appraisal/evaluation instruments, an annual performance appraisal shall be completed each year by the employee's supervisor. Exact due dates will be announced at the beginning of the school year. The support employee performance appraisal/evaluation forms shall be used as a record following each conference. A copy of each completed form shall be provided to the employee.

The support employee appraisal/evaluation is a three phase process.

**PHASE I - INITIAL REVIEW** The initial review is conducted at the beginning of the school year. This review is to clarify the evaluation process and review performance expectations. The review conferences shall be conducted within the first six weeks of the new school year.

**PHASE II - MID- YEAR REVIEW** The mid-year review is designed to document the employee's performance deficiencies prior to the end of the year evaluation. Supervisors shall complete a mid-year review only for those employees whose performance is not acceptable. It shall rate how well the employee has performed as compared to performance expectations. The mid-year review allows the employee and supervisor to record agreed upon performance expectations and specific plans for the employee's improvement.

**PHASE III - ANNUAL PERFORMANCE APPRAISAL** The annual appraisal instrument is a two-part document. The rating shall best represent the level of performance during the entire appraisal period. The supervisor is encouraged to recognize exceptional performance with written communications and shall present supporting documentation for any "below expectations" rating.

**APPRAISAL TERMS DEFINED** The terms "meets expectations" and "below expectations" shall be used to describe an employee's level of performance.

For purposes of this regulation, the term "below expectations" shall be used in relation to deficiencies in job-related performance. Performance probation shall be known as "performance observation." "Probation" shall be used in relation to deficiencies in conduct that may lead to a recommendation for termination. [See DCD(REGULATION)]

**PERFORMANCE BASED PAY INCREASES** The overall work performance rating of an employee will be the basis for awarding pay increases. The annual appraisal shall constitute the overall performance rating for the year. The Board will approve specific plans for applying pay increases in accordance with this regulation.

**BELOW** At any time during the school year, the supervisor may conduct a conference

<p>EXPECTATIONS RATING: PERFORMANCE OBSERVATION</p>	<p>with any employee and inform the employee, in writing, that an interim "below expectations" rating for performance is being given. The employee is advised that the rating places him or her on performance observation status, which is a form of probation.</p> <p>The supervisor shall accompany the rating with specific prescriptions for correcting each deficiency in the employee's performance. The employee shall be required to make the job-related adjustment.</p>
<p>INTERIM PERFORMANCE EVALUATION</p>	<p>Employees shall not be allowed to appeal a "below expectations" interim rating. An interim "below expectations" rating shall not be a basis for denying a salary increase or make an employee ineligible to receive a stipend in any program.</p>
<p>DURATION OF BELOW EXPECTATIONS</p>	<p>A "below expectations" evaluation given at any time shall remain in effect for up to six work weeks unless another rating removes or changes that evaluation.</p>
<p>SIX-WEEK PERFORMANCE OBSERVATION</p>	<p>The supervisor shall prepare another instrument within a six work-week period of time. The supervisor shall have one of the following options:</p> <ol style="list-style-type: none"> <li>1. Change the "below expectations" rating to a higher rating, which removes probation and acknowledges that the deficiencies have been corrected.</li> <li>2. Continue the "below expectations" probationary status for further observation for another period of up to six work weeks unless another rating removes or changes the evaluation.</li> </ol>
<p>OVERALL RATING REPORT FOR THE YEAR</p>	<p>Following the required performance appraisal, one copy of the employee overall rating report form shall be forwarded to the associate superintendent for human resource services. The employee's annual performance appraisal shall be the employee's overall rating for the entire school year. Refusal of the employee to sign the overall rating report form shall not invalidate it. Such refusal, if it occurs, shall be noted by the evaluator(s) in the space provided for the employee's signature.</p> <p>The submission of the overall rating report form does not preclude further observation of the employee and the issuance of a "below expectations" rating for job performance.</p>
<p>STATUS OF COMPENSATION - EVALUATION</p>	<p>An employee who has received an overall "below expectations" evaluation for a school year shall not receive a wage or salary increase for the ensuing school year, or be eligible to receive any stipend(s) subject to the following appeal procedure.</p>
<p>PROCEDURE FOR GRIEVANCE</p>	<p>The grievance procedure is available with respect to the merits of any performance ratings or evaluations. [See DGBA]</p>

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LDU-31-04  
DN(REGULATION)-X

**manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

FREQUENCY	Except as provided below, each teacher must be appraised at least once during each school year. <i>Education Code 21.203, 21.352(c); 19 TAC 150.1003(a)</i>
EXCEPTION	<p>A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years. <i>Education Code 21.352(c)</i></p> <p>For purposes of the Professional Development and Appraisal System (PDAS), an area of deficiency is a domain. A teacher must be rated as at least proficient for each domain (that is, for all domains) to be eligible for less frequent appraisals.</p> <p>District policy may stipulate:</p> <ol style="list-style-type: none"><li>1. Whether the appraisal option is to be made available to all teachers;</li><li>2. Whether the appraisal option is to be adopted Districtwide or is to be campus specific;</li><li>3. If the appraisal accompanying a teacher new to the District or campus meets the option, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and</li><li>4. Whether an appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented by cumulative data, including third-party information.</li></ol> <p>The District may choose annually to review the written agreement with the teacher. However, at the end of the school year, the District may modify appraisal options through Board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous years.</p> <p><i>19 TAC 150.1003(l)</i></p>
ROLE OF EXTRACURRICULAR ACTIVITIES	A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with extracurricular activities. <i>Education Code 21.353</i>
ACCESS TO EVALUATIONS	<p>The District shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file.</p> <p>Each teacher is entitled to receive a written copy of the evaluation on its</p>

completion. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.

*Education Code 21.352(c)*

CONFIDENTIALITY A document evaluating the performance of a teacher is confidential.  
*Education Code 21.355*

CHOICE OF APPRAISAL METHOD

The District shall use one of the following methods to appraise teachers:

1. The appraisal process and performance criteria developed by the Commissioner [see STATE METHOD, below]; or
2. A locally developed appraisal process and performance criteria [see DISTRICT OPTION and CAMPUS OPTION, below].

*Education Code 21.352(a); 19 TAC 150.1001(a)*

SELECTION OF APPRAISAL METHOD

The Superintendent, with the approval of the Board, may select the state appraisal method. Each district or campus wanting to select or develop an alternative teacher-appraisal system must follow the requirements set forth below at DISTRICT OPTION or CAMPUS OPTION. *19 TAC 150.1001(c)*

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**Note:** The following provisions apply to teacher appraisal using the state appraisal method.

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STATE METHOD (PDAS)

The state appraisal method is the Professional Development and Appraisal System. The foundation for the PDAS is the teacher proficiencies described in *Learner-Centered Schools for Texas: A Vision of Texas Educators*. *19 TAC 150.1001(b), 150.1002(a)*

PERFORMANCE DOMAINS

Each teacher shall be appraised on the following domains:

1. Domain I: Active, successful student participation in the learning process;
2. Domain II: Learner-centered instruction;
3. Domain III: Evaluation and feedback on student progress;
4. Domain IV: Management of student discipline, instructional strategies, time, and materials;
5. Domain V: Professional communication;
6. Domain VI: Professional development;
7. Domain VII: Compliance with policies, operating procedures, and requirements; and
8. Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System [AEIS]).

Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process from

observations, the Teacher Self-Report Form, and other documented sources.

The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

*19 TAC 150.1002(b), (c)*

Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified. *19 TAC 150.1003(a)*

## RATINGS

Each teacher shall be evaluated on Domains I through VIII using the following categories:

1. Exceeds expectations;
2. Proficient;
3. Below expectations; and
4. Unsatisfactory.

The teacher evaluation in Domain VIII shall include the following areas:

1. Efforts to enhance academic performance;
2. Efforts to enhance student attendance;
3. Efforts to identify and assist students in at-risk situations; and
4. Campus performance ratings.

Campus performance rating data for Domain VIII shall be reported (not scored) by the campus or District for the first year of the PDAS implementation and/or during the first year for new teachers to the campus.

*19 TAC 150.1002(d)-(f)*

## ORIENTATION

The District shall ensure that all teachers are provided with an orientation to the PDAS no later than the final day of the first three weeks of school and at least three weeks before the first observation. Additional orientations shall be provided any time substantial changes occur in the PDAS. A teacher new to the District shall be provided with an orientation to the PDAS at least three weeks before the teacher's first observation.

The orientation shall include materials approved by the Commissioner. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the requirements for the completion of the Teacher Self-Report Form. In addition to the orientation, campuses may hold other sessions sufficient in length to allow teachers to actively participate in a discussion of the PDAS specifics and to have their questions answered.

*19 TAC 150.1007*

## TRAINING UPON ADOPTION OF PDAS

In the initial year of adoption and implementation of the PDAS, selected teachers from each campus shall be given the opportunity to participate in



the appraisal training for purposes of disseminating information to colleagues on their campus and assisting, at the discretion of the principal, in the orientation of all campus teachers. These teachers shall be designated as appraisal-orientation facilitators.

Each campus shall offer the opportunity to participate in appraisal training to a number of teachers equal to the number of campus administrators; however, each campus shall have at least one teacher participant. The principal shall select representative teachers from nominations submitted by the site-based decision-making (SBDM) committee. The principal may select representatives other than those nominated by the SBDM committee when nominated teachers are unable to attend appraisal training.

The District shall pay the training fees for its teachers attending the PDAS appraisal training.

The District shall make available additional training for teachers as part of the District's menu of professional development opportunities. All teachers are eligible to participate in appraisal and/or Instructional Leadership Training (ILT) or Instructional Leadership Development (ILD) training at their own expense.

*19 TAC 150.1008*

APPRAISERS

The teacher appraisal process requires at least one appraiser.

TEACHER'S  
SUPERVISOR

The teacher's supervisor shall conduct the teacher's appraisal and must hold a superintendent, mid-management (principal), or supervisor certification, or must hold comparable certificates established by the State Board for Educator Certification. An appraiser other than the teacher's supervisor must be approved by the Board, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience.

SAME CAMPUS

A classroom teacher may not appraise another classroom teacher at the same campus unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade-level whose job description includes classroom observation responsibilities.

CERTIFICATION

Before conducting appraisals, an appraiser must be certified by having satisfactorily completed uniform appraiser training. Periodic recertification and training shall be required.

*Education Code 21.351(c); 19 TAC 150.1006*

APPRAISAL  
CALENDAR

The District shall establish a calendar for teacher appraisals. The appraisal period for each teacher must include all of the days of the teacher's contract.

Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

The calendar shall:

1. Exclude observations in the three weeks after the day of completion of the PDAS orientation in the school years when an orientation is required;
2. Exclude observations in the three weeks after the day of completion of the PDAS orientation for teachers new to the PDAS;
3. Exclude observations in the first three weeks of instruction in the school years when the PDAS orientation is not required;
4. Prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the Board; and
5. Indicate a period for summative annual conferences that ends no later than 15 working days before the last day of instruction for students.

*19 TAC 150.1003(d)*

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. *Education Code 21.352(d); 19 TAC 150.1003(c)*

APPRAISAL  
PROCESS

The annual appraisal shall include:

CLASSROOM  
OBSERVATION

1. At least one classroom observation of a minimum of 45 minutes, with additional walk-throughs and observations conducted at the discretion of the appraiser.

By mutual consent of the teacher and appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

A written summary of each observation shall be given to the teacher within ten working days after the completion of an observation, with a pre- and post-observation conference conducted at the request of the teacher or appraiser;

TEACHER SELF-  
REPORT

2. Completion of Section I of the Teacher Self-Report Form that shall be presented to the principal:
  - a. Within the first three weeks from the day of completion of the PDAS orientation;
  - b. Within the first three weeks from the day of completion of the PDAS orientation, for teachers new to the PDAS; or
  - c. Within the first three weeks of instruction in the school years when the PDAS orientation is not required.

Revision of Section I, if necessary, and completion of Sections II and III of the Teacher Self-Report Form shall be presented to the principal at least two weeks before the summative annual conference;

CUMULATIVE  
DATA

3. Cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations; and

SUMMATIVE

4. A written summative annual appraisal report and a summative annual

REPORT AND  
CONFERENCE

conference, described below. *19 TAC 150.1003(b), (g)*

SUMMATIVE  
REPORT

A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period. *19 TAC 150.1003(h)*

SUMMATIVE  
CONFERENCE

Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the District calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources. *19 TAC 150.1003(i)*

If the appraiser is not an administrator on the teacher's campus, the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus will participate in the summative annual conference. *19 TAC 150.1003(j)*

DOCUMENTATION

During the appraisal period, the appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in the PDAS. The appraiser is responsible for documentation of cumulative data. *19 TAC 150.1003(e), (f)*

Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser.

Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.

*19 TAC 150.1003(f)*

Any documentation collected after the summative conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s). *19 TAC 150.1003(k)*

TEACHER  
RESPONSE

A teacher may submit a written response or rebuttal after receiving a written observation summary, summative annual appraisal report, and/or any other documentation associated with the teacher's appraisal. The rebuttal is to be attached to the evaluation in the teacher's personnel file.

Any written response or rebuttal must be submitted within ten working days of receiving the written summary, documentation, or report. At the discretion of the appraiser, this time period may be extended to 15 working days.

*Education Code 21.352(c); 19 TAC 150.1005(a), (b)*

REQUEST FOR  
SECOND APPRAISAL

A teacher may request a second appraisal by another appraiser after receiving a written observation summary and/or a written summative annual appraisal report. *Education Code 21.352(c); 19 TAC 150.1005(c)*

The second appraisal must be requested within ten working days of receiving the summary or report. At the discretion of the appraiser, this time period may be extended to 15 working days. *19 TAC 150.1005(d)*

PROCEDURE FOR  
SECOND  
APPRAISAL

The District shall adopt written procedures for determining the selection of second appraisers. The procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed. *19 TAC 150.1005(g)*

The second appraiser shall appraise the teacher in all domains and shall make observations and walk-throughs as necessary to evaluate Domains I through V. The second appraiser shall use the Teacher Self-Report Form and cumulative data from the first appraisal to evaluate Domains VI through VIII. Cumulative data may also be used by the second appraiser to evaluate other domains. *19 TAC 150.1005(f)*

A teacher may be given notice of the date or time of a second appraisal, but advance notice is not required. *Education Code 21.352(c); 19 TAC 150.1005(e)*

APPEALS

The District shall adopt written procedures for a teacher to present grievances and receive written comments in response to the written annual report. *19 TAC 150.1005(g)*

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**Note:** The following provisions apply to teacher appraisal using the District-developed appraisal method.

DISTRICT OPTION

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A district that does not want to use the PDAS must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined below.

The Texas Teacher Appraisal System (TTAS) is no longer a state-recommended system. However, the TTAS may be used as a local option governed by the process outlined below. If adopted as a local option, the TTAS must be modified to comply with Education Code 21.351(a)(1) and (2). [See APPRAISAL PROCESS, below]

DEVELOPMENT  
OF APPRAISAL  
SYSTEM

The District-level planning and decision-making committee shall:

1. Develop an appraisal process;
2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Consult with the campus-planning and decision-making committee on

each campus in the District.

APPRAISAL  
PROCESS

The appraisal process shall include:

1. At least one appraisal each year;
2. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
3. Criteria based on observable, job-related behavior, including:
  - a. Teachers' implementation of discipline management procedures; and
  - b. Performance of the teachers' students.

BOARD  
ACCEPTANCE

The District-level planning and decision-making committee shall submit the appraisal process and criteria to the Superintendent, who shall submit the appraisal process and criteria to the Board with a recommendation to accept or reject.

The Board may accept or reject, with comments, the appraisal process and performance criteria, but may not modify the process or criteria.

*Education Code 21.352(a)(2), (b); 19 TAC 150.1009(a)*

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**Note:** The following provisions apply to teacher appraisal using the campus-developed appraisal method.

CAMPUS OPTION  
DEVELOPMENT  
OF APPRAISAL  
SYSTEM

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A campus within the District may choose to develop a local appraisal system.

The campus planning and decision-making committee shall:

1. Develop an appraisal process;
2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Submit the process and criteria to the District-level planning and decision-making committee.

APPRAISAL  
PROCESS

The appraisal process shall include:

1. At least one appraisal each year;
2. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
3. Criteria based on observable, job-related behavior, including:
  - a. Teachers' implementation of discipline management procedures; and
  - b. Performance of the teachers' students.

BOARD  
ACCEPTANCE

Upon submission of the appraisal process and criteria to the District-level planning and decision-making committee, the committee shall make a

recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the Superintendent.

The Superintendent shall submit to the Board:

1. The recommended campus appraisal process and criteria;
2. The District-level planning and decision-making committee's recommendation; and
3. The Superintendent's recommendation.

The Board may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

*Education Code 21.352(a)(2), (b); 19 TAC 150.1009(b)*

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PDAS	The annual appraisal of District teachers shall be in accordance with the Professional Development and Appraisal System (PDAS). A copy of the Summary of Appraisal Record shall be placed in the teacher's official personnel file by the end of the appraisal period.
PROBATIONARY TEACHERS	Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract at the end of the contract term. [See DFAB(LEGAL)]
EMPLOYMENT DECISIONS	When relevant to decisions regarding term contracts, written evaluations of a teacher's performance and any other information the administration deems appropriate shall be considered in decisions affecting contract status.
ORIENTATION	The District shall provide teachers with an orientation to the PDAS system no later than the final day of the first three weeks of school and at least three weeks before the teacher's first observation. A teacher new to the District shall be provided an orientation to PDAS at least three weeks before the teacher's first observation.
CALENDAR	The District shall establish a calendar for the teacher appraisal system during the required days of instruction for students during the school year. The calendar shall be established in compliance with Commissioner's rules [see DNA (LEGAL)] and shall prohibit observations on days deemed inappropriate in administrative regulations [see DNA(REGULATION)]. All observations shall be completed no later than 20 working days before the last day of instruction for students.
APPRAISER QUALIFICATIONS	The teacher appraisal system requires at least one appraiser who shall be the teacher's supervisor or an appraiser approved by the Board. Before conducting appraisals, appraisers shall receive training, as required by law. Periodic training shall be required for all appraisers.
ALTERNATE APPRAISERS	The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be selected from the list of certified appraisers.
SECOND OBSERVATION APPRAISER	Upon a teacher's written request for a second appraiser, the Superintendent or designee shall select the second appraiser from the list of certified appraisers.
SCHEDULING	Second appraisals shall be conducted within a three-week time frame of the request.
SCORES	The Board shall ensure that the Superintendent or designee establishes procedures regarding how domain scores from first and second appraisals will be used.
SALARY INCREASE	In order to receive a salary increase, a teacher must not be evaluated "below expectations" in three or more domains, or one "below" and one "unsatisfactory"

in one or more domains.

GRIEVANCES

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA.

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PERFORMANCE APPRAISAL:  
EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

DNB  
(LEGAL)

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FREQUENCY	The employment policies adopted by the Board must require a written evaluation at annual or more frequent intervals of each superintendent, principal, supervisor, counselor, or other full-time, certified professional employee, and nurse. <i>Education Code 21.203(a)</i>
ADMINISTRATOR APPRAISAL	<p>The District shall appraise each administrator annually using either:</p> <ol style="list-style-type: none"><li>1. The Commissioner's recommended appraisal process and performance criteria; or</li><li>2. An appraisal process and performance criteria developed by the District in consultation with the District- and campus-level committees and adopted by the Board.</li></ol> <p>District funds may not be used to pay an administrator who has not been appraised in the preceding 15 months.</p> <p><i>Education Code 21.354(c), (d)</i></p>
PRINCIPALS	The information in the annual report describing the educational performance of each campus [see BQB] shall be a primary consideration of the Superintendent in evaluating campus principals. In addition, the appraisal of a principal shall include consideration of the academic excellence indicators and the campus's objectives, including performance gains of the campus and the maintenance of those gains. <i>Education Code 21.354(e), 39.054(3)(D)</i>
COUNSELORS	The Commissioner shall develop and periodically update an evaluation form for use by districts in evaluating school counselors. <i>Education Code 21.355</i>
CONFIDENTIALITY OF EVALUATION	A document evaluating the performance of an administrator is confidential. <i>Education Code 21.355</i>
APPRAISAL PROCEDURES	<p>The following procedures for administrator appraisal are minimum requirements.</p> <p>The District shall establish an annual calendar providing for the following activities, which shall involve both the administrator and the appraiser:</p> <ol style="list-style-type: none"><li>1. Procedures for setting goals that define expectations and set priorities for the administrator being appraised.</li><li>2. Formative conference.</li><li>3. Summative conference.</li></ol> <p><i>19 TAC 150.1022(a)</i></p>
APPRAISAL	The District shall involve appropriate administrators in developing, selecting, or revising the appraisal instruments and process.

## INSTRUMENT AND PROCESS

Before conducting appraisals, an appraiser shall provide evidence of training in appropriate personnel evaluation skills related to the locally established criteria and process.

The District may implement a process for collecting staff input for evaluating administrators. If the District implements such a process, the input must not be anonymous.

The appraisal of a principal shall include a student performance domain. The District may, with Board approval, select the Commissioner-recommended student performance domain for principals or may develop an alternative governed by the process outlined in Education Code 21.354. [See ADMINISTRATOR APPRAISAL, above]

## DOMAINS

The domains and descriptors used to evaluate each administrator may include the following:

1. Instructional management.
2. School or organization morale.
3. School or organization improvement.
4. Personnel management.
5. Management of administrative, fiscal, and facilities functions.
6. Student management.
7. School or community relations.
8. Professional growth and development.
9. Academic excellence indicators and campus performance objectives.

In developing appraisal instruments, the District shall use the local job description, as applicable.

*19 TAC 150.1021, 150.1022*

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PERFORMANCE APPRAISAL:  
EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

DNB  
(LOCAL)

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PRINCIPALS' APPRAISAL	The principals shall be appraised using the District's Area/Campus Leadership Appraisal System that includes a locally developed student performance domain, as required by law, and the domains recommended by the Commissioner of Education.
EMPLOYMENT DECISIONS	When relevant to the decision, written evaluations of a professional employee's performance and any other information the administration determines to be appropriate shall be considered in decisions affecting contract status.
EXCEPTION	Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract at the end of the contract term.
GRIEVANCE PROCEDURE	The grievance procedure is available for those employees who have a complaint about their evaluation. [See DGBA] District intent is to provide an expedited hearing for employees recommended for "below expectations" evaluation who believe that District policies were violated, that the evaluation is arbitrary or capricious, or that constitutionally protected rights would be violated.
SALARY INCREASE	In order to be eligible to receive an annual salary increase, employees must receive an acceptable evaluation as defined by the appraisal process.

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PERFORMANCE APPRAISAL:  
EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

DNB  
(EXHIBIT)

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PROCEDURES FOR APPRAISAL OF ADMINISTRATORS

RECOMMENDED BY THE COMMISSIONER OF EDUCATION

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Note: The following procedures, which are recommended but not required by the commissioner, may be used in whole or in part.

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The District shall establish an annual calendar providing for the following activities, in which both the administrator and the appraiser shall participate:

1. Procedures for setting goals that define expectations and set priorities for the administrator being appraised.
2. Formative conference.
3. Summative conference.

Appropriate administrators shall be involved in developing, selecting, or revising the appraisal instrument and process.

Before conducting appraisals, an appraiser shall provide evidence of training in appropriate personnel evaluation skills related to the locally established criteria and process.

19 TAC 150.1022(a)-(c)

The domains and descriptors used to evaluate administrators may include the following:

1. Instructional management.
2. School or organization morale.

3. School or organization improvement.
4. Personnel management.
5. Management of administrative, fiscal, and facilities functions.
6. Student management.
7. School or community relations.
8. Professional growth and development.
9. Academic excellence indicators and campus performance objectives.
10. For principals, student performance. Districts using the commissioner-recommended student performance domain for principals shall meet the following requirements:
  - a. Principals and their appraisers whose districts adopt the commissioner-recommended student performance domain shall satisfactorily complete appraiser training with a trainer and curriculum approved by the commissioner. Periodic retraining shall be required.
  - b. The commissioner-recommended student performance domain shall be implemented in accordance with procedures approved by the commissioner.
  - c. The results on the commissioner-recommended student performance domain shall be incorporated into the local appraisal instrument.
  - d. The results on the commissioner-recommended student performance domain shall be a primary consideration in identifying a principal in need of assistance. An intervention plan shall be required for a principal whose results on this domain fall below the commissioner's established standards.
  - e. For a principal new to the campus or for a new campus, the results from the commissioner-recommended student performance domain shall be on a "report only" basis during the first year. Dropout and attendance data for the principal shall be on a "report only" basis for the first two years.

In developing appraisal instruments, the District shall use the local job description, as applicable.

The District may implement a process for collecting staff input for evaluating administrators or for developing plans for professional growth for administrators.

If such a process is implemented for use in the administrator's evaluation, staff input shall not be anonymous.

19 TAC 150:1021; 150:1022(d)-(g)

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PERSONNEL POSITIONS

DP  
(LEGAL)

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PRINCIPAL

**QUALIFICATIONS** The Board, by local policy, shall adopt qualifications for principals. *Education Code 11.202(c)*

**CERTIFICATION** To be eligible to receive a Standard Principal Certificate, an individual must:

1. Successfully complete the educator assessments required under 19 TAC 230.5.
2. Hold a master's degree from an accredited institution of higher education.
3. Have two years of creditable teaching experience as a classroom teacher, as defined by 19 TAC Chapter 230, Subchapter Y.

*19 TAC 241.25*

**DUTIES**

The principal shall be the instructional leader of the school and shall be provided with adequate training and personnel assistance to assume that role. *Education Code 11.202(a)*

The principal shall:

1. Approve all teacher and staff appointments for the campus. [See DK]
2. Set specific education objectives for the campus, through the planning process.
3. Develop budgets for the campus.
4. Assume administrative responsibility and instructional leadership, under the supervision of the Superintendent, for discipline at the campus.
5. Assign, evaluate, and promote all personnel assigned to the campus.
6. Recommend to the Superintendent the termination, suspension, or nonrenewal of an employee assigned to the campus.
7. Perform any other duties assigned by the Superintendent pursuant to Board policy.
8. Regularly consult with the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. [See BQ series]
9. Each school year, with the assistance of the campus-level committee, develop, review, and revise the campus improvement plan. [See BQ]
10. Report the maximum attendance for the school to the Superintendent for the purpose of textbook requisitions. [See CMD]
11. (For high school principals only) Serve, or appoint someone to serve, as deputy registrar for the county in which the school is located. *Election Code 13.046*

*Education Code 11.202(b), 11.253(c), (h), 31.103(a)* [See also DMA]

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PERSONNEL POSITIONS

DP  
(LOCAL)

PRINCIPAL  
QUALIFICATIONS

In addition to the certification requirement, the principal shall have:

1. Three years of experience as a successful classroom teacher.
2. Working knowledge of curriculum and instruction.
3. Successful experience in school management and effective discipline.
4. Strong communications, public relations, and interpersonal skills.
5. Training in budget development/implementation.
6. Experience in organizational planning and development.
7. Reasonable expectations for students, teachers, parents, and colleagues associated with large urban school districts.
8. Ability to evaluate instructional programs and teaching effectiveness.
9. Prior experience in instructional leadership roles.
10. Sensitivity to needs of a multilingual/multicultural school and community population.
11. Other qualifications deemed necessary by the Board.

JOB GOAL

The principal shall direct and manage the instructional program and supervise operations at the campus level; provide instructional leadership to ensure high standards of instructional service, which shall result in high levels of student achievement; direct the implementation of District policies at the campus level; and manage the operation of all campus activities.

DUTIES

The principal shall:

INSTRUCTIONAL  
MANAGEMENT

1. Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use these findings for corrective action and improvement, as well as for recognition of success.
2. Work with staff to plan, implement, and evaluate the curriculum on a systematic basis; include students and community representatives, when appropriate. [See BQ series]

SCHOOL /  
ORGANIZATIONAL  
CLIMATE

3. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals. [See EFA]
4. Foster collegiality and team building among staff; encourage their active involvement in the decision process. [See BQ series]
5. Provide for two-way communication with Superintendent, staff, students, parents, and community.
6. Communicate and promote expectation for high-level performance from staff and students; recognize excellence and achievement.
7. Facilitate effective and timely resolution of conflicts. [See DGBA, EFA, FNG, GF]

SCHOOL /

8. Determine and build a common vision with staff for school improvement; direct planning activities and implement programs

ORGANIZATIONAL  
IMPROVEMENT

collaboratively with staff to ensure attainment of school's mission. [See AF(LOCAL) and BQ series]

9. Identify, analyze, and apply research findings (e.g., effective school correlates) to facilitate school improvement.
10. Lead a collaborative process involving staff, parents, and community members to develop campus performance objectives for each academic excellence indicator (AEI) relevant to his or her campus. [See BQ series]
11. Develop, maintain, and use appropriate information systems and records necessary for attainment of campus performance objectives addressing each academic excellence indicator. [See CPC]

PERSONNEL  
MANAGEMENT

12. Interview, select, and orient new educational staff and approve assignment of professional, professional support, office support, and custodial personnel.

Interviewing, selection, evaluation, placement, supervision, transfer, retention, promotion, nonrenewal and dismissal of food service supervisors shall be coordinated jointly between the principal and the food service administrator. Orientation regarding job duties and responsibilities shall be provided by the food service administrator.

Interviewing, selection, evaluation, placement, transfer, retention, promotion, and dismissal of food service technicians and assistants shall be delegated to food service department administrators.

13. Define expectations for staff performance regarding instructional strategies, classroom management, and communication with the public.
14. Observe employee performance, record observations, and conduct evaluation conferences with all staff. [See DN series]
15. Make recommendations relative to personnel placement, transfer, retention, promotion, nonrenewal, and dismissal for all professional, professional support, office support, and custodial personnel.

In the event the principal fails to select a food service supervisor within three weeks of receiving a list of approved qualified applicants, the assignment will be made by the Food Services Department, and will not become permanent until completion of the probationary period and principal's approval. The applicants shall be selected from a pool provided by the Human Resource Services Department and approved by the Food Services Department.

16. Confer with subordinates regarding their professional growth; work jointly with them to develop and accomplish improvement goals. [See DN series]
17. Involve campus staff in the planning of staff development activities. [See DMA, BQ series]

ADMINISTRATION  
AND FISCAL /  
FACILITIES

18. Comply with District policies, as well as state and federal laws and regulations affecting the schools.
19. Develop budgets based upon documented program needs, estimated

- MANAGEMENT enrollment, personnel, and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately report fiscal information. [See CE]
20. Manage the use of school facilities; supervise maintenance of facilities to ensure a clean, orderly, and safe campus. [See CKA, CKC, GKD]
- STUDENT MANAGEMENT
21. Work with faculty and encourage student input to develop a student management system that results in positive student behavior and enhances the school climate. [See FN(LOCAL)]
22. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable. [See FN/FO series]
23. Conduct conferences with parents, students, and teachers concerning school and student issues.
- PROFESSIONAL GROWTH AND DEVELOPMENT
24. Use information and insights provided through assessment instruments, the District appraisal process, evaluative feedback from line supervisors, and professional development programs to improve performance.
25. Provide leadership in addressing challenges facing the profession; pursue professional development activities; disseminate ideas and information to other professionals.
26. Observe professional ethical standards in accordance with generally accepted community standards and the TEA code of ethics. [See DH (EXHIBIT)]
- SCHOOL / COMMUNITY RELATIONS
27. Articulate the school's mission to the community and solicit its support in realizing the mission. [See AF, GB series]
28. Demonstrate awareness of school/community needs and initiate activities to meet those identified needs.
29. Use appropriate and effective techniques for community and parent involvement.
- LANGUAGE PROFICIENCY REQUIREMENT
- In addition, the following requirements shall apply:
1. At any elementary campus other than a campus rated exemplary or recognized that has a student population that is at least 50 percent LEP or LEP-exited, the principal must be proficient in the primary language of the majority LEP or LEP-exited students.
  2. At any elementary campus rated exemplary or recognized and any secondary campus that has a student population that is at least 50 percent LEP or LEP-exited, either the principal, assistant principal, or the dean of instruction must be proficient in the primary language of the majority of the LEP or LEP-exited students.

Principals, assistant principals, and deans of instruction affected by this policy who are not proficient in the primary language of the majority LEP or LEP-exited students shall enroll in an appropriate language course within one year of the effective date of this policy or date of employment (whichever comes later), and must attain proficiency within three years of the effective date of this policy or date of employment.

The District shall provide the necessary language instruction to meet this goal

at no cost to the employees. The General Superintendent or designee shall develop standards for proficiency.

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Dallas ISD  
057905

PERSONNEL POSITIONS

DP  
(REGULATION)

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ADMINISTRATIVE PERSONNEL POSITIONS Each administrative unit is responsible for working with the personnel services department to develop requirements for positions and descriptions of each job. These specifications shall be maintained by the personnel services department and shall become a part of evaluation and needs assessment for professional growth programs.

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DATE ISSUED: 04/23/1981  
LOC  
DP(REGULATION)-X

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PERSONNEL POSITIONS:  
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

DPB  
(LEGAL)

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PARENT  
NOTIFICATION

If the District assigns an inappropriately certified or uncertified teacher [as defined in DBA(LEGAL)] to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of students in that classroom.

The Superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The District shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is not English. The District shall retain a copy of the notice and make information relating to teacher certification available to the public on request. [See also DBA (LEGAL)]

*Education Code 21.057*

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DATE ISSUED: 11/12/2001  
UPDATE 67  
DPB(LEGAL)-P

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PERSONNEL POSITIONS:  
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

DPB  
(LOCAL)

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The General Superintendent or designee shall have established a list of substitute teachers. The teachers whose names appear on the list shall meet all qualifications for employment established by law and the District.

Principals shall secure as substitute teachers only those persons who are on the approved list. Principals shall be responsible for ensuring that the work of the substitute is effective. In order to ensure this effective program, the principal shall provide the substitute with a planned program.

PART-TIME  
TEACHING  
PROGRAM

IDENTIFICATION AND RECRUITMENT Current District teachers with certification in science, mathematics, or other critical areas shall be given the opportunity to teach an extra class per day for extra compensation.

The following shall apply:

1. The program shall continue in schools in the pilot project where principals desire such continuation.
2. The program shall be expanded to schools where either the principal desires the program or where efforts to find full-time certified teachers have failed.
3. The source of potential part-time teacher candidates shall be expanded to include retired or former public school teachers, which may concurrently assist the District in its affirmative action efforts.
4. While the implementation period did not utilize part-time personnel in long-term sick leave positions, the administration shall continue to explore this possibility upon principal request.

In cooperation with administrative officials from local colleges and universities, District personnel shall identify and offer part-time teaching opportunities to individuals qualified in the areas of mathematics and science, and with assistance from area chambers of commerce and other organizations, specialists from business and industry shall also be identified and offered part-time teaching opportunities.

EMPLOYMENT REQUIREMENTS If part-time noncertified teaching personnel are to be reported to TEA for reimbursement, TEA requirements shall be followed. If only local funds are to be used to pay part-time noncertified teachers, the District shall require at least a bachelor's degree from an accredited institution of higher learning, with a concentration in the subject area to be taught, and/or work experience in a field related to the subject area to be taught.

CONDITIONS  
OF  
EMPLOYMENT

Part-time teachers shall adhere to the following conditions of employment:

1. Part-time teachers may teach one, two, or three classes per day during the semester.
2. Part-time teachers shall be under the supervision of, and evaluated by, the principal of the school to which they are assigned.
3. Responsibilities for assigning and documenting student progress shall be the same as those of full-time teachers.
4. Assignment shall be determined by the needs of the District.
5. Staff development shall be provided for part-time teachers during regular District staff development days to acquaint them with instructional and administrative policies and procedures, and available teaching materials.
6. Part-time teachers shall adhere to all policies and practices prescribed by the District for all teachers.

COMPENSATION All teachers on a part-time basis shall receive a stipend of \$2,000 per semester for each class they teach; however, since no contract will be issued, part-time teachers shall not be eligible for District benefits.

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LDU903  
DPB(LOCAL)-X

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PERSONNEL POSITIONS:  
SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

DPB  
(REGULATION)

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SUBSTITUTE EMPLOYEES	Persons employed to work on a daily or a short duration period of time as replacement for persons absent or on approved short-term leave shall be classified as substitute employees. Persons in this category shall include teachers, school clerks, and custodial and food services personnel. Substitute personnel shall not be eligible for benefits and privileges available to permanent, full-time employees.
TEACHERS	<p>Principals shall be responsible for securing substitutes. To assist in this procedure, the Human Resource Services Department shall:</p> <ol style="list-style-type: none"><li data-bbox="408 735 1452 805">1. Mail lists of eligible substitutes to all principals, as needed, during the school year.</li><li data-bbox="408 805 1452 874">2. Issue to all approved substitutes, whether or not on the mailing list, a current identification card.</li><li data-bbox="408 874 1452 984">3. Provide an automated substitute calling system and telephone service for all schools and substitutes, beginning at 7:00 a.m. each school day, in order to arrange last minute substitute assignments.</li><li data-bbox="408 984 1452 1053">4. Provide whatever substitute assistance possible for principals on an individual basis.</li></ol>
	<p>Substitute teachers, when enrolled, are encouraged to visit schools and advise principals of their availability for assignment. Principals shall require each substitute to present his or her identification card for inspection when reporting to school for assignment the first time during the current school year.</p>
	<p>Principals shall ensure that substitutes are paid in accordance with approved substitute pay rates. Teachers shall provide specific instructions such as lesson plans and seating charts for substitutes, so that class progress will continue. Principals shall provide adequate instructions and orientation for substitutes new to the school.</p>
	<p>Under defined circumstances, the principal may, with the authorization and approval of the subdistrict assistant superintendents or a designee, utilize teachers as substitutes when a registered substitute teacher is not available.</p>
TEMPORARY EMPLOYEES	Persons employed to work on a regular full-time basis but for a limited period of time shall be considered temporary, and, as such, are not eligible for those benefits and privileges available to permanent, full-time employees. Temporary employees shall be transferred to full-time permanent status should their continuous employment extend to or beyond four and one-half calendar months; however, temporary employees hired for bond-funded projects shall continue on temporary status for the duration of the Bond Fund work.

RE-  
EMPLOYMENT

If persons are to be reemployed as temporary employees after the temporary employment status has been terminated, a period of one to five days shall normally allowed to process the reemployment documents.

PART-TIME  
EMPLOYEES

Persons employed to work for brief intermittent periods of time within a given department are considered part-time employees and, as such, are not eligible for those benefits and privileges available to permanent, full-time employees.

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DATE ISSUED: 09/03/2001  
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DPB(REGULATION)-X

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SCHOOL START DATE	The District may not begin instruction for students for a school year before the week in which August 21 falls. Sunday is considered the first day of the week.
WAIVER	<p>A district that intends to apply under Education Code 7.056 for a waiver [see BF] must:</p> <ol style="list-style-type: none"><li>1. At least 60 days before the date the District submits the application for a waiver, publish notice in a newspaper having general circulation in the District:<ol style="list-style-type: none"><li>a. Stating that the District intends to apply for a waiver of the prohibition concerning the date of the first day of instruction for students; and</li><li>b. Specifying the date on which the District intends to begin instruction for students; and</li></ol></li><li>2. Hold a public hearing concerning the date of the first day of instruction for students.</li></ol> <p>The application for a waiver must include a summary of the opinions expressed at the public hearing, including any consensus of opinion expressed concerning the date of the first day of instruction for students.</p> <p><i>Education Code 25.0811</i></p>
LENGTH OF SCHOOL YEAR	The District shall operate so that it provides for at least 180 days of instruction each school year.
EXCEPTIONS	<p>The Commissioner of Education may approve the operation of schools for less than the number of instructional days specified above when disaster, flood, extreme weather conditions, fuel curtailments, or other calamities have caused the closing of schools.</p> <p><i>Education Code 25.081</i></p>
OPTIONAL FLEXIBLE YEAR PROGRAM	<p>To enable the District to provide additional instructional days for an optional extended year program [see EHBC], the District may, with the approval of the Commissioner, provide a number of days of instruction during the regular school year that is not more than ten days fewer than 180 days. <i>Education Code 29.0821 (b)(1)</i></p>
YEAR-ROUND SCHOOLS	<p>The District may operate its schools year-round on a single or a multi-track system. If it adopts a year-round system, it may modify:</p> <ol style="list-style-type: none"><li>1. The number of contract days of employees and the number of days of operation, including any time required for staff development, planning and preparation, and continuing education, otherwise required by law.</li></ol>

2. Testing dates, data reporting, and related matters.
3. The date of the first day of instruction of the school year under Education Code 25.0811 for a school that was operating year-round for the 2000-01 school year.
4. Students' eligibility to participate in extracurricular activities when their calendar track is not in session.

*Education Code 25.084*

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UPDATE 72

EB(LEGAL)-P

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LENGTH AND SCHEDULE	A school day shall be at least seven hours each day, including intermissions and recesses.
PLEDGES OF ALLEGIANCE	The Board shall require students, once during each school day, to recite the pledges of allegiance to the United States and Texas flags. On written request from a student's parent or guardian, the District shall excuse the student from reciting a pledge of allegiance.
MOMENT OF SILENCE	The Board shall provide for the observance of one minute of silence following the recitation of the pledges of allegiance. During the one-minute period, each student may reflect, pray, or meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of the students during that period shall ensure that each student remains silent and does not act in a manner that is likely to interfere with or distract another student.  <i>Education Code 25.082</i>
PRE-K PROGRAM	Free prekindergarten classes shall be operated on a half-day basis with a minimum time of three hours. <i>Education Code 29.153(c)</i>  Tuition-supported or District-financed prekindergarten may be operated on a half-day or full-day basis. <i>Education Code 29.1531</i>
<hr/> <p><b>Note:</b> Only districts that identify 15 or more eligible students are required to provide prekindergarten programs. [See FD]</p> <hr/>	
KINDERGARTEN PROGRAM	A public school kindergarten may be operated on a half-day or full-day basis as determined by the Board. <i>Education Code 29.152</i>
GRANT PROGRAMS	The District may use funds from grants administered by the Commissioner of Education to operate an existing half-day kindergarten or prekindergarten program on a full-day basis or to implement a prekindergarten program on a campus that does not have a prekindergarten program. <i>Education Code 29.155</i>
INTERRUPTIONS	The Board shall limit interruptions of classes during the school day for nonacademic activities such as announcements and sales promotions. Announcements shall be made no more than once during the school day, except for emergency announcements. <i>Education Code 25.083</i>

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UPDATE 71  
EC(LLEGAL)-P

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Following the confirmation of travel schedules by the county, the daily schedule of classes shall be forwarded by each principal to the area superintendent.

Time schedules for students in all schools shall be established as follows:

1. Elementary schools 8:00 a.m. to 3:00 p.m.
2. Middle schools 8:30 a.m. to 3:30 p.m.
3. High schools 8:45 a.m. to 3:45 p.m.
4. Skyline/Townview 9:00 a.m. to 4:00 p.m.

All high schools and magnet schools shall have a seven period day or be on a block schedule. Exceptions to the time schedules outlined above shall be made only with the approval of the area superintendent.

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GENERAL  
OUTLINE

District schools are organized generally by grade configuration in the various neighborhoods throughout the area of the District. Although exceptions are made because of special needs such as overcrowding in some areas and sparse population in other areas, the general concept is to divide the schools as follows:

1. Elementary Schools: Prekindergarten to grade 6.
2. Middle Schools: Grades 7-8.
3. High Schools: Grades 9-12.

In addition, magnet schools were created in 1976 as a desegregation remedy, but also to serve students from various locations within the District and to expand their educational opportunities. A comprehensive magnet program at various locations and various grades makes it possible for students to have choices in designing and pursuing educational plans. The mission of the magnet instructional and support program shall be to provide exemplary career education exploration and preparation training, attuned to the manpower needs and educational goals of each student served.

In grades 4-6, the schools are vanguard schools; in grades 7-8 the schools are academies, and in grades 9-12, the schools are known as Magnet schools.

For a complete description of these programs, see the appropriate general information bulletin.

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EARLY  
CHILDHOOD  
EDUCATION  
CENTERS (GRADES  
PRE-K-3)

The value of systematic and orderly processes for implementing more cost-effective programs is recognized by the District. The District shall maintain continuous exploration for improvement in programs through systematic planning and evaluation. The early childhood education models shall represent one facet of this continuing effort.

Since each pre-K-3 school and the community it serves is unique, each center must provide an appropriate instructional program to meet the educational needs of its population. Principals shall stimulate and coordinate the creative ideas of the staff and other participants in the effort to deliver quality learning experiences for young students.

Each early childhood education center shall be an administrative unit with separate staffing and scheduling for a pre-K-3 center in pre-K-6 schools.

Each pre-K-3 center shall provide an individualized instructional program in all areas based on the Texas Essential Knowledge and Skills (TEKS) and the developmental needs of young students. Each pre-K-3 center shall:

1. Provide diagnostic/prescriptive techniques.
2. Provide individualized instruction to ensure continuous progress.
3. Institute total staff planning under the leadership of the principal in conjunction with parent advisory committees.
4. Reduce the adult-student ratio through the use of tutors, volunteers, parents, and paraprofessionals.
5. Provide continuous staff development.
6. Initiate effective partnerships with community groups.
7. Involve parents in their children's learning.
8. Activate a School Advisory Committee composed of teachers and parents.
9. Conduct a needs assessment and develop a three-year plan of action that includes goals, objectives, and evaluation procedures.

SCHEDULING

Each early childhood education center shall develop its schedule according to individual needs. Principals and staff are encouraged to be innovative and creative in their approach to seeking alternative solutions dealing with organizational patterns. Team teaching, self-contained classes, modified broad fields, and nongraded courses or programs are all acceptable organizational patterns.

ORGANIZATION  
AND  
IMPLEMENTATION

In assisting in the organization and implementation of pre-K-3 centers, the central administration and support services shall be guided by the following policy objectives:

## ASSISTANCE

1. Provide technical assistance to reinforce the philosophy of continuous progress.
2. Provide assistance to the school staff in designing and coordinating effective personnel development programs to strengthen leadership and increase effectiveness in achieving pre-K-3 center goals.
3. Make available to each center a fund, computed at \$25 per student enrolled, for planning and development. Additional resources shall be provided based upon individual needs and the needs assessment as determined by the ECE Committee.
4. Make available appropriate resources for programs such as talented and gifted, bilingual education, compensatory education, special education, or others as appropriate for individual students.
5. Provide proficiency tests at the end of grade 3 for each student to ensure mastery of oral and written expression, use of number and space concepts, and other skills essential to continued learning.
6. Provide technical assistance for effective implementation of the coordinated early childhood education curriculum, emphasizing individualized instruction using ethnically pluralistic materials, concrete experiences, and oral language development.
7. Provide technical assistance in effective utilization of funding, materials, media, and community resources including the natural environment.

## INTERMEDIATE SCHOOL CENTERS AND VANGUARD SCHOOLS (GRADES 4-6)

The fourth through sixth grade intermediate centers and vanguard schools shall serve students from various locations within the District. The ethnic ratios set forth in the Court Order of November 3, 2000, shall be maintained in the vanguard programs.

## PROCESSES FOR IMPLEMENTATION

Each intermediate and vanguard center for students in grades 4-6 has needs that are unique to the learning needs of the students it serves. To meet these needs each center shall:

1. Identify or activate appropriate advisory committees consistent with school developmental needs of the students.
2. Conduct a local center needs assessment and develop a three-year plan of action that includes goals, objectives, activities, and evaluation procedures for determining the effectiveness of the total school program.
3. Develop appropriate local school plans for continued successful desegregation implementation with the goal being to improve the day-to-day operation of the total school program.
4. Write a local plan for successful school operation in the following areas:
  - a. Scheduling procedures.
  - b. Instructional program.
  - c. Transportation.
  - d. Building security, safety, and overall supervision.
  - e. Personnel development and activities at the local level.
  - f. Personnel assignment and responsibilities.
  - g. Discipline.

- h. Community involvement.
  - i. Food services.
  - j. Other, as appropriate.
5. Submit the local school plan of action to the appropriate area administrator for review and approval.

Funding for special features in the intermediate and vanguard centers shall be in consideration of needs and programs as identified in the local plan of action.

**MIDDLE SCHOOL CENTERS AND ACADEMIES (GRADES 7-8)**

Implementation of middle school centers and academies to serve all students in grades 7-8 shall be in accordance with Board priorities and the Court Order of November 3, 2000.

**PROCESSES FOR IMPLEMENTATION**

Each middle school has unique school/community characteristics. Each middle school and academy shall:

- 1. Identify and activate a community advisory committee.
- 2. Conduct a needs assessment and develop a three-year plan of action which includes a philosophy statement, goals, objectives, and evaluation procedures.
- 3. Develop a program, based on the local needs assessment, that follows the Texas Essential Knowledge and Skills (TEKS) and reflects the input from staff and community.

**MAGNET SCHOOLS / SCHOOLS OF CHOICE (GRADES 9-12)**

**PHILOSOPHY**

As a result of the cooperation of many elements of the Dallas community, magnet high schools and the Skyline Career Development Center are designed to expand educational opportunities for students. The District shall remain flexible in meeting the individual needs of students. This can be accomplished by providing comprehensive magnet programs at various locations, thus making it possible for students to have choices in designing and pursuing educational plans.

**DISTRICT COMMITMENT**

The District is committed to this philosophy and the following general policies:

- 1. The ethnic ratios in accordance with the Court Order of November 3, 2000, shall be followed.
- 2. The mission of the magnet school instructional and support programs shall be to provide exemplary career education exploration and preparation training attuned to the manpower needs of the business and industrial sector, as well as the personal needs and educational goals of each student served.
- 3. The District shall continue to provide and increase the educational options for all students.

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All students shall be provided full and equitable opportunities to achieve mastery in academic areas. Grouping for instruction within the building and within classes shall provide the structure for such achievement.

Grouping of students within the building shall be the responsibility of the principal and shall provide the best instructional arrangement.

Grouping of students within a class or section shall be made for the following purposes within a class session:

1. To ensure effective management of instruction.
2. To facilitate instruction in the following ways:
  - a. Skills groups.
  - b. Achievement groups.
  - c. Interest groups.
  - d. Ability groups.
3. To accomplish a specific task or project. When the task or project has been completed, the groups shall be rearranged for new purposes.

Such grouping shall be flexible and shall ensure the use of all available materials and resources by all students. Teachers shall use a variety of methods in accordance with the needs of the students and the requirements of the various academic disciplines. The District shall strive to ensure the success of both professionals and students.

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UPDATE 25  
EEA(LOCAL)-X

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INSTRUCTIONAL ARRANGEMENTS:  
GROUPING FOR INSTRUCTION

EEA  
(REGULATION)

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ELEMENTARY SCHOOLS	Each school shall recognize group and individual differences among students and make provision for these differences. Principals are encouraged to develop approaches to grouping that best meet the needs of students in accordance with the following guidelines: <ol style="list-style-type: none"><li>1. Students shall be grouped heterogeneously, with consideration for ethnic, sex, and instructional diversity.</li><li>2. Grouping within the classroom for instruction in essential skills may include homogenous groups for no more than 50 percent of class time. This type of skills-grouping may include redeployment from across and within grade levels.</li></ol>
MIDDLE SCHOOLS AND HIGH SCHOOLS	Each school shall recognize and allow for the individual growth and interests of students and make provision for these differences in grouping arrangements.
ADVANCED PLACEMENT COURSES	College Board Advanced Placement courses are available to students who have met the District criteria for honors and course pre-requisites. [See EHBB (REGULATION)]
RECLASSIFICATION	Reclassification of students shall be made by the principal upon the advice of the teachers and counselor, or at the request of the parents when it is deemed in the best interest of the student and the group in which the student is enrolled.

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LDU-33-97  
EEA(REGULATION)-X

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INSTRUCTIONAL ARRANGEMENTS:  
CLASS SIZE

EEB  
(LEGAL)

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TEACHER-STUDENT RATIO The District shall employ a sufficient number of certified teachers to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance. *Education Code 25.111*

KINDERGARTEN- GRADE 4 The District shall not enroll more than 22 students in a class, kindergarten through fourth grade, except as allowed by the Commissioner of Education. The limit on class size, kindergarten through grade 4, shall not apply during:

1. The last 12 weeks of the school year; or
2. Any 12-week period of the school year selected by the District, if the District's average daily attendance has been adjusted due to high migratory population under Education Code 42.005(c). A district claiming this exemption must notify the Commissioner in writing not later than the 30th day after the first day of the 12-week period.

A "migratory child" is a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany the parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

*Education Code 25.112(a), (b); No Child Left Behind Act of 2001 Sec. 1309, Pub. L. No. 107-110, 115 Stat. 1579-1580 (2002) (to be codified at 20 U.S.C. 6399)*

EXCEPTION TO CLASS SIZE LIMITS The Commissioner may except the District, on application, from the class size limits above if the limit works an undue hardship on the District. An exception expires at the end of the semester for which it is granted, and the Commissioner may not grant an exception for more than one semester at a time. *Education Code 25.112(d)*

NOTICE TO PARENTS A campus or district that is granted an exception from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception. The notice must be in conspicuous bold or underlined print and:

1. Specify the class for which an exception was granted;
2. State the number of children in the class; and
3. Be included in a regular mailing or other communication from the campus or District, such as information sent home with students.

The notice must be provided not later than the 31st day after the first day of the school year or the date the exception is granted, if the exception is granted after

the beginning of the school year.

*Education Code 25.113*

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EEB(LLEGAL)-P

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Dallas ISD  
057905

INSTRUCTIONAL ARRANGEMENTS:  
CLASS SIZE

EEB  
(LOCAL)

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Available funds budgeted for teachers may vary from year to year; but it is the policy of the Board to allocate staff and other resources equitably to all schools.

The District shall comply with state law and any applicable court orders.

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LDU-22-99  
EEB(LOCAL)-X

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INSTRUCTIONAL ARRANGEMENTS:  
SCHEDULING FOR INSTRUCTION

EEC  
(LOCAL)

ELEMENTARY  
SCHOOL  
SCHEDULES

The following are time lines for academic instruction on elementary campuses. These time lines are specifically designed to ensure adherence to state requirements for physical education. Included are specific local requirements for language arts, social studies, and science, in addition to reading and mathematics. Scheduling remains the responsibility of the principal and shall be implemented with area superintendent approval. Time lines, however, ensure that no area of instruction is overlooked and/or left out. Understandably, K-3 instruction is more often than not self-contained and interdisciplinary.

SELF CONTAINED CLASSES	Area of Instruction	Minutes Per Day	Minutes Per Week
	Reading	90	450
	Mathematics	90	450
	Language Arts	45	225
	Science	45	225
	Social Studies	45	225
	Physical Education	30	150
	Electives	45	225
	Total	390	1,950

DEPARTMENTALIZED INSTRUCTIONAL CLASSES	Area of Instruction	Minutes Per Day	Minutes Per Week
	Reading/Language	120	600
	Mathematics	90	450
	Science	45	225
	Social Studies	45	225
	Physical Education	30	150
	Electives	45	225
	Opening	15	75
	Total	390	1,950

LDU-28-02  
EEC(LOCAL)-X

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Principals are expected to be innovative and creative in their approach to scheduling and seeking alternative solutions to learning problems and to optimizing student achievement of the basic skills. Team teaching, self-contained classes, modified broad fields, and nongraded courses shall be considered acceptable approaches if carefully planned.

All schedules must conform to the requirements of TEA and be approved by the appropriate area superintendent.

Pre-K-3 elementary schools shall schedule one-half day of instruction for reading and reading-related activities. Scheduling in grades 4-6 should be flexible to allow for targeted instruction in reading for any students reading below grade level.

Whenever possible, middle schools and high schools shall schedule on a full-year basis. Only necessary changes shall be handled at the end of each semester.

It is unwise to assign students of too many grade levels to the same section of any particular course. In some cases in elective and specialty courses, there may not be enough students to form a complete section of a particular course level, and the principal might choose to place students of all levels in one class in order to give them an opportunity to take the course. Such procedure is not recommended and is to be avoided to the extent that teachers do not have more than two grade levels, such as juniors and seniors or sophomores and juniors, in any one section in any course, except where otherwise provided for in the *General Information Bulletin*.

Secondary schools shall have a seven-period day, with the District establishing the beginning and ending times. Schools implementing block scheduling and offering eight periods shall adhere to District beginning and ending times.

Each principal shall review the schedule of classes with the appropriate area superintendent before June 15 for the fall semester and at least two weeks before the opening of the spring semester. Schedules shall have the approval of the appropriate area superintendent before becoming effective and shall be implemented upon approval. As soon as classes in the school have been stabilized following the opening of the new term, a current schedule shall be filed with the appropriate area superintendent.

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All students in grades 9-12 shall be scheduled for a full day of classes each day, including a minimum of two and a half graduation credits of five credit-earning courses per semester, plus physical education or health, if needed.

With parental approval and signature, seniors who have passed all sections of the exit exams and who will complete graduation requirements with less than five credit-earning courses per semester may modify their course schedule, but to no less than one-half day of instruction daily, under the following conditions:

1. The student is enrolled in post-secondary courses being taken on a college/technical school campus (courses may or may not be for concurrent enrollment); or
  2. The student is employed for more than 20 hours per week; or
  3. The student has parenting responsibilities; or
  4. The student's special circumstances are approved by the principal; and
  5. The student arrives late or leaves early and does not remain on campus when other students are in classes. Courses for such a student shall be scheduled consecutively so that the student does not leave and return to the campus on the same day.
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DATE ISSUED: 05/12/1997  
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EED(LOCAL)-X

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Dallas ISD  
057905

INDIVIDUALIZED LEARNING:  
CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

EEJA  
(LEGAL)

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GRADES 6-12      In accordance with local policy, a student in any of grades 6-12 may be given credit for an academic subject in which he or she had some prior instruction, if the student scores 70 percent on a criterion-referenced test for the applicable course. *Education Code 28.023; 19 TAC 74.24(c)(3)*

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DATE ISSUED: 02/05/2001  
UPDATE 65  
EEJA(LEGAL)-P

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INDIVIDUALIZED LEARNING:  
CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

EEJA  
(LOCAL)

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DESCRIPTION AND ELIGIBILITY	<p>Credit by examination (CBE) is a means by which a District student in grades 7-12, who has received prior instruction in a course but not received credit, may take a test to demonstrate mastery of the course. Students seeking to gain a passing grade for courses failed must obtain parent approval to take the exam. On recommendation of the attendance committee, a student who has excessive absences may be permitted to earn or regain a passing semester score through credit by exam. With administrative approval, CBE may also be used to attain course credit for special circumstances. The following students may apply for CBE through the school counselor:</p> <ol style="list-style-type: none"><li>1. Students in grades 7-12 who have failed course(s);</li><li>2. Students who have been recommended by the attendance committee; or</li><li>3. Students who have completed all or nearly all of the instruction required for a course, but have not received a semester grade due to special circumstances.</li></ol>
MASTERY OF ESSENTIAL KNOWLEDGE AND SKILLS	<p>Examinations used to earn credit under this policy shall assess the student's mastery of the essential knowledge and skills and shall be properly evaluated before credit is granted. The District may develop the examinations or may obtain them from another source. The current source is Texas Tech University.</p>
AWARDING GRADE AND CREDIT	<p>To receive CBE credit, a student must receive a 70 percent mastery score or above on the examinations from Texas Tech. The numeric test score shall be entered on the student's transcript. CBE passing scores for courses in grades 9-12 shall receive high school credit but shall not be used in computing the student's grade point average (GPA) or rank in class (RC).</p>
EXTRACURRICULAR ACTIVITIES	<p>Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.</p>
COSTS AND ASSESSMENT INSTRUMENT	<p>A District student who has been offered a free and appropriate education and has failed a course, or failed to receive credit for a course due to special circumstances, shall be required to pay the necessary fee(s) for CBE. The fee shall consist of the cost of the examination and may include an administration fee for examinations given after school or on Saturdays.</p>
SCHEDULING	<p>CBE scheduling and test administration for District students who have special circumstances or failed a course shall be coordinated by school personnel with principal approval throughout the school year. The tests shall be scheduled at the school as deemed appropriate by the principal. The test center will coordinate CBE administration during the summer only for students whose schools were unable to schedule during the school year. Schools shall submit required application(s), fees, and/or enrollment form(s)</p>



to the test center for summer test administration.

NOTICE

The District shall give reasonable notice of the availability of credit by exam in the middle school and high school student handbooks and other documents prepared for students and parents.

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LDU-20-97

EEJA(LOCAL)-X

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INDIVIDUALIZED LEARNING:  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EEJB  
(LEGAL)

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With Board approval, the District shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects.

KINDERGARTEN-  
GRADE 5

The District shall develop procedures for kindergarten acceleration that are approved by the Board.

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 90 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A District representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

GRADES 6-12

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores 90 percent or above on a criterion-referenced examination for acceleration for the applicable course. If such credit is given, the District shall enter the examination score on the student's transcript.

ANNUAL  
ADMINISTRATION

The District shall provide at least three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration shall be administered in grades 1 through 12. The days need not be consecutive but shall be designed to meet the needs of all students. The dates must be publicized in the community.

The District may allow a student to accelerate at a time other than those described above by developing a cost-free option approved by the Board that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

FEES

The District shall not charge for examinations for acceleration. If a parent requests an alternative examination, the District may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

*Education Code 28.023; 19 TAC 74.24*

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UPDATE 70

EEJB(LEGAL)-P

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INDIVIDUALIZED LEARNING:  
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

EEJB  
(LOCAL)

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**CREDIT BY EXAM FOR ACCELERATION (CEFA)** Credit by examination for acceleration (CEFA), is a means by which high-achieving students in grades 1-5 may advance one grade level and high-achieving students in grades 6-12 may be awarded credit for particular courses.

**KINDERGARTEN ACCELERATION** Kindergarten students may be accelerated by a campus committee composed of the principal, counselor, and classroom teachers. Students considered for acceleration must meet the chronological age requirement of entering kindergarten students; that is, students must be five years old by September 1 of the enrollment year.

Criteria for acceleration shall include the following:

1. The student must score 90 or above on an appropriate performance-based assessment. Assessment shall include items that ensure the kindergarten language arts and mathematics benchmarks have been mastered.
2. Recommendation for acceleration from the kindergarten or preschool the student has attended.
3. Completion of a checklist of observed social and emotional development of the student by parents and prior teachers.

Placement shall be in a kindergarten/first grade mixed-age classroom when available. Placement in a first grade class shall be on a temporary basis for the first six weeks pending the student's observed success with the acceleration.

End-of-school year promotion to second grade shall be based on student achievement.

**TEST SELECTION** The Superintendent or designee shall be responsible for development or selection of tests to be used to grant credit to students without prior instruction in a subject area or grade level. Whether tests are developed by the District or purchased from a State Board-approved university or other appropriate source, each examination shall thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

**DISTRICT LIABILITY** The parent/student may not hold the District liable for consequences of acceleration decisions made with parent approval.

**PROMOTION FOR GRADES 6-12** Students seeking acceleration in grades 6-12 shall be promoted or reclassified according to the promotion standards in effect for the student's grade level.

**AWARD OF CREDIT** Credit toward meeting graduation requirements shall be awarded for qualifying scores on high school course examinations. Scores shall not be counted toward a student's grade point average (GPA) or rank in class (RC).

**SCHEDULING** Test administration dates and application deadlines shall be set annually by the

District's test center. Students may apply to take examinations during the appropriate test period for their grade level. Test dates shall be published annually in the student handbook and in other District publications as appropriate.

**REGISTRATION** Students shall register with the counselor. Written approval for the acceleration of students scoring at a mastery level of 90 percent or above shall be obtained from parents on the application form. Counselors shall submit required applications and enrollment forms to the test center by scheduled deadlines.

Examinations for acceleration are offered for students having no prior instruction; therefore, the District is not obligated to furnish textbooks, study guides, tutoring, or other instructional aids to students registering for the examinations.

**RETESTING** Students may not retake an exam during a single testing period. Students may register for a future administration of the examination for acceleration if they wish to retake an exam.

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EEJB(LOCAL)-X

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Dallas ISD  
057905

INDIVIDUALIZED LEARNING:  
CORRESPONDENCE COURSES

EEJC  
(LEGAL)

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Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education.
2. The correspondence course includes the state-required essential knowledge and skills for such a course.

*19 TAC 74.23*

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UPDATE 60  
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INDIVIDUALIZED LEARNING:  
CORRESPONDENCE COURSES

EEJC  
(LOCAL)

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GENERAL PROVISIONS	<p>The Superintendent or designee shall establish and publish in the student handbook guidelines governing the use of correspondence courses as a means of earning credit toward graduation requirements.</p> <p>The correspondence program shall be supervised by the dean of instruction/principal or appropriate department chairperson or counselor.</p>
PRIOR APPROVAL	<p>Prior to enrollment in correspondence courses, students shall make written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation.</p>
ELIGIBILITY	<p>All high school students shall be eligible to take correspondence courses and earn credit toward graduation.</p>
AWARD OF GRADE AND CREDIT	<p>Correspondence course grades shall be entered on the academic achievement record. Credit shall be awarded for grades of 70 or above. Grades earned in approved correspondence courses shall be used in computing both grade point average and class ranking.</p>
LIMITATIONS	<p>Students may be enrolled in only one correspondence course at a time.</p> <p>Seniors who are enrolled in a correspondence course to earn credit required for graduation shall complete the course and submit the grade for recording by March 1 prior to the graduation date, to be eligible for graduation at the end of the term.</p> <p>The Superintendent or designee may exercise discretion in waiving limitations on an individual basis.</p>
IMPLEMENTATION SCHEDULE	<p>The inclusion of approved correspondence courses in computing rank in class shall begin with the entering freshmen class of 1998-99.</p>

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DATE ISSUED: 06/14/1998  
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EEJC(LOCAL)-X

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CAREER AND TECHNOLOGY EDUCATION	<p>The Board may contract with another public school district, public or private post-secondary institution, or trade or technical school that is regulated by the state, as designated in the state plan for career and technology education, to provide career and technology classes for District students. <i>Education Code 29.184(a)</i> [See EHBFB]</p> <p>In addition, the Board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum and under which a student may receive specific education in a career and technology profession. <i>Education Code 29.187</i> [See also CRB and EHBFB]</p>
STUDENTS WITH DISABILITIES	<p>The District may contract with a public or private facility, institution, or agency inside or outside of Texas for the provision of services to students with disabilities. Each contract for residential placement must be approved by the Commissioner, who may approve a residential placement only after at least a programmatic evaluation of personnel qualifications, adequacy of physical plant and equipment, and curriculum content. The Commissioner may approve either the whole or a part of a facility or program. <i>Education Code 29.008(a)</i> [See EHBA]</p>
EDUCATIONAL SERVICES	<p>The Board may contract with a public or private entity for that entity to provide educational services for the District. <i>Education Code 11.157</i></p>
PRE-K LICENSING STANDARDS	<p>If the District contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the applicable child-care licensing standards adopted by the Texas Department of Protective and Regulatory Services under Human Resources Code 42.042. <i>Education Code 29.1532(b)</i></p>
DRIVER TRAINING SCHOOLS	<p>A District school may enter into an agreement with a licensed driver training school to allow the driver training school to conduct a driver training course at the public school for public school students. <i>Education Code Title 5, Chapter 1001</i></p>
MILITARY INSTRUCTION	<p>The Board may contract with the proper governmental agency with respect to the teaching of courses in military training, and it may execute, as principal or surety, a bond to secure the contracts to procure arms, ammunition, animals, uniforms, equipment, supplies, means of transportation, or other needed property. <i>Education Code 29.901</i></p>

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**Note:** This provision applies only to those districts in which military instruction is conducted under state or federal law requiring the District to give bond or otherwise indemnify this state, the United States, or any authorized agency for



the care, safekeeping, and return of property furnished.

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UPDATE 72  
EEL(LLEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

Teachers shall submit lesson plans for review to the principal or building administrator(s) in accordance with the following:

Contract teachers must submit weekly plans to the building administrator (s) for review.

Lesson plans for all teachers must be completed prior to the beginning of the school day, each Monday.

FORMAT

Recognized and exemplary campuses may use lesson plan formats deemed most effective. Academically acceptable and academically unacceptable campuses must use the District's electronic or manual lesson plan format.

Teachers shall be afforded flexibility as to detail and paraphrasing in the preparation of their lesson plans, which must include the three basic areas referenced below. Plans should be clearly written so they can be used by others. In the event of the teacher's absence, the lesson plan should be a document for ensuring quality instruction rather than so detailed that it becomes a burden.

PURPOSE

Lesson plans are meant to provide an organized system to be used by the teacher as well as by the principal, substitute, or monitoring team, indicating how teaching and learning will occur. The plans demonstrate that the instructional strategies needed to deliver curriculum effectively and ensure student achievement have been prepared and documented.

BASIC AREAS

Lesson plans must address three basic areas:

1. *Preplanning*

Brief description of the objectives/skills/TEKS/resources. Include allocated times: Lesson Objectives; TEKS/SE (Texas Essential Knowledge and Skills/Student Expectation); CIP alignment; and list all resources needed including textbooks, kits, visual aids, technology, and any other instructional materials to be used.

2. *Body of Lesson*

Description of the teaching and learning activities including Anticipatory Set, Objective to student, Purpose, Content of the lesson and the necessary strategies to deliver the lesson. Include instructional technology and differentiated instruction when appropriate.

3. *Closure*

Description of the students' reflection or summary of their learning.

An electronic version of this lesson plan will be available on the District's Curriculum Central Web site.

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EEP(REGULATION)-X

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PARENTAL  
ACCESS

A parent is entitled to review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child and to review each test administered to the child after the test is administered. The District shall make teaching materials and tests readily available for parental review and may specify reasonable hours for such review.

A student's parent is entitled to request that the District allow the student to take home any textbook used by the student. Subject to the availability of a textbook, the District or school shall honor the request. A student who takes home a textbook must return the textbook to school at the beginning of the next school day if requested to do so by the student's teacher.

*Education Code 26.006*

PARENTAL  
INSPECTION

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education shall be available for inspection by the parents or guardians of the children. *20 U.S.C. 1232h(a)*

STUDENT  
RIGHTS

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals information concerning the following topics without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent. Topics covered by this provision are:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

*20 U.S.C. 1232h(b)*

POLICIES

As a condition of receiving funds under any applicable program, the District shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C.

1232h(c)(1), regarding the following:

1. The parent's right to inspect a survey created by a third party before the survey is administered or distributed by a school to the student.
2. The District's arrangements to protect student privacy in the event a survey containing the items listed under STUDENT RIGHTS, above, is administered or distributed to a student.
3. The parent's right to inspect any instructional material used in the educational curriculum for the student.
4. The administration of physical examinations or screenings that the District may administer to the student;
5. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. This provision does not apply to use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.
6. The parent's right to inspect any instrument used in collection of personal information in item 5 above, before the instrument is administered.

The District need not develop and adopt new policies if TEA or the District had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). [See FL, FNG, FFAA, and CRD]

PARENTAL  
NOTIFICATION

The District shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in schools served by the District. At a minimum, the District shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies, and
2. Offer an opportunity for the parent to opt the student out of participation in an activity described below.

The District shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.
2. The administration of any survey containing one or more items described at STUDENT RIGHTS, above.
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

'PERSONAL  
INFORMATION'

The term "personal information" means individually identifiable information, including a student's:

DEFINED

1. First and last name;
2. Home or physical address, including street name and city or town;
3. Telephone number; or
4. Social Security identification number.

*No Child Left Behind Act of 2001 Sec. 1061, Pub. L. No. 107-110, 115 Stat. 2083  
(2002) (to be codified at 20 U.S.C. 1232h[c])*

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DATE ISSUED: 12/02/2002

UPDATE 69

EF(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

PROTECTION OF STUDENT RIGHTS

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of students.

No student will be required to participate in a survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education that reveals information concerning the following topics:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or his or her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Income (other than that required to determine a child's eligibility for participation in a program or for receiving financial assistance under such a program);

without the prior written consent of the student's parent or, if the student is an emancipated minor or an adult, without the prior written consent of the student.

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DATE ISSUED: 10/23/1995  
UPDATE 50  
EF(EXHIBIT)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**



The District possesses significant discretion to determine the content of its school libraries. The District must, however, exercise its discretion in a manner consistent with the First Amendment.

REMOVAL OF  
LIBRARY  
MATERIALS

Students' First Amendment rights are implicated by the removal of books from the shelves of a school library. The District shall not remove materials from a library for the purpose of denying students access to ideas with which the District disagrees. The District may remove materials because they are pervasively vulgar or based solely upon the educational suitability of the books in question.

*Board of Education v. Pico, 457 U.S. 853, 102 S. Ct. 2799 (1982)*

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DATE ISSUED: 07/01/2002  
UPDATE 68  
EFA(LEGAL)-P

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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 trained professional staff are afforded the freedom to select instructional resources for their use in accordance with this policy, and the state-mandated curriculum, the ultimate authority for determining and approving the resources for the curriculum and instructional program of the District lies with the Board.

#### OBJECTIVES

In this policy, "instructional resources" refers to textbooks and library acquisitions, supplemental materials for classroom use, and any other materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's educational program. [See EFAA for selection and adoption of state-adopted textbooks]

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.

#### CRITERIA

In the selection of instructional resources other than textbooks, including library acquisitions, supplemental materials for classroom use, and outside resource speakers, professional staff shall ensure that materials:

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.
2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.
3. Are appropriate for the subject 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 provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve the librarians, administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of library and instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

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

**CONTROVERSIAL  
OR SENSITIVE  
ISSUES**

Any issue may become controversial or sensitive because of outside events or specific circumstances. District staff shall follow guidelines developed by the Superintendent in handling or presenting controversial or sensitive issues related to curriculum and instruction, speakers, presentations, and surveys.

In the selection of library materials, the goals shall be the maintenance of a balanced collection representing various views. Library materials 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(LEGAL) regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

**CHALLENGED  
MATERIALS**

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, except as stated below, on the basis of appropriateness.

**MATERIALS NOT  
SUBJECT TO  
RECONSIDERATION**

Textbooks and their ancillary/supplementary materials approved in the textbook adoption process are not subject to reconsideration during the term of the adoption.

**RESOURCES  
SUBJECT TO  
RECONSIDERATION**

Sensitive issues are ones identified from previous experience as areas that need careful thought and review. Resources addressing sensitive issues are subject to the building and/or District material reconsideration process.

Supplemental programs, speakers, and resources (other than state-adopted materials) are subject to principal, teacher, and building level review. In addition, any supplemental program approved for District use is subject to the District material reconsideration process.

Any audio-visual/computer software (other than state-adopted materials) approved for District use is subject to the building and District material reconsideration process.

Books in the library collection are subject to the building and District reconsideration process.

**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:

1. The principal or other knowledgeable professional staff shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
2. The principal or other knowledgeable professional staff shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.
3. If appropriate, the principal may offer a concerned parent another resource to be used by that parent's child in place of the challenged material.
4. If the complainant wishes to make a formal challenge, the principal shall provide a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA (EXHIBIT 1)].

#### FORMAL RECONSIDERATION

All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. The Area Superintendent and the Associate Superintendent of Curriculum and Instruction shall be informed of the formal complaint received. Upon receipt of the request, the principal shall appoint a reconsideration committee within seven days, which shall review the challenged material and determine whether it conforms to the principles of selection set out in this policy. The decision of the reconsideration committee is binding for the affected school.

The building-level reconsideration committee shall consist of the principal, three staff members including at least one member who is familiar with the challenged material, and three members of the school community. Members may include District-level staff, library staff, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged 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. The committee shall then prepare a written report on the Reconsideration of Instructional Resources Committee Report [EFA(EXHIBIT 2)]. Copies of the report shall be provided to the principal, the Superintendent or designee, Associate Superintendent of Curriculum and Instruction, the Area Superintendent, and the Superintendent or designee. A minority report may also be filed.

#### APPEAL

The complainant may appeal the decision of the reconsideration committee to the Board by filing a written request with the Area Superintendent within seven days of the reconsideration committee's decision. The request for a Board hearing shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

The Area Superintendent shall review these records and submit them to the General Superintendent, who shall review the records and submit them to the

Board for its consideration, along with any administrative recommendation. The Board shall hear the complaint within 30 days after the written request is filed with the Superintendent and shall communicate its decision at any time up to and including the next regularly scheduled Board meeting.

## GUIDING PRINCIPLES

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

1. A parent of a District student, any employee, or other District resident 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 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. Each principal shall review this policy with his or her teaching staff at least annually, emphasizing the employee's right to object to instructional resources.
3. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.
4. When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

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

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CHALLENGED MATERIALS	As stated in EFA(LOCAL), anyone may challenged materials used for instruction. Challenges should first be made at the campus level unless the materials were adopted on a Districtwide basis. The campus administrator shall cause the implementation of procedures noted in EFA(LOCAL), which include an informal reconsideration, a formal reconsideration, and an appeal. If such challenges are made at the District level to Board members, the General Superintendent or other central administrators shall cause the implementation of the same procedures.
STUDENT PURCHASES OF PUBLICATIONS	Any request for student purchase of publications for classroom use shall be submitted to the principal by a classroom teacher before students are requested to make such a purchase. The principal shall check the number of purchases required of students-to be certain that only one publication is required. The principal, library/media specialist and the classroom teacher shall determine the appropriateness of such publications, using the criteria noted in EFA(LOCAL).
DISCARDING LIBRARY MATERIALS	Materials that no longer meet District library/media program objectives must be discarded annually according to accepted professional practices. The disposition of materials so discarded shall be at the discretion of Library Media Services, subject to all relevant provisions of District policy and regulations.
CRITERIA	<p>The following criteria are a combination of suggestions. Materials should be discarded when:</p> <ol style="list-style-type: none"><li>1. Worn or damaged:<ol style="list-style-type: none"><li>a. Materials are in such a condition that they cannot be mended or rebound; either readers cannot use them or will receive the wrong idea about the care of materials from their appearance.</li><li>b. Sometimes paper or other media materials become brittle or discolored with age. This is often true of copies of the classics and is a condition that discourages their use.</li></ol></li><li>2. Misleading and/or factually inaccurate, such as when the content is so out-of-date, particularly materials in science or social studies or computer science. The copyright date is a great help in evaluating this type of material, though not the only factor to be considered.</li><li>3. Unsuitable:<ol style="list-style-type: none"><li>a. Superseded by a new edition;</li><li>b. Too difficult or too easy for the students;</li><li>c. Unused because of a shift in students' tastes, interests, or curriculum changes;</li><li>d. Duplicates of once popular but no longer used, books;</li><li>e. Mistakes in ordering or inappropriate gifts to the library.</li></ol></li></ol>
'WEEDING'	Procedure for discarding includes:

- PROCEDURES
1. Eliminating the copy from the electronic holdings record;
  2. Marking the item "WITHDRAWN" inside the the front cover;
  3. Subtracting "one" from the record of like materials;
  4. Disposing of the item.

DISPOSAL PROCEDURES      The following procedures will be used in removing materials from the library inventory and disposing of them:

1. All materials to be discarded shall be placed in cardboard boxes and sent to Library Technical Services.
2. Acceptable materials that meet the criteria of "unsuitable" for one school may be selected for individual classrooms or sent to Library Media Services for redistribution to other schools.
3. Librarians, with the approval of the principal, may set prices on all of the remaining materials in keeping with current used book prices. A schedule shall then be developed to give children, personnel, and the public an opportunity to purchase these books/materials.
4. Exact records must be kept of funds generated by the sale of deleted materials. The proceeds from the sale of materials shall be used to purchase new materials for the library.
5. Any materials still remaining shall then be destroyed.

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LDU-33-97  
EFA(REGULATION)-X

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Dallas ISD  
057905

INSTRUCTIONAL RESOURCES:  
INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

EFA  
(EXHIBIT)

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The following exhibits are used by the District:

Exhibit 1: Requestor's Form - 1 page

Exhibit 2: Review Committee Form - 4 pages

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**EXHIBIT 1**

REQUESTOR'S FORM

Requestor Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

E-mail address \_\_\_\_\_

Request represents:  Self  Organization (please specify)

\_\_\_\_\_

1. Resource on which you are commenting:

<input type="checkbox"/>	<input type="checkbox"/> Book	<input type="checkbox"/> Textbook	<input type="checkbox"/> Visual Media	<input type="checkbox"/> Display
<input type="checkbox"/>	<input type="checkbox"/> Magazine	<input type="checkbox"/> Program	<input type="checkbox"/> Electronic Resource	
<input type="checkbox"/>	<input type="checkbox"/> Other (specify) _____			



Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

2. Have you read or viewed the entire work? [ ] Yes [ ] No

If not, what parts have been read?

3. To what material do you object? (Please be specific: cite pages or sequence.)

4. Have you read/observed the material in its entirety?

5. What good or valuable features do you find in the material?

6. Have you read any reviews of the material, and if so, please list source and date of the review.

7. Are you aware of the literary critics' judgment of this book and the author's reputation?

Write what you know of these literary opinions.

8. What would you like done with this material?

<input type="checkbox"/>	[ ] Do not assign/lend it to my child
<input type="checkbox"/>	[ ] Send it to a committee for evaluation.

9. Are there resources you suggest to provide additional information and/or other view points on this topic?

## I. Statement of Policy

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

## II. Request for Informal Reconsideration

- A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.
- B. The principal or other appropriate staff shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- C. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
- D. If the complainant wishes to file a formal challenge, a copy the policy and of the Request for Reconsideration of Instructional Resources form shall be handed or mailed to the party concerned by the principal.

## III.

### Request for Formal Reconsideration Procedures

- A. All formal objections to learning resources must be made on the Request for Reconsideration of Instructional Materials form.
- B. The Request for Reconsideration of Instructional Materials form shall be signed by the complainant and filed with the principal or someone so designated by the principal.
- C. The Area Superintendent and the Associate Superintendent of Curriculum and Instruction shall be informed of the formal complaint received.
- D. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource within seven days.
- E. Upon receipt of a request for formal reconsideration of a learning resource, the principal shall appoint a reconsideration committee according to District guidelines. The building-level reconsideration committee shall consist of the principal, three staff members including at least one member who is familiar with the challenged material, and three members of the

school community. Members may include District-level staff, library staff, parents, and others deemed appropriate by the principal.

- F. The reconsideration committee shall examine the challenged resource and judge whether it conforms to the principles outlined in the Checklist for Reconsideration of Instructional Materials Review Committee Form.

#### IV. Prepare a written report.

- A. The written report shall be discussed with the individual complainant, if requested.
- B. The written report shall be retained by the school principal, with copies forwarded to the Associate Superintendent of Curriculum and Instruction, the Area Superintendent, and the Superintendent or designee. A minority report may also be filed.
- C. The decision of the reconsideration committee is binding for the individual school.

- V. The complainant shall have the right to appeal any decision of the reconsideration committee to the Board of Education as the final review panel by filing a written request with the Area Superintendent within seven days of the local reconsideration committee's decision. The request for a Board hearing shall contain a copy of the original complaint, the reconsideration committee's report, and dates of conferences with the principal or designee.

#### VI. Guiding Principles

- A. A parent of a District student or employee, or other District resident may raise an objection to an instructional resource used in a school's educational program, even though the professional staff selecting the resources were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of Education.
- B. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
- C. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
- D. Access to challenged material shall not be restricted during the reconsideration process.

E. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

F. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

A. PURPOSE

What is the overall purpose of this material?

Is the purpose accomplished? Yes [ ] No [ ]

B. The following questions may be useful in evaluating the materials according to the selection criteria:

What is the reputation and significance of the author and publisher/producer in the field?

		Yes	No
	1. Is this material up-to-date?	[ ]	[ ]
	2. Are information sources well documented?	[ ]	[ ]
	3. Are translations and retellings faithful to the original?	[ ]	[ ]
	4. Does this material promote the educational goals and objectives of the state and District curriculum?	[ ]	[ ]
	5. Are materials appropriate to the level of instruction intended?	[ ]	[ ]
	6. Are the illustrations appropriate to the subject and age level?	[ ]	[ ]
	7. Does this material give a new dimension or direction to the subject?	[ ]	[ ]
	8. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?	[ ]	[ ]
	9. Are any questionable elements an integral part of a worthwhile theme or message?	[ ]	[ ]
	10. Does this material make a significant contribution to the history of literature of ideas?	[ ]	[ ]

	11. Are concepts presented appropriate to the ability and maturity of the potential readers?	[ ]	[ ]
	12. Do characters speak in a language true to the period and section of the county in which they live?	[ ]	[ ]
	13. Is the material free of derisive names and epithets that would offend minority groups or women?	[ ]	[ ]

C. Reviews

Find up to three reviews on the title form professional journals

Source of review:

Date: \_\_\_\_\_ Page number: \_\_\_\_\_

[ ] favorable [ ] unfavorable

Comments:

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Source of review:

Date: \_\_\_\_\_ Page number: \_\_\_\_\_

[ ] favorable [ ] unfavorable

Comments:

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---

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Source of review:

Date: \_\_\_\_\_ Page number: \_\_\_\_\_

[  ] favorable

[  ] unfavorable

Comments:

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Attach copies of all reviews used by this committee.

RECOMMENDATION BY COMMITTEE:

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SIGNATURE OF COMMITTEE MEMBERS:

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DATE : \_\_\_\_\_

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DATE ISSUED: 09/08/2003  
LDU-36-03  
EFA(EXHIBIT)-X

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INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION:  
TEXTBOOK SELECTION AND ADOPTION

EFAA  
(LEGAL)

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LOCAL ADOPTION POLICY	The Board shall adopt a policy for selecting instructional materials. Final selections must be recorded in Board minutes. No later than April 1 of each year, the District shall transmit a report to TEA listing the instructional materials used in the District. Selections certified to TEA shall be final and, therefore, shall not be subject to reconsideration during the original contract period or re-adoption contract periods covering the instructional materials selected. <i>19 TAC 66.104(a), (g), (h)</i> [See also CMD for provisions regarding inventory and requisition of textbooks]
FOUNDATION TEXTBOOKS	The Board shall select textbooks for a subject in the foundation curriculum from either the State Board's conforming list or the nonconforming list. <i>Education Code 31.101(a)</i>
MAXIMUM COST	If the District selects instructional materials priced above the maximum cost to the state established in the proclamation, the District is responsible for paying the publisher. <i>19 TAC 66.104(b)</i>
CREDITS	The Commissioner shall implement a program designed to allow a participating District to receive credit for textbooks purchased at a cost below the cost limit established under Section 31.025(a). The credit is an amount equal to the difference between the price paid for a textbook and the cost limit for that textbook multiplied by the number of copies purchased. Fifty percent of the total credit shall be credited to the state textbook fund and 50 percent to the District to apply toward the requisition of additional textbooks or electronic textbooks on the conforming or nonconforming list. <i>Education Code 31.1011</i>
ENRICHMENT TEXTBOOKS	The Board may select textbooks for courses in the enrichment curriculum from the conforming list or the nonconforming list, or it may select books for the enrichment curriculum that do not appear on either list.
MATERIALS NOT ON LIST	If the District selects a book for a course in the enrichment curriculum and grade level that is not on either of the State Board lists, the state shall pay the lesser of:
FUNDING	<ol style="list-style-type: none"><li>1. Seventy percent of the total actual cost to the District of the books;</li><li>2. Seventy percent of the maximum cost permitted under Education Code 31.025. The applicable quota for adopted materials in the subject shall be the basis for determining instructional materials needed by the District. Funds received from the state for the purchase of textbooks may be used only to purchase books ratified by the Board and for which those funds are received; the District bears the costs not covered by the state. The minutes of the Board meeting at which such a selection is ratified shall reflect the agreement of the District to bear responsibility for the portion of the costs not eligible for payment by the state. <i>19 TAC 66.104(c), (e)</i></li></ol>

The District may use local funds to purchase any textbooks in addition to those



LOCAL FUNDS	selected under Education Code Chapter 31. <i>Education Code 31.106</i>
ANCILLARY MATERIALS	Selection and use of ancillary materials is at the discretion of the Board. <i>19 TAC 66.104(p)</i>
BRAILLE / LARGE-TYPE	If the District selects nonadopted instructional materials for enrichment subjects, it is also responsible for providing Braille and/or large-type versions of the materials. <i>19 TAC 66.104(d)</i>
NONADOPTED INSTRUCTIONAL MATERIALS	The District shall use nonadopted instructional materials during the contract period for conforming and nonconforming instructional materials adopted by the State Board in the subject area. <i>19 TAC 66.104(f)</i>
HUMAN SEXUALITY MATERIALS	Any course materials relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) shall be selected by the Board with the advice of the local school health education advisory council. <i>Education Code 28.004(e)</i> [See EHAA]

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UPDATE 70  
EFAA(LEGAL)-P

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LOCAL  
ADOPTION  
PROCEDURE

At an appropriate time following adoption of instructional materials by the State Board of Education (SBOE), the Superintendent shall make recommendations to the Board for appointment of members of the District's Central Textbook Adoption Committee. Voting members of the committee shall be professional staff and the majority shall be classroom teachers.

Should the Board reject any recommendation for committee membership, the Superintendent shall present another recommendation. The official minutes of the Board meeting at which the appointments are made shall include names of all persons appointed to serve.

The committee shall consist of no fewer than five members and shall include at least one member representing each of the areas up for adoption. The Superintendent or designee shall be a member of the committee and serve as its chairperson. The chairperson of the Districtwide committee, chairpersons of the committees and task forces making up the Community Network for Public Education, and others identified by the Superintendent may be appointed to serve as nonvoting, ex-officio members of the committee.

Teachers shall be given the opportunity to provide input into the selection process through their local school textbook committees and the Content Advisory Panels. A voting tally of the affected teachers' choice of adoption shall be forwarded to the Central Textbook Adoption Committee for consideration. Parents, concerned members of the community, business stakeholders, and students (when appropriate) shall have input into the textbook selection process locally through their school-community councils and centrally through the Districtwide committee and the Community Network for Public Education. Additionally, the Central Textbook Adoption Committee shall provide opportunity for public input as part of its selection process.

The Central Textbook Adoption Committee, after examining all instructional materials adopted by the SBOE and reflected in the multiple list, shall select materials for use in the District. The instructional materials adopted by the SBOE on the Conforming List\* will be given priority in the consideration of the final selections. Any deviations from the SBOE conforming List will be noted with appropriate rationales. Textbook costs that exceed the state allocation and have local budgetary impact must be identified to the Board. The Central Textbook Committee will recommend their selections to the Board for ratification. If the Central Textbook Adoption Committee selects a textbook other than the one receiving the majority of the affected teachers' voting tally, then the Central Textbook Adoption Committee shall present written documentation justifying its selection. A quorum consisting of a majority of voting members of the committee must be present when final selections are made.

In the event the Board does not ratify all selections recommended by the Central Textbook Committee, the reasons shall be recorded in the Board minutes. For those selections not ratified by the Board, the Committee shall continue to submit different recommendations until the Board ratifies all selections.

The Superintendent or designee shall be responsible for coordinating the time frame for meetings of the committee and meetings of the Board to ensure compliance with the April 1 reporting date.

\*Textbooks listed on the SBOE Conforming List are those that meet 100 percent of the Texas Essential Knowledge and Skills (TEKS). Textbooks on the Nonconforming List meet less than 100 percent but more than 50 percent of the TEKS. Textbooks on the rejected list meet less than 50 percent of the TEKS.

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The textbook adoption process in the District shall be handled in accordance with the following guidelines:

1. The State Board of Education Proclamation provides the subjects and levels to be considered, and shall serve as the guideline for any special requirement on the part of the District.
  2. For each subject and grade level there shall be an advisory subcommittee that makes recommendations, after carefully reviewing the books, to the Central Textbook Committee. The Central Textbook Committee shall have the authority to make decisions regarding the final selection of textbooks to be submitted to the Board for approval. The subcommittees shall function solely as advisory to the Central Textbook Committee.
  3. Textbooks may be selected only from a list of not more than five books nor less than two books in each category recommended by the state textbook committee and approved by the State Board of Education. Local districts shall be notified of these state-approved textbooks in mid-November, preceding local adoption.
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DATE ISSUED: 02/29/1984  
UPDATE 22  
EFAA(REGULATION)-X

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Audio-visual and book media that are approved for use in the District shall:

1. Support and enrich all subjects of the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Represent the most accurate scholarship in each subject area.
3. Present the many racial, ethnic, religious, and cultural groups and portray the role of their contributions in the development of America.
4. Give an extensive background of information and factual knowledge that will enable students to make intelligent judgments in their daily lives.
5. Support and be consistent with the objectives and goals of specific courses of study approved by the Board and TEA.
6. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards.
7. Present all aspects of social, economic, and political systems and issues so that students have supervised practice in the processes of critical reading, thinking, and evaluation-processes that undergird an informed citizen's part in the preservation of American institutions and ideals.
8. Offer the student an opportunity to develop an awareness of a social order that values freedom and allows for the fullest development of the individual.
9. Develop the habit of wide reading that fosters freedom in the exchange of ideas, a basic principle in the operation of democracy.

The General Superintendent shall develop guidelines for implementation of this policy.

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UPDATE 20  
EFAC(LOCAL)-X

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INSTRUCTIONAL RESOURCES:  
LIBRARY MEDIA PROGRAMS

EFB  
(LOCAL)

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LIBRARY  
SYSTEM

The District shall provide and maintain library media programs as integral parts of the District's instructional resources, in compliance with State Board standards. Materials shall be selected from all forms of media in accordance with EFA (LOCAL), taking into consideration the interests, vocabulary, maturity, and ability levels of all students within the school served.

The Superintendent may contract with the Regional Educational Service Center or other agencies offering similar services for the provision of media services and supplies.

The Superintendent or designee shall develop rules, regulations, and procedures to ensure the systematic maintenance of libraries as current resources for teachers and students. Principals shall ensure the effective use of the libraries within schools and shall establish library hours and procedures that best serve the needs of the students.

BUDGET

Adequate funding for library media programs shall be made through the annual budget. Funds for the purchase of library materials shall be allocated on an equitable basis to the various schools.

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DATE ISSUED: 07/31/1985  
UPDATE 25  
EFB(LOCAL)-A

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- PROFESSIONAL LIBRARY** A professional library shall be maintained at the administration building for the use of the professional staff. Each school staff is urged to utilize the books, electronic media, and periodicals housed in the professional library.
- PERIODICALS** In order that subscriptions to periodicals and newspapers for instructional programs, other than the library, be processed to ensure availability of these materials for the full academic year, the following procedures shall be followed:
1. Requests for new or renewal subscriptions shall be submitted to allow the requests to be processed to coincide with the school budget year.
  2. Requisitions for subscriptions for the ensuing school year shall be submitted with other requisitions for items needed for the opening of school. The deadline for receiving requisitions in the purchasing department for summer processing is May 1. Only emergency requests for subscriptions shall be considered, if received after the May 1 deadline.
  3. Emergency subscriptions for instructional programs shall be received before November 1.
  4. Periodicals for libraries or for student subscriptions shall have the approval of the appropriate administrators.
- AUDIO-VISUAL MEDIA MATERIALS** The following guidelines shall apply to audio-visual media materials used in the District:
1. The library media specialist in each building shall coordinate the use of audio-visual media materials and equipment. No media materials from any source may be shown in the building in violation of current copyright laws.
  2. Audio-visual media materials shown to anyone in school buildings during school hours or to students after school hours must be from the District's audio-visual library or local campus library or have the approval of the instructional leader in the building. This shall not include audio-visual media materials shown after school to adult groups or to groups of students who are assembled after school hours as members of some other institution or organization, such as parent organizations or Boy Scouts.
  3. Only media materials secured from the District's audio-visual library or local campus library shall be considered automatically approved. Audio-visual media material from all other sources must have special approval as indicated above.
  4. Audio-visual material shown to students before or after school hours shall be approved by the instructional leader of the campus and shall adhere to copyright laws, whether or not charges are made, if the audio-visual material are sponsored by a school group.
  5. Only instructional audio-visual materials shall be used during the school day. Films promoting membership in Boy Scouts, Girl Scouts, Camp Fire

Boys and Girls, and similar organizations may be shown only outside school hours.

6. The use of audio-visual media material and equipment owned by the District shall be restricted to the individual schools and the different organizations that are a part of its general program.
7. If school personnel use projected material to tell a story about the District, school equipment may be used. This applies to illustrated talks to civic groups and clubs as well as to parent organizations. In any case the audio-visual media materials to be used shall have prior clearance by the principal.
8. All restricted audio-visual media material shall be approved by the principal personally.
9. The principal shall be notified of the booking dates of restricted media materials ordered. Restricted media materials shall be delivered by regular school truck delivery addressed to the principal.
10. The principal shall make the proper designation of faculty who may show restricted materials -- usually the school nurse, health-science teacher, counselor, coach, or assistant principal. In middle and senior high schools where small group discussions may be held, the principal shall designate an appropriate person to conduct each session.
11. The principal shall receive parental permission before showing restricted audio-visual media material.
12. No charge of admission shall be made for any program or showing in which audio-visual media material from the District's audio-visual library, campus library, personal library, or any other media source is used, without written permission from the producer to use the materials as entertainment, according to copyright standards.
13. Audio-visual media materials obtained from any source for pay programs must have the approval of the campus instructional leader.
14. Students shall attend school pay programs in which audio-visual media materials are used only after regular school hours.
15. All of the District's audio-visual equipment, media, and supplies, whether purchased through local funds or federal funds, shall be inventoried and distributed by the Library Media Services Department of Curriculum and Instruction.
16. Distribution and use of audio-visual equipment, media, and supplies shall be in accordance with the following provisions:
  - a. General media materials such as video tapes and other forms of media communication, which are purchased for the District's audio-visual library, shall be under the direct management of the Library Media Services Department. They shall be stored in and distributed from that branch.
  - b. Smaller items of media materials may be sent by the Library Media Services Department to the local school for permanent storage, handling, and usage under these provisions:
    1. All media materials and equipment directed to a building shall be under the direction and supervision of the principal of the school.
    2. Within the local school, audio-visual equipment, media, and

RESTRICTED  
AUDIO-VISUAL  
MEDIA  
MATERIAL

PAY PROGRAMS

PAY PROGRAMS



supplies shall be stored, distributed, and inventoried by the building library media specialist.

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EFB(REGULATION)-X

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Dallas ISD  
057905

INSTRUCTIONAL RESOURCES:  
FIELD TRIPS

EFD  
(LOCAL)

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Educational field trips are recognized as potentially valuable extensions of the classroom, and they shall be utilized as a functional part of the whole teaching-learning experience.

The General Superintendent shall develop rules and regulations regarding field trips. [See FMG(LOCAL)]

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EXCLUSIVE  
RIGHTS

Employees of the District shall comply with the provisions of the United States Copyright Law. Subject to certain specific exceptions, some of which are stated below, the owner of a copyright has the exclusive rights:

1. To reproduce the copyrighted work in copies or phonorecords;
2. To prepare derivative works based upon the copyrighted work;
3. To distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
4. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works, to perform the copyrighted work publicly;
5. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work, to display the copyrighted work publicly; and
6. In the case of sound recordings, to perform the copyrighted work publicly by means of a digital audio transmission.

*17 U.S.C. 106*

FAIR USE

An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by 17 U.S.C. 106, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

*17 U.S.C. 107*

PERFORMANCES  
AND DISPLAYS

Additional exceptions related to performances and displays include performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images, is given by means of

a copy that was not lawfully made under this title, and that the person responsible for the performance knew or had reason to believe was not lawfully made. *17 U.S.C. 110*

## GUIDELINES

Employees who wish to use copyrighted print material and sheet music shall follow the guidelines set forth in the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions" and "Guidelines for Educational Uses of Music." Those guidelines establish a minimum guaranteed fair use, not a maximum. Any use that falls within those guidelines is a fair use; any use that exceeds these guidelines shall be judged by the four factors stated above and may be subject to challenge. Any determination regarding whether a use that exceeds the guidelines is a fair use shall rest with an appropriate court of law.

## PROHIBITIONS

Notwithstanding the fair use guidelines, the following shall be prohibited:

1. Copying of print materials and sheet music to create or replace or substitute for anthologies, compilations, or collective works. This prohibition against replacement or substitution applies whether copies of various works or excerpts are accumulated, or reproduced and used separately.
2. Copying of or from works intended to be "consumable" in the course of study or teaching. These works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like consumable material.

Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

Additional prohibitions regarding the use of music are:

1. Copying for the purpose of performance, except as permitted under the "Guidelines for Educational Use of Music."
2. Copying for the purpose of substituting for the purchase of music, except as permitted under the "Guidelines for Educational Use of Music."
3. Copying without inclusion of the copyright notice that appears on the printed copy.

## REFERENCE

"Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions" and "Guidelines for Educational Use of Music" contained in the historical note following 17 U.S.C. 107.

## BROADCAST PROGRAMS

Broadcast programs, including commercial and public television and radio, shall not be videotaped or tape recorded for reuse without permission, except within the following guidelines:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by the District for a period not to exceed the first 45 consecutive calendar days after date of recording. At the end of that retention period,

- off-air recordings shall be erased or destroyed.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary during the first ten consecutive school days within the 45-calendar-day retention period. "School days" are actual days of instruction, excluding examination periods.
  3. Off-air recordings shall be made at the request of and used by individual teachers and shall not be regularly recorded in anticipation of requests. No broadcast program shall be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program is broadcast.
  4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings shall include the copyright notice on the broadcast program as recorded.
  5. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45-calendar-day retention period only to determine whether or not to include the broadcast program in the teaching curriculum and shall not be used in the District for student exhibition or any other nonevaluative purpose without authorization.
  6. Off-air recordings need not be used in their entirety, but the recorded programs shall not be altered from their original content. Off-air recordings shall not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

*17 U.S.C. 107 historical note*

ONLINE  
COPYRIGHT  
INFRINGEMENT

LIMITATION  
OF LIABILITY

To the extent that the District is a "service provider" (regarding online services) under 17 U.S.C. 512(k) and meets other conditions in 17 U.S.C. 512, the District shall not be liable for monetary relief or certain injunctive or other equitable relief, except as allowed under 17 U.S.C. 512(j), for copyright infringement in certain online services (transitory communications, system caching, storage of information on systems or networks at the instruction of users, and information location tools) provided by the District. *17 U.S.C. 512*

ELIGIBILITY  
FOR  
LIMITATIONS  
ON LIABILITY

The limitations on liability established by 17 U.S.C. 512 shall apply to a service provider only if the service provider:

1. Has adopted and reasonably implemented, and informs subscribers and account holders of the service provider's system or network of, a policy that provides for the termination in appropriate circumstances of subscribers and account holders of the service provider's system or network who are repeat infringers; and
2. Accommodates and does not interfere with standard technical measures. The term "standard technical measures" means technical measures that are used by copyright owners to identify or protect copyrighted works and:
  - a. Have been developed pursuant to a broad consensus of copyright

- owners and service providers in an open, fair, voluntary, multi-industry standards process;
- b. Are available to any person on reasonable and nondiscriminatory terms; and
- c. Do not impose substantial costs on service providers or substantial burdens on their systems or networks.

*17 U.S.C. 512(i)*

LIMITED  
LIABILITY

INFORMATION RESIDING ON SYSTEMS OR NETWORKS AT DIRECTION OF USERS

Generally, a service provider shall not be liable for monetary relief, or for injunctive or other equitable relief, for infringement of copyright by reason of the storage at the direction of a user of material that resided on a system or network controlled or operated by or for the service provider, if the service provider:

1. Does not have actual knowledge that the material or activity using the material on the system or network is infringing; in the absence of such actual knowledge, is not aware of facts or circumstances from which infringing activity is apparent; or upon obtaining such knowledge or awareness, acts expeditiously to remove, or disable access to, the material;
2. Does not receive a financial benefit directly attributable to the infringing activity, in a case in which the service provider has the right and ability to control such activity;
3. Upon notification of claimed infringement as described in 17 U.S.C. 512(c)(3), responds expeditiously to remove, or disable access to, the material that is claimed to be infringing or to be the subject of infringing activity; and
4. Has designated an agent to receive notifications of claimed infringement described in 17 U.S.C. 512(c)(3), by making available through its service, including on its Web site in a location accessible to the public, and by providing to the Copyright Office, certain contact information.

*17 U.S.C. 512(c)(1), (2); 37 CFR 201.38*

OTHER  
ONLINE  
SERVICES

Generally, liability of a service provider for copyright infringement may also be limited upon certain conditions for transitory communications, system caching, and information location tools services. *17 U.S.C. 512(a), (b), (d)*

DISABLING  
OR  
REMOVING  
ACCESS

Generally, a service provider shall not be liable to any person for any claim based on the service provider's good faith disabling of access to, or removal of, material or activity claimed to be infringing or based on facts or circumstances from which infringing activity is apparent, regardless of whether the material or activity is ultimately determined to be infringing. *17 U.S.C. 512(g)*

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**Note:** Further information regarding the Digital Millennium Copyright Act can be found at:

<http://www.copyright.gov>.

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UPDATE 73

EFE(LEGAL)-P

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RENTED VCR FILMS	Video media materials rented for use in the classroom or any other area on the campus shall be for education purposes only. No rented video materials that include a notice that it is intended for "home use only" shall be shown to a class for entertainment purposes.
PERFORMANCES	<p>The following requirements shall be met before a performance is considered acceptable under an educational exemption to the public performance restriction. The performance shall:</p> <ol style="list-style-type: none"><li>1. Be presented by instructors or students;</li><li>2. Occur in the course of face-to-face teaching activities;</li><li>3. Take place in a classroom or similar place for instruction (including the library); and</li><li>4. Be of a legally acquired copy of the work.</li></ol>
COMPUTER SOFTWARE	<p>Unless otherwise provided in the purchase agreement, a purchased computer program shall not be used as a "master" to make copies. A computer program may be legally copied only if:</p> <ol style="list-style-type: none"><li>1. Making a copy is an essential step in using the program (such as automatic copying into memory when a program is loaded); or</li><li>2. The new copy is a backup; backups cannot be used simultaneously with the original and must be erased if the original is resold.</li></ol> <p>District employees shall not use networking and booting (defined below) to accomplish multiple simultaneous use of a program without permission or unless the purchase agreement allows a specified multiple use of the single copy.</p>
DEFINITIONS	<p>"Networking" is the process of using a single program in a single workstation that is connected to other work stations, permitting the program to be used simultaneously in more than one computer.</p> <p>"Booting" is the process of loading a program into a computer workstation. Multiple use can be accomplished by loading the same program into several different workstations.</p>



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AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING  
IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS

I. SINGLE COPYING FOR TEACHERS:

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. A chapter from a book.
- b. An article from a periodical or newspaper.
- c. A short story, short essay, or short poem, whether or not from a collective work.
- d. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

II. MULTIPLE COPIES FOR CLASSROOM USE:

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- a. The copying meets the tests of brevity and spontaneity as defined below.
- b. The copying meets the cumulative effect test as defined below.
- c. Each copy includes a notice of copyright.

DEFINITIONS:

Brevity:

(i) Poetry:

- (a) A complete poem if less than 250 words and if printed on not more than two pages, or
- (b) From a longer poem, an excerpt of not more than 250 words.

(ii) Prose:

- (a) Either a complete article, story, or essay of less than 2,500 words, or
- (b) An excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

Spontaneity:

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- (i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

#### GUIDELINES FOR EDUCATIONAL USES OF MUSIC

##### PERMISSIBLE USES:

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. Multiple copies:

For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per student.

##### Single copies:

For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural

exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

17 U:S:C: 107 historical note

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INSTRUCTIONAL RESOURCES:  
INSTRUCTIONAL TELEVISION

EFF  
(LOCAL)

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GENERAL  
PROVISIONS

School staff shall be responsible for utilizing instructional television to optimize the teaching-learning process for all students assigned.

The General Superintendent shall have the responsibility for the educational television programs, which shall include the following areas:

1. Determination of needed programs and their general educational content and plan;
2. Production of the educational telecast;
3. Reception and utilization of telecasts in school buildings.

BROADCAST /  
JOURNALISM  
PROGRAMS

Broadcast/Journalism programs in the District shall adhere to the following standards:

1. Programs shall be established for the purpose of creating learning opportunities in which students explore, discover, and analyze relevant, current world events and projects.
2. Programs shall provide for the development of broadcast/journalism knowledge and skills (i.e., concepts, understanding, ethics, and operational procedures).
3. Programs shall emphasize the applications of the fundamental skills of the core academic subjects, the fine arts, and the recreative arts.

The General Superintendent shall develop guidelines, as appropriate, for the effective administration of the program. [See EFF (REGULATION)]

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The Dallas Schools Television (DSTV) system has been designated a Public, Educational, and Governmental (PEG) entity. Because of this designation as per Title VI of the Communications Act, 47 U.S.C.A., DSTV falls under the Cable Communications Act of 1984 for cable operators. This Act states that the local cable provider does not control the content of the programming on channels assigned to PEG entities. The control is delegated to each and every PEG entity, in this case DSTV, which accesses the local cable provider's system.

#### GUIDELINES

The following guidelines shall apply to the delivery of instructional programming:

1. The teacher and principal of the school where broadcast programs are produced shall exercise editorial and technical control over content of all student broadcasts. The District's professional broadcasting employees reserve the right to exercise further control up to and including discontinuing broadcast.
2. The District will disseminate or sponsor only those student broadcasts that:
  - a. Are not perceived to advocate drug or alcohol use, irresponsible sex, or actions endangering the health or safety of students;
  - b. Are appropriate for the level of maturity of the target audience; and
  - c. Meet the current Federal Communications Commission's standards for broadcasting.
3. Libelous material may be prohibited from broadcast. Libelous material includes defamatory falsehoods about public figures or governmental officials that are made with knowledge of their falsity or reckless disregard for truth.
4. Broadcasts that unduly criticize persons or advocate violation of school rules may be prohibited if they fall within the disruption standard as defined in policy FMA(LEGAL). Advocacy directed toward inciting or producing imminent lawlessness or disruptive action and that is likely to incite or produce such action shall be restricted.
5. Broadcasts aimed at creating hostility and violence or that violate the District's anti-harassment policy as it relates to racial, ethnic, gender, or sexual orientation shall be prohibited.
6. Written copyright release shall be obtained from the copyright holders prior to use of the materials in either a broadcast or production setting. Copyright holders could include: radio or TV broadcast stations, networks, and/or their representatives, multimedia materials, ASCAP, BMI, and any other persons. Use of copywritten material must be consistent with provisions in EFE(LEGAL) and (EXHIBIT).
7. A written consent and/or release form shall be signed by all talent (defined by a person who participates verbally, expresses an opinion or idea, or

portrays a character) prior to use of the program in either a broadcast or production setting. For additional information please refer to FNG (LEGAL).

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INNOVATIVE  
COURSES AND  
PROGRAMS

The District may develop innovative and other locally developed courses designed to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

STATE BOARD  
APPROVAL

The State Board of Education may approve proposed courses not described in the foundation and enrichment curricula when the District demonstrates that the course is academically rigorous and addresses documented student needs.

COMMISSIONER  
APPROVAL

The commissioner may approve a course proposed for use as a discipline-based course in the foundation or enrichment curriculum when the District demonstrates that the proposed course is academically challenging and addresses documented student needs.

*19 TAC 74.27(a)*

MAGNET  
SCHOOLS OR  
PROGRAMS

The District may operate magnet schools or programs to serve student populations with specialized interests and aptitudes.

Magnet schools or programs that do not meet all of the applicable requirements of 19 TAC, Chapter 74, Curriculum Requirements, shall be submitted to the commissioner of education for approval by the State Board of Education.

*19 TAC 74.27(b)*

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

The General Superintendent shall cause curriculum guides to be published for use by staff members in all curriculum areas. These guides shall include the contributions of personnel representing all ethnic groups and shall foster an appreciation of and respect for the values of a pluralistic society.

Curriculum guides shall be prepared in all curriculum areas. Content of the guides shall provide teachers with the concepts and content of study in the particular curriculum areas, course, or grade level. Guides shall include specific student performance expectations based on state and local standards as well as suggested methods for assessing performance. Building administrators shall receive materials that both describe the curriculum guides and provide the information they need to monitor the implementation of the curriculum.

The General Superintendent shall submit to the Board reports on curriculum implementation compiled by District personnel. Such reports shall be made to the Board when deemed advisable by, or requested of, the General Superintendent.

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CURRICULUM  
DEVELOPMENT  
AND REVIEW

The Board recognizes the need for and the value of a systematic, ongoing program of curriculum development and evaluation. The Board is committed to the development of an exemplary curriculum that sets high standards for teachers and that will result in improved student achievement. The curriculum expectations are based on and aligned with student graduation goals set by the Board, which are consistently delivered at the classroom level and regularly assessed for evaluation purposes. All students will have equitable access to the curriculum.

CURRICULUM  
PHILOSOPHY

The District curriculum is a conceptual framework to meet the District's mission. The long-term plan is for a written curriculum, delivered consistently in the classroom and regularly assessed and evaluated. The following framework emerges from the District's Initiatives for Student Success:

1. Curriculum development is a participatory process involving principals and teachers representing all grade levels, central office administrators, parents, and community members.
2. The curriculum consists of core publicly stated student expectations (Texas Essential Knowledge and Skills) that guide teachers' decisions and plans for instruction and for assessing student achievement.
3. Student expectations include a knowledge base, thinking processes, learning how to learn, and skills for social responsibility that are integrated across content areas.
4. The curriculum is accessible, manageable, and flexible to allow for teachers' creativity.
5. The curriculum allows for technological changes through the systematic review process.
6. Reports of student achievement will match what is taught because of common curriculum and assessment objectives.
7. The District will provide all necessary resources to implement the curriculum.

THE PLANNED  
AND WRITTEN  
CURRICULUM

The purpose of the District curriculum is to guarantee a system to ensure that students learn the same core expectations in a particular grade level or course from teacher to teacher and school to school. The curriculum reflects the Texas Essential Knowledge and Skills (TEKS), District and state requirements, the needs of the students, the expectations of business leaders, residents, and taxpayers, and the most current knowledge of the development and growth of students.

The focus of the curriculum will ensure:

1. Emphasis on reading at grade level;

2. Mastery of basic skills in reading, writing, and mathematics; and
3. Measured achievement of objectives that are derived from the Texas Essential Knowledge and Skills, TAAS, TAKS, and national assessments.

Written curriculum guides shall be developed for all subject areas, grade levels, and courses in the District. The District expectations for these guides are that:

1. All curriculum documents will be in writing.
2. The curriculum will be reviewed, evaluated, and updated as needed.
3. Teachers will receive copies of the curriculum and use the objectives to develop daily lesson plans.
4. Campus administrators will work with teachers to maintain consistency between the written curriculum and the objectives that are to be taught.

## CURRICULUM FRAMEWORK

The Curriculum and Instruction Division will make curriculum guides available to all teaching staff. These guides shall form a conceptual framework for teachers to follow. It is expected that teachers will follow the curriculum as presented in the guides to develop units of study, lesson plans, and approaches to instruction. All guides will include:

1. TEKS, TAAS objectives, and Texas Assessment of Knowledge and Skills (TAKS) objectives;
2. Stanford 9/Aprena objectives aligned with state requirements;
3. Scope and sequence for instruction including time lines;
4. Content specifications;
5. Prerequisite skills;
6. Instructional considerations;
7. Linkage to other content areas;
8. Assessment considerations; and
9. Resource alignment

All faculty members are expected to work toward a common set of student objectives. Teachers have a responsibility to teach the District's curriculum and when possible contribute to the refinements of the written curriculum. Teachers are required to use the district curriculum guides as their primary source for instructional direction. The principal must monitor instruction and ensure optimum use of the written curriculum materials and instructional time lines.

All curriculum decisions, including but not limited to the addition or deletion of programs and courses or extensive content alteration, will be subject to Board approval. Any changes to the curriculum will be presented to central administration. If approved at the central level, such changes will then be presented to the Board.

Professional development activities for teachers will be provided using research-based approaches to teaching and methods to effectively assess and evaluate students' progress.

## THE TESTED CURRICULUM EVALUATION

District staff shall design and use a variety of evaluative approaches to determine the effectiveness of the written curriculum, the curriculum applied in the classroom, and the impact of instructional programs.

Teachers will conduct frequent student assessment on the curriculum objectives with teacher-made tests and criterion-referenced tests to determine patterns of student achievement. Teachers, administrators, and central administration shall use the assessment results to monitor the achievement of individual students and of student population groups, to identify student achievement trends, and to modify curriculum and instruction.

## ROLES AND RESPONSIBILITIES

BOARD OF TRUSTEES	<p>The Board shall:</p> <ol style="list-style-type: none"><li>1. Adopt multiple instructional resources for teacher use within the constraints of state laws and SBOE rules.</li><li>2. Provide funding for staff development that focuses on curriculum, instruction, and increased student achievement.</li><li>3. Communicate its curricular expectations to the public.</li><li>4. Fund, through the budget process, adequate resources to implement District curriculum.</li></ol>
SUPERINTENDENT	<p>The Superintendent shall:</p> <ol style="list-style-type: none"><li>1. Implement the policy of the Board.</li><li>2. Annually report to the Board on the implementation.</li><li>3. Ensure that a functional decision-making structure is in place.</li></ol>
DEPUTY / ASSOCIATE SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION	<p>The deputy/associate superintendent for curriculum and instruction shall:</p> <ol style="list-style-type: none"><li>1. Ensure a strategic plan for curriculum development, review, and revision.</li><li>2. Implement the strategic plan, providing technical expert assistance as required.</li><li>3. Assist principals in the monitoring of the District's curriculum.</li></ol>
PRINCIPAL	<p>The principal shall:</p> <ol style="list-style-type: none"><li>1. Monitor the implementation of the curriculum.</li><li>2. Imbue staff members with the importance of effective curriculum and instructional practices.</li><li>3. Observe classes, monitor lessons, and evaluate assessment materials.</li><li>4. Use the PDAS system strategies to monitor classroom instruction.</li></ol>
TEACHER	<p>The teacher shall:</p> <ol style="list-style-type: none"><li>1. Teach grade-level or course content using the District curriculum.</li><li>2. Frequently assess student mastery of the TEKS objectives.</li><li>3. Participate in curriculum development activities.</li></ol>
RESOURCES	<p>The Board shall allocate resources to develop, implement, and evaluate a curriculum to achieve the District's Initiatives for Student Success.</p>
PUBLICATIONS	<p>All District instructional publications developed locally or obtained from state agencies or other publishers in the name of the District shall be the property of the District and shall not belong to an individual teacher or administrator. Such</p>

publications shall remain in the District upon termination of employment of any employee to whom publications have been assigned.

PROFESSIONAL  
DEVELOPMENT

Appropriate professional development regarding curriculum documents and the integration of multicultural information and inclusive strategies for all students shall be provided in the development, revision, and adaptation process and in the actual effective utilization of the documents. [See policies DMA, DMD, and DME]

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The General Superintendent shall be responsible for the development, implementation, and delivery of District curriculum.

The General Superintendent shall issue District regulations, as deemed necessary, to ensure the proper implementation of state and local Board policies regarding the basic instructional program, as well as special programs, and extended instructional programs.

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ELEMENTARY  
SCHOOLS

Each elementary school shall maintain a balanced curriculum offering, including English language arts, science, mathematics, social studies, art, drama, music, health, physical education, and, if desired, foreign languages. [See EHAB]

Career education, drug education, and safety education shall be integrated into all areas of the program. Bilingual education is offered in accordance with appropriate statutes. The District exceeds the minimum requirements of the law. [See EHBE]

Citizenship, conservation of natural resources, and understanding of the free enterprise system shall be correlated with instruction in curriculum offerings.

MIDDLE  
SCHOOLS

The learning continuum concept of schooling, which is the basis of current efforts toward continuous progress, has perhaps greatest significance for the middle of the span.

In this segment are found learners whose range of progress on the continuum reaches almost to both extremes. A look at learners passing from childhood to adolescence reveals a great variety of individual differences, and program planning should provide learning opportunities of a very wide range. Some of the features common to middle schools are listed below:

1. A program of learning opportunities that tries to give balanced attention to three major purposes of schooling:
  - a. Personal development centering around physiological changes and the related psychological development.
  - b. Skills of continued learning, some of them begun in the elementary school, but all requiring much instruction for most students in the middle school years.
  - c. Use of organized knowledge, the purpose that has typically dominated, if not almost excluded, other purposes in the junior and senior high schools.
2. Middle schools cannot allocate five/sixths of their time to academic subjects and expect the adolescent to be achieving satisfactory development of the interests, attitudes, values, and skills needed far more than the typically taught content of the standard subject curriculum. The middle school shall utilize some forms of:
  - a. Flexible grouping and scheduling designed to facilitate the shifting from one instructional goal to another, appropriate placement of learners, and full use of large-group, small-group, and individual instruction. These characteristics are more readily achieved if the teaching team has common planning space, minds that are open, control of its schedule, and the principal's help in making use of



- these possibilities.
- b. An instructional system that focuses on and evaluates progress and embraces individually prescribed instruction for appropriate areas and purposes. Accompanying this instructional system are many curriculum options to assist students in defining interests and achieving success.
  - c. Interdisciplinary team teaching to facilitate planning and execution of instruction based on student needs and teacher competence. This plan would not be the "turn teaching" frequently occurring in team arrangements, but a cooperative planning, teaching, and evaluating system.
  - d. A homebase teacher for every student to provide for continuous observation, guidance, and assistance to provide optimal learning opportunities. Homebase guidance and counseling activities shall be included in the schedule on a regular basis.

HIGH SCHOOLS    The curriculum for high school students shall be in accordance with state law and TEA guidelines. [See EHAC and EIED]

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REQUEST FOR  
PROGRAM

If the parents or guardians of at least 22 students at a school request a transfer for the same school year to another school in the District for the purpose of enrolling in an educational program offered at that school, the District shall offer such a program, beginning with the following school year, at the school from which the transfers were requested. The program may be offered by teleconference.

"Educational program" means a course or series of courses in the required curriculum other than a fine arts course or a career and technology course.

*Education Code 28.003*

PARENTAL  
REQUESTS

A parent is entitled to request, with the expectation that the request will not be unreasonably denied:

1. The addition of a specific academic class in the course of study of the parent's child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class.
2. That the parent's child be permitted to attend a class for credit above the child's grade level, whether in the child's school or another school, unless the Board or its designated representative expects that the child cannot perform satisfactorily in the class.

The decision of the Board concerning such a request is final and may not be appealed. [See FNG]

*Education Code 26.003(a)(3)(A)(B), (b)*

VIDEOTAPE OR  
RECORDING

A District employee is not required to obtain the consent of a child's parent before the employee may videotape the child or record the child's voice if the videotape or recording is to be used only for a purpose related to regular classroom instruction. *Education Code 26.009(b)(3)*

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DISTRICT  
CURRICULUM

The basic instructional program for the District shall be in accordance with TEA guidelines and is described in the District's curriculum management system. Curriculum areas include the foundation curriculum and the enrichment curriculum [see EHAA (LEGAL)], and course requirements [see EHAC(LEGAL)].

The curriculum shall be the guide for providing quality public education in the District. Designed to inform parents, students, administrators, and teachers about what is to be taught, it shall serve as a guide for teachers in planning instruction and informing administrators about the kinds of leadership, facilities, and materials they must provide to support learning.

The curriculum is an outline of the basic kindergarten-grade 12 educational program with an outline of learning objectives at each level. This step-by-step description is intended to provide consistency in instruction from teacher to teacher and from school to school. Through a variety of materials and resources, administrators and teachers use the curriculum as a skeleton upon which to mold an enriched and pluralistic learning program for all students.

Extensive teacher involvement has also resulted in the development of instructional materials that complement each goal. These supportive materials are ideas and suggestions that can be used in the classroom to help each student attain or exceed expected learning levels.

As the learning needs of students continue to change and teachers continue to find new and better instructional approaches, the objectives and accompanying materials will continuously be updated and improved.

In order to provide a well-balanced instruction program for each student, career education, multicultural activities, and bilingual instruction shall be interwoven throughout all curriculum areas, as is emphasis on art, music, drama, health education, and citizenship.

EMPLOYMENT OF  
BILINGUAL TEACHERS

It will be the responsibility of the employment specialist in the Human Resource Services Department to ensure that newly hired prekindergarten-grade 6 bilingual teachers are assigned on a priority-based system established by the Multilanguage Enrichment Program. Principals will make final selections of teachers adhering to the established staffing plan.

NEW COURSES

When deemed necessary, the General Superintendent shall cause new courses to be instituted in the individual schools after appropriate

investigation and planning. New courses shall be instituted in the individual schools or system-wide on approval of the General Superintendent.

## PREKINDERGARTEN

The District shall operate a prekindergarten program for eligible four-year-olds in accordance with statutory and State Board requirements. Students enrolled in the prekindergarten program shall be subject to all District policies, just as other students are.

A prekindergarten student with more than five unexcused absences may be dropped from the program if other eligible children are on the waiting list for enrollment.

The District shall not provide transportation. Transportation is the responsibility of the parents. Parents who do not deliver or pick up their children on time will be notified in writing of their responsibility. If a parent is reminded of the violation more than five times within a semester, the child shall be dropped from enrollment.

[See also EC, EHAB, FD]

## MULTICULTURAL / MULTIETHNIC EDUCATION

In an effort to provide all students with a quality education that enables them to achieve to their potential, and fosters an appreciation of and respect for the values of a pluralistic society, the General Superintendent shall develop and maintain a new culture of schooling characterized by multicultural, multiethnic, and multilingual features that shall include:

1. The incorporation of cultural pluralism as part of the underlying foundation or basic framework for the District, including subject-matter content, teaching and learning strategies, goals and objectives, classroom climates, and assessment of the performances of students and teachers.
2. The equal-status treatment of the life experiences, cultures, and perspectives of culturally diverse groups.
3. The integration of principles of cultural pluralism into all decisions about curriculum and instruction.
4. The development of alternative structures that reflect cultural, racial, social, gender, and ethnic pluralism.
5. A program of learning opportunities that gives balanced attention to practices to celebrate cultural pluralism.
6. District governance representation in state level textbook or other curriculum forums.

## CURRICULUM / INSTRUCTIONAL MATERIALS

The District's curriculum shall provide a knowledge base that reflects the achievement of all cultural and ethnic groups, and provide a more accurate base of information through the inclusion of diverse historical figures and perspectives. Materials developed shall address each instructional area-reading, language arts, mathematics, social studies, science/health, physical education, fine arts-in terms of program philosophy, goals, student activities, modes of learning, grouping for instruction, and assessment practices.

Criteria for selection of instructional materials other than textbooks are set for the District in each discipline. They are provided to each campus annually.

Textbook selection shall follow approved policy EFAA(LEGAL) and (LOCAL). Procedures are outlined in EFAA(REGULATION).

CULTURAL HERITAGE  
OBSERVANCES Numerous opportunities shall be provided that extend and enrich student, staff, and community awareness of the cultures represented in our student population.

District cultural heritage observances and celebrations-local campus, central, and community-sponsored events inclusive of the diversity of the District and city diversity.

INTERDEPARTMENTAL  
PARTICIPATION All District departments shall participate in supporting the multicultural, multiethnic educational plan in the integral roles they perform in providing support to the teaching/learning process.

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PURPOSE

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. The District shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, the District shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

The District shall ensure that all children in the District participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

REQUIRED  
CURRICULUM

A district that offers kindergarten through grade 12 shall offer the following as a required curriculum:

FOUNDATION  
CURRICULUM

1. A foundation curriculum that includes:
  - a. English Language Arts and reading;
  - b. Mathematics;
  - c. Science; and
  - d. Social studies, consisting of Texas, United States, and world history; government; and geography. *Education Code 28.002(a)(1); 19 TAC 74.1(b)*

ENRICHMENT  
CURRICULUM

2. An enrichment curriculum that includes:
  - a. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the District may offer an elective course in the language;
  - b. Health;
  - c. Physical education;
  - d. Fine Arts;
  - e. Economics, with emphasis on the free enterprise system and its benefits;

- f. Career and technology education; and
- g. Technology applications. *Education Code 28.002(a)(2); 19 TAC 74.1(c)*

The District may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.004(f); 19 TAC 74.1(b)*

**EXTENSION** Until September 1, 2005, the District may apply for an extension to comply with the rules adopted by the State Board of Education implementing the enrichment curriculum. *Education Code 28.002(c-1)*

**LOCAL INSTRUCTIONAL PLAN** The District's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. The District is encouraged to exceed minimum requirements of law and State Board rule. *Education Code 28.002(g)*

**SCHOOL HEALTH ADVISORY COUNCIL** The Board shall establish a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of council]

**DUTIES**

The council's duties include recommending:

1. The number of hours of instruction to be provided in health education;
2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and Type II diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco;
3. Appropriate grade levels and methods of instruction for human sexuality instruction; and
4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:
  - a. School health services;
  - b. Counseling and guidance services;
  - c. A safe and healthy school environment; and
  - d. School employee wellness.

*Education Code 28.004(c)*

**CONTENT OF HUMAN SEXUALITY INSTRUCTION** The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the local school health advisory council. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective

in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;

4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

*Education Code 28.004(e)*

CONDOMS The District may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

SEPARATE CLASSES If the District provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FBA regarding single-sex classes under Title IX]

NOTICE TO PARENTS The District shall notify a parent of each student enrolled in the District of the basic content of the District's human sexuality instruction to be provided to the student and of the parent's right to remove the student from any part of that instruction. *Education Code 28.004(i)*

AVAILABILITY OF MATERIALS The District shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFAA regarding selection of curriculum materials for human sexuality instruction]

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BASIC INSTRUCTIONAL PROGRAM:  
REQUIRED INSTRUCTION (ELEMENTARY)

EHAB  
(LEGAL)

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ESSENTIAL  
KNOWLEDGE  
AND SKILLS

The District that offers kindergarten through grade 5 must provide instruction in the required curriculum as specified in 19 TAC 74.1 (relating to Essential Knowledge and Skills).

The District shall ensure that sufficient time is provided for teachers to teach and students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English.

*19 TAC 74.2*

COORDINATED  
HEALTH  
PROGRAMS FOR  
ELEMENTARY  
STUDENTS

TEA shall make available to the District one or more coordinated health programs designed to prevent obesity, cardiovascular disease, and Type II diabetes in elementary school students. Each program must provide for coordinating health education, physical education and physical activity, nutrition services, and parental involvement. *Education Code 38.013*

Not later than September 1, 2007, the District shall participate in appropriate training to implement TEA's coordinated health program and implement the program in each elementary school in the District. *Education Code 38.014*

DAILY  
PHYSICAL  
ACTIVITY

All students enrolled in full-day kindergarten or grades 1-6 in an elementary school setting are required to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly under the following conditions:

1. Participation must be in a Texas Essential Knowledge and Skills (TEKS)-based physical education class or a TEKS-based structured activity; and
2. Each district shall establish procedures for providing the required physical activity that must consider the health-related education needs of the student and the recommendations of the local health advisory council.

A student who is unable to participate in daily physical activity because of illness or disability is exempt from this requirement.

*Education Code 28.002(l); 19 TAC 74.32*

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**currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

	<p>Courses in the foundation and enrichment curriculum in grades 6-12 must be provided in a manner that allows all grade promotion and high school graduation requirements to be met in a timely manner. The District is not required to offer a specific course in the foundation and enrichment curriculum except as specified in 19 TAC 74.3. <i>19 TAC 74.3(c)</i></p>
GRADES 6-8	<p>A district that offers grades 6-8 must provide instruction in the required curriculum as specified in 19 TAC 74.1, relating to essential knowledge and skills. The District shall ensure that sufficient time is provided for teachers to teach and for students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English. <i>19 TAC 74.3(a)</i></p>
COORDINATED HEALTH PROGRAM	<p>TEA shall make available to the District one or more coordinated health programs designed to prevent obesity, cardiovascular disease, and Type II diabetes in elementary, middle, and junior high school students. <i>Education Code 38.013</i></p> <p>Beginning with the 2006-07 school year, the District shall participate in appropriate training to implement TEA's coordinated health program and implement the program in each middle and junior high school in the District. <i>Education Code 38.014</i></p>
HIGH SCHOOL COURSES AT EARLIER GRADES	<p>The District may offer courses designated for grades 9-12 in earlier grade levels. <i>19 TAC 74.26(b)</i></p> <p>*(Optional provision)</p>
GRADES 9-12 COURSE OFFERINGS	<p>A district that offers grades 9-12 shall provide instruction in the required curriculum as specified in 19 TAC 74.1, relating to the essential knowledge and skills. The District shall ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. <i>19 TAC 74.3(b)(1)</i></p> <p>The District shall offer the courses listed below in grades 9-12 and shall maintain evidence that students have the opportunity to take these courses:</p> <ol style="list-style-type: none"><li>1. English language arts - English I, II, III, IV.</li><li>2. Mathematics - Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications.</li><li>3. Science - Integrated Physics and Chemistry, Biology, Chemistry, and Physics. Science courses shall include at least 40 percent hands-on laboratory investigations and field work using appropriate scientific inquiry.</li><li>4. Social studies - United States History Studies Since Reconstruction, World</li></ol>

- History Studies, United States Government, and World Geography Studies.
5. Economics - Economics with Emphasis on the Free Enterprise System and Its Benefits.

Beginning with the 2006-07 school year, the District shall incorporate instruction in personal financial literacy into any course meeting a requirement for an economics credit, using materials approved by the State Board of Education. *Education Code 28.0021*

6. Physical education - Foundations of Personal Fitness and at least two of the following:
  - a. Adventure/Outdoor Education;
  - b. Aerobic Activities;
  - c. Individual Sports; or
  - d. Team Sports.
7. Health education - Health I.
8. Fine arts - courses selected from at least two of the four fine arts areas (art, music, theatre, and dance) as follows:
  - a. Art I, II, III, IV;
  - b. Music I, II, III, IV;
  - c. Theatre I, II, III, IV; or
  - d. Dance I, II, III, IV.
9. Career and technology education, taught on a campus in the District with provisions for contracting for additional offerings with programs or institutions as may be practical. [See EEL] - courses selected from at least three of the eight career and technology areas, as follows:
  - a. Agricultural science and technology education;
  - b. Business education;
  - c. Career orientation;
  - d. Health science technology education;
  - e. Family and consumer sciences education/home economics education;
  - f. Technology education/industrial technology education;
  - g. Marketing education; and
  - h. Trade and industrial education.
10. Languages other than English - Levels I, II, and III of the same language.
11. Technology applications - at least four courses selected from Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications.
12. Speech - Communications Applications.

*19 TAC 74.3(b)(2)*

The District must provide each student the opportunity each year to select courses in which he or she intends to participate from a list that includes all courses listed above. If the District will not offer all required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact. *19 TAC 74.3(b)(2)*

The District shall teach any course a student is required to take for graduation or any course in which ten or more students indicate they will participate. For those courses in which fewer than ten students indicate that they will participate, the District shall either teach the course or use alternate delivery systems, as described in 19 TAC, Chapter 74, Subchapter C, to provide the course and shall maintain evidence thereof. *19 TAC 74.3(b)(4)*

The District may offer additional courses from the complete list of courses approved by the State Board of Education to satisfy graduation requirements. *19 TAC 74.3(b)(3)*

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GRADES (6)7-8 The District shall ensure that the developmental and instructional needs of adolescent youth are addressed through the basic instructional program by implementation of the following essential components:

1. Organizational structure that includes a pod/interdisciplinary team arrangement for students and teachers; an advisor-advisee program; administrator and counselor support for each pod/team.
2. Provision for an exploratory elective program to complement the basic instructional program.
3. An intramurals program for the inclusion of all students focusing on the physical fitness and cooperative interaction of students.
4. Establishment of parent centers, parent education programs, and/or other programs to increase the involvement of parents in the educational program.
5. Inclusion of grade 6 in the middle school campus or a satellite program on the feeder campus where there is substantial parental and community support for such emphasis and inclusion.
6. A strong Districtwide and campus-based staff development program to undergird the middle years programmatic emphasis.
7. An emphasis on community service projects and activities to support the school's responsibility for citizenship and civic education.

GRADE 6 AT MIDDLE SCHOOL The District shall ensure that sufficient time is provided for teachers to teach and students to learn the essential elements/Texas Essential Knowledge and Skills. The District shall require, and each student shall take, the following units:

			Unit
	1.	English Language Arts	1
	2.	Reading	1
	3.	Science	1
	4.	Mathematics	1
	5.	Social Studies	1
	6.	Physical Education	0.5
	7.	Fine Arts-(art, theater arts, or music)	0.5

GRADES 7-8 The District shall ensure that sufficient time is provided for teachers to teach and students to learn the essential elements/Texas Essential Knowledge and Skills. In grades 7-8, students shall take a minimum of 14 total units. The District shall require, and each student shall take, the following:

			Unit
	1.	English Language Arts Limited English Proficient Students shall receive English Language Arts instruction through an English for Speakers of Other Languages (ESOL) class.	2
	2.	Mathematics	2
	3.	Science 7	1
	4.	Science 8	1
	5.	Physical Education Competitive athletics scheduled during, before, or after school may substitute for the unit of physical education. Competitive athletics may substitute either year for physical education for not more than one period during the regular school day. Students shall not enroll in more than one athletic or physical education period during the regular school day.	1
	6.	Texas Studies (grade 7)	1
	7.	United States Studies (grade 8)	1
	8.	Computer Literacy Students who demonstrate mastery of the essential elements/TEKS of computer literacy on an assessment instrument approved by the Instructional Technology Applications Department may be exempted from the 1/2-unit course.	0.5
	9.	Reading Reading units depend on the student's reading level according to standardized achievement tests, standardized assessment instruments, and additional information, such as teacher observation. The course(s) shall be taken in place of electives.	0, 1, or 2
	10.	Electives from state-approved courses for grades 7-8, sufficient to complete 12 of the required 14 units.	

**HIGH SCHOOL COURSES AT GRADES 7-8**

The District may offer courses designated for grades 9-12 in grades 7-8 and shall verify that students who take these courses have satisfactorily completed the prerequisite grades 7-8 essential elements/TEKS. The academic achievement record shall reflect that the student has satisfactorily completed the courses in grades 7-8 and has been awarded state graduation credit.

**GRADES 9-12**

See EIF(LOCAL) and EIF(EXHIBIT) for high school graduation requirements.

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**manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**



DRIVER  
EDUCATION

Driver education is limited to eligible students who are between the ages of 14 and 18 years of age, who are at least 14 years of age at the time the driver education classroom phase begins and who will be 15 years of age or older when the behind-the-wheel instruction begins. Students officially enrolled in school who are 18-21 years of age may attend a teenage driver education program. *Education Code 29.902; 19 TAC 75.1005(i)*

LIFE SKILLS  
PROGRAMS

The District may provide an integrated program of educational and support services for students who are pregnant or who are parents. If the District provides such a program, the program shall include all of the following:

1. Individual counseling, peer counseling, and self-help programs.
2. Career counseling and job readiness training.
3. Day care for the students' children on the campus or at a day-care facility in close proximity to the campus.
4. Transportation for children of students to and from the campus or day-care facility.
5. Transportation for students, as appropriate, to and from the campus or day-care facility.
6. Instruction related to knowledge and skills in child development, parenting, and home and family living.
7. Assistance to students in the program in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs.

The District shall solicit recommendations for obtaining community support for the students and their children in the life skills programs.

The District may operate a shared services arrangement program to operate a life skills program for student parents.

*Education Code 29.085 [See EHBC(LEGAL), FNE(LEGAL)]*

LOCAL CREDIT  
COURSES

The District may offer one or more courses in addition to those in the required curriculum for local credit. The State Board of Education shall be flexible in approving such courses for credit for high school graduation. *Education Code 28.002(f) [See EIF]*

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SENIOR HIGH  
SCHOOL  
ELECTIVE  
COURSES

Admission to specified elective courses in grades 9-12 shall require prerequisite courses or teacher recommendations. Achievement records including information from the student's cumulative card shall be used by counselors as a basis for guidance and placement. If a student's parents insist that the student be admitted to a course without the specified prerequisite or teacher recommendation, the student shall be enrolled only after appropriate counseling by the student personnel committee and upon approval of the principal.

'COOPERATIVE  
EDUCATION'  
DEFINITION

"Cooperative education" is a method of instruction in career and technology education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related career and technology instruction, and by alternative study in school with a job in an occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability.

OPERATIONAL  
PROCEDURES

Cooperative education training plans shall be developed by the cooperative training teacher/coordinator in consultation with the persons responsible for providing on-the-job training experiences to the student involved. Training stations shall be in business, industry, and governmental agencies and shall provide each student with a broad range of curriculum-related training experiences. The approved training plans shall be based on competency statements that address the appropriate essential elements.

The following shall apply:

1. Each student, while enrolled in a cooperative education program, must be employed part-time in one of the approved occupations listed under the appropriate program of career and technology education. To receive three units of credit, a student must be employed 15 hours per week. At least ten of the required 15 hours must be during the school week. A student may be counted as an eligible student from the date of enrollment provided the student has begun work at an approved training station within ten instructional days and a training plan is on file with the local education agency within 15 instructional days of the first day of work.
2. Cooperative education program units must include teachers assigned to cooperative education program units who shall:
  - a. Visit each student training station at least six times each school year, including at least one visit during each student grading period; and,
  - b. Be assigned a minimum of two class periods each day for the purpose of supervising the on-the-job training of students enrolled.

Up to two hours of on-the-job supervision per day may be counted as

teaching to meet the minimum teaching duty requirements in the Texas Education Code §13.907.

3. To ensure a total utilization of mandated curriculum and the inclusion of essential elements approved by the State Board in full and proper scope and sequence, students enrolled in first and second year programs and/or different co-op programs must be placed in separate classes.
4. Total enrollment for each co-op program should not exceed 45 eligible students and should not fall below 30. Additional students may be scheduled at the beginning of the second semester if needed.
5. Cooperative education teachers meeting the maximum enrollment required may not be assigned additional academic classes.
6. Cooperative education teachers may be assigned a "0" period related training class. Also, teachers may be assigned a fourth period class. This will permit the flexibility of placing students in a.m. training stations and allowing students to attend academic classes during periods four through seven.
7. Students must be at least 16 years of age to enroll in cooperative education programs.
8. To be considered eligible to receive state-approved credits and be counted for funding purposes, a student must have an approved training plan on file in the District's career and technology office within 15 instructional days of the first day of work.

#### TRAINING PLAN

9. An approved training plan (VOC-044) shall be required for each eligible student enrolled in a vocational cooperative training program.
10. The training plan must bear the original signatures (student, parent or guardian, employer, teacher-coordinator), must be legible, and must meet minimum program standards for approval. One copy of the approved training plan shall be on file with the District's career and technology office, one copy shall be given to the training sponsor, one copy given to the student, and one copy kept on file in the classroom.

#### ESSENTIAL ELEMENTS

11. Each occupational training objective with essential elements must include those essential elements on the training plan.

#### RELATED STUDY ASSIGNMENTS

12. Related study assignments should include only those topics or subjects related to or paralleling the experiences in the specific or related training column. The assignments should also address areas such as related math, science, drawing, safety practices and procedures, and operating principles and processes related to the occupation.
13. District-approved curriculum and time guidelines must be followed in all cooperative education programs.
14. Securing job interviews and placement at a training station is the sole responsibility of the teacher-coordinator. The student-trainee is expected to meet scheduled interviews or other appointments on time. Students may be employed when they enroll in cooperative education; however, being employed and/or securing their own training stations may not be used as the sole criterion for students to enter a cooperative program.
15. Transportation to and from job interviews or training stations will be the responsibility of the student or parent.
16. Students not employed in an approved training station at the beginning of

the school year will be scheduled in temporary alternative subjects during the afternoon hours normally assigned as a cooperative practice. The cooperative education teacher, working in conjunction with these teachers and with approval of the building administrator, may schedule interviews during this time frame for the first ten instructional days of the school year. After the end of the ten-day period, the temporary assignment may become permanent and the student may be rescheduled from the one hour related class. Also, no student may be enrolled in a cooperative education program after ten instructional days from the opening date of school, with the exception of transfer students and/or first-time enrollees.

17. Cooperative career and technology education programs are two-phase programs (classroom and on-the-job training); the student-trainee must do creditable work in both areas to receive credit for the course. The on-the-job activities must be included (25 percent minimum - 33 percent maximum) in determining a student's grade each six-week reporting period. This grade shall be computed from the District's approved employer grading report, signed by the participating employer, and retained in the student's permanent folder.
18. The number of hours worked on the job and the actual number of classroom contact hours, including academic and related classes, may not exceed 40 hours, Monday through Saturday.
19. Coordinators must secure training sponsors for students to ensure that a minimum of ten of the 15 required hours students work on the job will be during the regular school week. No hours worked on Sundays and hours worked after 7:30 p.m., Monday through Friday, may be counted towards the 15 hour minimum.
20. Student-trainees will remain at the same training station during the period of enrollment unless the teacher-coordinator approves a change of station. Any student who quits a job without permission from the teacher-coordinator or is dismissed for sufficient reason will receive a failing grade for the grading period involved. A student receiving a failing semester grade in cooperative education will be dropped from the program at the end of the semester in which the violations occurred.
21. Both the school and the training sponsor must be notified early each day in case of absence.
22. The following situations may constitute grounds for removal from the cooperative career and technology education course:
  - a. Failure of any subject due to absenteeism per District policy.
  - b. Reporting for work on a day when the student-trainee is absent from school and not reporting to work if scheduled to work unless the absence is approved in advance by the teacher-coordinator.
23. Students on administrative removal from school shall not be permitted to work during this same period of time, with the exception of those removed for nondisciplinary reasons and with specific approval of the building administrator.
24. Student-trainees shall accept constructive suggestions from the teacher regarding grooming and suitability of dress for employment.
25. Student-trainees shall follow the rules and policies of the school and place of employment.
26. Student-trainees shall keep their teachers informed of circumstances that

may affect their performance on the job or at school.

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CAREER AND  
TECHNOLOGY  
EDUCATION

Inventories for the career and technology program shall be taken in accordance with the following guidelines:

INVENTORIES

1. At the close of school each year, each instructor of career and technology education classes shall submit a report of supplies on hand to the building principal.
2. At the close of the school year, each instructor of career and technology education classes shall submit a complete inventory to the building principal.
3. No equipment may be deleted or transferred from the inventory of any school within the District without the prior approval of the administrator for career and technology education.

MAINTENANCE

Maintenance requests for career and technology education classes shall be sent to the appropriate instructional specialist for further coordination with the maintenance department. If at any time tools, machines, or equipment cannot be repaired, it shall be the responsibility of the administrator for maintenance to inform the administrator for career and technology education.

PURCHASING

Purchasing for the career and technology education program shall be handled in accordance with the following guidelines:

1. Requests for purchasing expendable supplies and small tools for career and technology education classes shall be sent directly to the career and technology education department.
2. Requests for purchasing major equipment for career and technology education classes shall be sent directly to the appropriate instructional specialist in the career and technology education department.
3. Instructors shall not make purchases directly from companies for resale to students. All purchases shall be made through the purchasing department.
4. Purchase of hardware for projects, such as hinges, stops, pulls, catches, and decorations, shall be made elsewhere by the students.

MONIES  
COLLECTED /  
RECEIPTS

Teachers of career and technology education classes shall issue District-approved receipts for all monies collected. One copy shall be given to the payee, one copy shall be turned in with the collected monies, and one copy shall be kept by the instructor for auditing purposes. Collection of monies from sale of expendable supplies, or from pre-employment lab repairs, services, or projects, shall be in accordance with the following guidelines:

1. A strict accounting shall be made of all monies collected. Monies collected for expendable supplies shall be turned in to the principal's office and returned to the District treasurer's office along with deposit slip

A-11, indicating object code 5742 and the appropriate sub-object code. Principals shall issue District-approved receipts to teachers for all monies collected.

2. A credit deposit shall be collected from each student in courses utilizing projects for personal ownership. Unused portions of said deposit shall be refunded to students who check out of school before semester's end.
3. On a project costing \$20 or more, a deposit of 75 percent of the anticipated cost is required.
4. Projects for personal ownership shall be completely paid for before being removed from the respective facilities.
5. At the end of each semester, all unclaimed, unpaid-for projects may be sold as salvage. These monies and profits derived from the sale of projects or services shall be deposited in the school activity fund and directly utilized to support the career and technology education-related youth organization activities.
6. At the end of the school year, those career and technology education instructors who have collected monies throughout the year shall submit form #7, "Record of Money Collected," to the administrator for career and technology education.
7. Charges for services rendered by any trade and industrial pre-employment lab program should not exceed a maximum of ten percent of the total cost of all materials used for repair, services, or projects.
8. Work for skill training purposes in all pre-employment lab programs should come from walk-in traffic only. Work should never come from like businesses or anyone operating a part-time or full-time business, insurance company, or insurance adjuster.

**LOST OR  
DESTROYED  
EQUIPMENT**

Students or their parents shall be expected to pay for equipment lost or maliciously destroyed, in accordance with FNCB. The charge shall be the amount the school paid for the item.

**KEYS**

A deposit may be assessed each drafting student for the purpose of replacing broken or lost keys to storage equipment drawers. If no replacements have to be made, the deposit shall be returned to the students at the end of the year. All teachers of shop and drafting classes shall have possession of shop keys at all times. Students shall not be allowed to use these keys.

**FACILITIES**

Career and technology education facilities shall be used only in accordance with the following guidelines:

1. Career and technology teachers shall not be permitted to use the shop, equipment, or materials of the District for the sole purpose of personal gain.
2. Teachers shall not, under any conditions, use supplies and materials allowed in the budget to make racks, fixtures, built-in cabinets, or other items of equipment. These items must be approved in the budget.
3. Teachers shall devote all of their time toward instruction or project-making only for the students in their classes. No outsider or school personnel should ask permission of the shop teacher to make projects or perform maintenance jobs.
4. School service jobs of any kind are discouraged. This type of maintenance shall be passed on by the budget committee each year before any such



service is begun.

**YOUTH  
ORGANIZATIONS:  
CAREER /  
TECHNOLOGY  
EDUCATION**

**GOALS** The District shall continue to strengthen its youth organization activities in career and technology programs by providing urban youth equal opportunities for active participation in career and civic awareness, personal growth, and leadership development.

**PROCEDURES** Supporting the above District priority goals of viable youth organizations in urban schools are the National Advisory Council for Career and Technology Education, the U.S. Department of Education, TEA, educators, and local community groups. For this goal to be implemented in the District, the following shall occur:

1. Each program in the career and technology educational department shall have an organized, active, affiliated youth organization as an integral functional part of the curriculum of that program.
2. Each teacher shall actively support and provide leadership and guidance in the development and continuing activities of the youth organization that relates to this specific teaching area.

**DRIVER SAFETY  
EDUCATION** The following regulations shall apply to classroom instruction of driver education:

- CLASSROOM  
INSTRUCTION**
1. Classroom instruction shall be available to all eligible students in the District.
  2. The classroom phase of driver education shall be offered before or after school. Students must turn 15 years of age before the last day of classroom instruction.
  3. The theory course in attitudes, habits, and driving courtesy shall be taught by an instructor with a TEA-approved driver training certificate.
  4. Driver education shall not be compulsory, and students shall receive no credit for the course.
  5. A statement must be attached to the certificate, showing the number of hours completed.
  6. Driver education instructors shall be working in all high schools during the school year to organize classes, simulation, and in-car instruction. Principals shall notify the office of the driver education director as to authorized staff and scheduling of driver education classes.

**IN-CAR  
INSTRUCTION** In-car instruction shall be available to all eligible students.

**SIMULATOR** The simulator may be used in conjunction with in-car instruction where enrollment justifies placing a simulator.

**DRIVER SAFETY  
EDUCATION IN  
SUMMER  
SCHOOL** The classroom phase of driver education, simulation, and in-car instruction shall be offered in the summer school. The program shall have the same requirements as during the regular school year.

STANDARDS	All phases of driver education must comply with the <i>Standards for an Approved Course in Driver Education for Texas Schools</i> established by TEA and the Department of Public Safety. These standards shall be available in the driver education office.
DRIVER EDUCATION FORMS	<p>Form DE-964E, Texas Driver Education Certificate, for driver's license purposes may not be duplicated. This certificate is awarded upon successful completion of the course.</p> <p>Form SO-30, Driver Training Certificate, for insurance purposes may be duplicated. Principals may issue a duplicate of form SO-30 to students who lose or misplace the original DE-964E form, and may fill in name, etc., after verification from the student's permanent record.</p>
JUNIOR RESERVE OFFICER TRAINING CORPS-JROTC	Citizens of the United States who are not less than 14 years of age and who are physically fit and formally enrolled in the high school shall be eligible for JROTC.
CREDITS	Students gain one credit per year as an elective substitute for physical education for the first two years in the JROTC program. Students electing to remain in the program for four years will be granted local credit.
REQUIREMENTS	Students must complete four semesters of JROTC once elected.
WITHDRAWAL AND DISCHARGE	<p>In exceptional and unusual cases, and for sufficient reasons, a member of the JROTC may withdraw from the program prior to completion of the two-year minimum requirement. Application for withdrawal shall be initiated in writing by the cadet concerned, setting forth the facts and circumstances on which the withdrawal is promulgated. Senior Army Instructors (SAIs) shall evaluate the validity of the facts and circumstances in which a request is submitted and endorse approval/disapproval to the school's principal, who in turn will take the necessary steps to execute the withdrawal.</p> <p>Discharge from the Cadet Corps shall be used only in the most serious and aggravated disciplinary cases and after all efforts of leadership have failed. Recommendations for discharge shall be submitted through the individual school principal and shall show action taken to resolve the situation prior to resorting to discharge. A complete record of a cadet's disciplinary problems and corrective countermeasures must be attached to the recommendation for discharge. A cadet shall be reduced to the lowest enlisted cadet grade before being discharged for cause as outlined above. All credit accrued in the JROTC program shall be forfeited if a cadet is discharged for cause prior to the completion of two academic years.</p> <p>Cadets classified as LET-3 (juniors) and LET-4 (seniors) shall forfeit all credit accrued beyond two academic years.</p>
OFFICERS	<p>The following regulations shall apply to officers in the JROTC program:</p> <ol style="list-style-type: none"> <li>1. The appointment, promotion, reduction, and acceptance of resignation of cadet officers shall rest with the Director of Army Instructors/JROTC District Coordinator, upon recommendation from the SAI.</li> <li>2. The appointment and reduction of noncommissioned officers and Private</li> </ol>

First Class shall rest with the SAI.

TRANSFER OF  
STUDENTS  
WITHIN THE  
DISTRICT

JROTC students attending District schools who transfer to other schools within the District for personal reasons or change of domicile do not incur any obligations of continuing in the JROTC program. Said students will carry over the credits earned for completion of one, two, or more years in the JROTC program.

CARE AND  
SAFEKEEPING OF  
ARMS,  
AMMUNITION,  
AND EQUIPMENT

The SAI is responsible for the accountability, safekeeping, and maintenance of government property assigned to his or her unit. The District authorities are required to provide a minimum of 350 square feet of space in each unit (school) for the storage of government property.

APPOINTMENT  
AND PROMOTION  
OF CADET  
OFFICERS

Cadet officers shall be appointed and promoted in accordance with the following steps:

1. Selection by the SAI.
2. Approval of the principal.
3. Recommendation by the SAI to the Army instruction coordinator with the prescribed data and showing the approval of the principal.

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DYSLEXIA AND RELATED DISORDERS	In accordance with a program approved by the State Board of Education, enrolled students shall be tested for dyslexia and related disorders at appropriate times and any student determined to have dyslexia or a related disorder shall be provided with treatment.
IDENTIFICATION	Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders. The District shall have a program for early identification, intervention, and support for students with dyslexia and related disorders. Each school shall provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. The Board shall ensure that procedures for providing appropriate instructional services to such students are implemented in the District.
NOTICE TO PARENTS	Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student.  The District shall inform parents and guardians of students eligible under the Rehabilitation Act of 1973, Section 504 [see FB] of all services and options available to the student under that statute.
PARENT EDUCATION	The District may provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing. Before any identification or assessment procedures are used selectively with an individual student, the District shall notify the student's parent, guardian, or other person standing in parental relation to the student.
READING PROGRAM	The District may purchase a reading program or develop its own reading program. Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components in the State Board dyslexia guidelines and in the professional development activities specified by the District- and/or campus-level committees.

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UPDATE 52  
EHB(LEGAL)-P

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CONTRACTED NONDISTRICT PERSONNEL	<p>The administration shall develop regulations to assure that appropriate practices are in place when nondistrict personnel are contracted and funded by a parent/guardian to provide related services to students who are eligible for special education or Section 504 accommodations.</p> <p>Any nondistrict personnel requesting to enter a district campus to provide professional services described in a student's individualized education plan (IEP) or Section 504 accommodations shall abide by all regulations.</p>
PRESERVICE REQUIREMENTS	<p>Such regulations shall assure that all such personnel are appropriately screened and cleared for contract with students and are appropriately trained to have contact with District students.</p> <p>Nondistrict personnel shall attend a District orientation training session. Those refusing to participate shall be subject to immediate removal from District facilities and termination of right of access to District campuses.</p> <p>Nondistrict professional personnel shall be subject to all established campus, District, state, and federal policies, regulations, procedures, and statutes.</p>
SUPERVISION OF NONDISTRICT PERSONNEL	<p>Nondistrict professional personnel providing services in accordance with the student's approved education program shall be subject to the authority of the campus principal or designee with regard to the implementation of the student's individualized education plan (IEP) or Section 504 accommodations. No practice and/or delivery of service may usurp the implementation of the IEP or the accommodation plan and must be scheduled to cause the least possible disruption for the student. No practice may disrupt or interfere with the school's instructional program. No practice and/or delivery of service may be provided to any student other than the assigned student.</p>
SERVICES NOT SPECIFIED	<p>Other than for services described in a student's individualized education plan (IEP) or Section 504 accommodation plan, nondistrict professional personnel may not be contracted by parents, campus-based personnel, or third parties to provide professional services, on a fee or non-fee basis, to a student or group of students during the school day.</p>

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**Note:** The policies in the EHBA series are statements of principles governing special education programs for Texas school districts. In no way are these policies intended to cover the entire scope and detail involved in administering any special education program or to substitute for individual programs or for policies concerning special education cooperatives.

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- NONDISCRIMINATION** No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any District service, program, or activity. *42 U.S.C. 12132; 29 U.S.C. 794; 34 CFR 104.4(a)* [See also FB]
- PROVISION OF SPECIAL EDUCATION** Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. *Education Code 29.003(a)*
- LEAST RESTRICTIVE ENVIRONMENT** The District shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. *20 U.S.C. 1412(5), 1413(a); 34 CFR 300.550*
- DEFINITIONS**
- "Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. *20 U.S.C. 1401(1); 34 CFR 300.5*
- "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device, as defined above. *20 U.S.C. 1401(2); 34 CFR 300.6*
- "Extended school year (ESY) services" are special education and related services that are provided to a child with a disability beyond the District's normal school year, in accordance with the child's individualized education program, and at no cost to the parents. The services shall meet TEA standards. *34 CFR 300.309(b); 19 TAC 89.1065*



"Free appropriate public education" means special education and related services that have been provided at public expense, under public supervision and direction, and without charge and that must meet standards set out by TEA and include an appropriate preschool, elementary, or secondary school education, and be provided in conformity with the student's individualized education program (IEP). *20 U.S.C. 1401(8); 34 CFR 300.13, 300.121(d)* [See EHBAB]

Four factors indicate whether an individualized education program is reasonably calculated to provide a meaningful educational benefit:

1. It is individualized on the basis of the student's assessment and performance;
2. It is administered in the least restrictive environment;
3. The services are provided in a coordinated and collaborative manner by the key "stakeholders"; and
4. Positive academic and nonacademic benefits are demonstrated.

*Cypress-Fairbanks Indep. Sch. Dist. v. Michael F.*, 118 F.3d 245 (5th Cir. 1997)

"Related services" means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education. The term also includes school health services, social work services in schools, and parent counseling and training. It includes the early identification and assessment of disabling conditions in children. In addition to the specific related services defined in federal regulations, related services include interpreting services for students who are deaf. Interpreting services include interpreting/transliterating receptively and expressively for persons who are deaf or hard of hearing. *20 U.S.C. 1401(22); 34 CFR 300.24; 19 TAC 89.1060*

"Special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education. *20 U.S.C. 1401(25); 34 CFR 300.26*

"Transition services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation. These activities must be based on the

individual student's needs, taking into account the student's preferences and interests. They must also include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. *20 U.S.C. 1401(30); 34 CFR 300.29*

DISCIPLINE

All disciplinary actions regarding students with disabilities shall be in accordance with federal requirements, Education Code Chapter 37, and 19 TAC 89.1053. *19 TAC 89.1050(g)* [See FOE]

ELIGIBILITY FOLDER

The District shall maintain an eligibility folder for each student in special education in addition to the student's cumulative record. The folder shall include, but need not be limited to, copies of referral data, documentation of notices and consents, evaluation reports and supporting data, ARD committee reports, and the student's IEP. *19 TAC 89.1075(a)*

PERSONNEL  
ASSIGNED TO  
VISUALLY IMPAIRED

If the District provides special education services to students with visual impairments, it shall have written procedures as required in Education Code 30.002(c)(10). *19 TAC 89.1075(b)*

SHARED SERVICES  
ARRANGEMENTS

The District may enter into a written contract to jointly operate its special education program. The contract must be approved by the Commissioner. *Education Code 29.007*

TRANSFER OF  
ASSISTIVE  
TECHNOLOGY  
DEVICES

TEA shall develop and annually disseminate standards for the District's transfer of an assistive technology device when a student with a disability using the device changes the school of attendance in the District or ceases to attend school in the district that purchased the device, and the student's parents, or the student if the student has the legal capacity to enter into a contract, agrees to the transfer. The device may be transferred to:

1. The school or District in which the student enrolls;
2. A state agency; or
3. The student's parents, or the student, if the student has the legal capacity to enter into a contract.

A transfer of an assistive technology device (ATD) shall be in accordance with a transfer agreement which incorporates the standards described in Education Code 30.0015(c), and which includes, specifically, the following:

1. The transferor and transferee must represent and agree that the terms of the transfer are based on the fair market value of the ATD, determined in accordance with generally accepted accounting principles.
2. The informed consent of the parent of the student with a disability for whom the ATD is being transferred must be obtained before the transfer of an ATD. The procedures employed by the District in obtaining such informed consent shall be consistent with the procedures employed by the District to obtain parental consent under 34 CFR 300.505. If the student has the legal capacity to enter into a contract, the informed consent may be obtained from the student. Consistent with 34 CFR 300.505(c), informed parental or adult student consent need not be obtained if the District can demonstrate

- that it has taken reasonable measures to obtain that consent, and the student's parent or the adult student has failed to respond. To meet the reasonable measures requirement, the District must use procedures consistent with those described in 34 CFR 300.345(d).
3. If the transfer is a sale, then the sale of the ATD shall be evidenced by a "Uniform Transfer Agreement" (UTA) which includes the following:
    - a. The names of the transferor and the transferee (which may be any individual or entity identified in Education Code 30.0015 [b]);
    - b. The date of the transfer;
    - c. A description of the ATD being transferred;
    - d. The terms of the transfer (including the transfer of warranties, to the extent applicable); and
    - e. The signatures of authorized representatives of both the transferor and the transferee.
  4. TEA shall annually disseminate to school districts the standards for the District's transfer of an ATD.

*Education Code 30.0015; 19 TAC 89.1056*

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

CHILD FIND	The District shall ensure that all children residing within the District who have disabilities, regardless of the severity of their disabilities, including those attending private schools, and who are in need of special education and related services are identified, located, and evaluated. The District shall have a practical method for determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services. This requirement applies to highly mobile children (including migrant and homeless children) and children who are suspected of being in need of special education but who are advancing from grade to grade. <i>20 U.S.C. 1412(a)(3), 1413(a); 34 CFR 300.125</i>
REFERRALS	Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the District's overall general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, District personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. <i>19 TAC 89.1011</i>
NOTICE OF RIGHTS	Before the District proposes or refuses to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free appropriate education to a student, the District shall provide written notice to the student's parent or guardian. <i>20 U.S.C. 1415(b)(3); 34 CFR 300.503(a)</i> [See EHBAD]
TESTS AND EVALUATION MATERIALS	The District shall ensure that tests and other evaluation materials used to assess a child are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so. Any standardized tests given to the child shall have been validated for the specific purpose for which they are used, administered by trained and knowledgeable personnel, and administered in accordance with any instructions provided by the producer of the tests. In addition, the District shall ensure that the child is assessed in all areas of suspected disability and that assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided. <i>20 U.S.C. 1414(b)(3); 34 CFR 300.532</i>
INITIAL	Before initially providing special education and related services to a child with

## EVALUATION

a disability, the District shall conduct a full and individual initial evaluation. Before the District conducts an initial assessment, it shall:

1. Give the child's parent prior written notice, which includes a full explanation of all procedural safeguards and describes any evaluation procedures the District proposes to conduct; and
2. Obtain parental consent for the evaluation.

Parental consent shall not be construed as consent for placement. If the parents refuse consent for the evaluation, the District may continue to pursue an evaluation by utilizing mediation and due process procedures. If a parent revokes consent, that revocation is not retroactive (that is, it does not negate an action that has occurred after the consent was given and before the consent was revoked). [See EHBD]

*20 U.S.C. 1414(a)(1), (b); 34 CFR 300.500(b)(1); 300.505; 300.531*

## TESTING PROCEDURES

The initial evaluation shall consist of procedures to determine whether a child is a child with a disability, as defined below at ELIGIBILITY, and to determine the educational needs of the child. In conducting the evaluation, the District shall:

1. Use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability, and the content of the child's individualized education program (IEP), including information related to enabling the child to be involved in and progress in the general curriculum;
2. Not use any single procedure as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and
3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
4. Use assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

*20 U.S.C. 1414(a)(1)(B); 34 CFR 300.320, 300.532*

## TIME LINE

A written report of a full and individual initial evaluation shall be completed not later than the 60th calendar day following the date on which the District, in accordance with 20 U.S.C. Section 1414(a), as amended, receives written consent for the evaluation, signed by the child's parent or legal guardian. The evaluation shall be conducted in accordance with federal and state law and using procedures that are appropriate for the student's most proficient method of communication. *Education Code 29.004*

On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. 1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, the District shall provide to the child's parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate IEP for the child.

If the District determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent, the District shall provide the information described above to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.

The time required for the District to provide information and seek consent under Education Code 29.0041(b) may not be counted toward the 60 calendar days for completion of an evaluation under Education Code 29.004. If a parent does not give consent under Education Code 29.0041(b) within 20 calendar days after the date the District provided to the parent the information required, the parent's consent is considered denied.

*Education Code 29.0041*

REVIEW OF  
EVALUATION  
DATA

As part of an initial evaluation, and as part of any reevaluation, the ARD committee and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of this review, and input from the child's parents, the ARD committee shall identify what additional data, if any, are needed to determine:

1. Whether the child has a particular category of disability, or in the case of a reevaluation, whether the child continues to have such a disability;
2. The present levels of performance and educational needs of the child;
3. Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's IEP and to participate, as appropriate, in the general curriculum.

The review may be conducted without a meeting. If the review determines that no additional data are needed, the District shall so notify the parents of that determination, the reasons for it, and the parents' right to request an assessment to determine whether, for the purposes of receiving special education services, the child continues to be a child with a disability.

*20 U.S.C. 1414(c)(1); 34 CFR 300.533*

ELIGIBILITY

To be eligible for special education services a student must have been determined to have one or more of the disabilities listed in federal regulations or in state law or both. *19 TAC 89.1040*

A student is eligible to participate in the District's special education program if the student is between the ages of 3 and 21 inclusive with one or more

disabilities (physical disability, mental retardation, emotional disturbance, learning disability, autism, speech or language impairment, traumatic brain injury, visual or auditory impairment, orthopedic impairments, a specific learning disability, deaf-blindness, multiple disabilities, or other health impairments) that prevent the student from being adequately or safely educated in the public schools without the provision of special services. A student with a visual or auditory impairment shall be eligible to participate in the District's special education program from birth. Graduation with a regular high school diploma pursuant to 19 TAC 89.1070(b)(1)-(2) terminates a student's eligibility to receive services. An eligible student receiving special education services who is 21 years of age on September 1 of a school year shall be eligible for services through the end of that school year or until graduation with a regular high school diploma, whichever comes first. *20 U.S.C. 1401(3); 34 CFR 300.7; Education Code 29.003(b), 30.002; 19 TAC 89.1035*

A child between the ages of three and five who is evaluated as having mental retardation, emotional disturbance, a specific learning disability, or autism may be described as noncategorical early childhood. *20 U.S.C. 1401(3); 34 CFR 300.7; 19 TAC 89.1040*

DETERMINATION OF ELIGIBILITY	Upon completion of tests and other evaluation materials, the determination of whether the child is eligible for special education shall be made by the ARD committee and the parent. In making the determination, a child shall not be determined to be a child with a disability if the determinant factor for the determination is lack of instruction in reading or math or limited English proficiency. A copy of the evaluation report and the documentation of determination of eligibility must be given to the parent. <i>20 U.S.C. 1414(b)(4), (5); 34 CFR 300.534</i>
PUBLIC NOTICE	The District shall develop a system to notify District residents with children ages three to five who are eligible for enrollment in a special education program of the availability of the program. <i>Education Code 29.009</i>
REEVALUATIONS	The District shall ensure that each child with a disability is reevaluated if conditions warrant or if the child's parent or teacher requests a reevaluation, but at least once every three years. Before conducting a reevaluation, the District shall give the parent notice that describes any evaluation procedures the District proposes to conduct and shall obtain written parental consent, except that such informed parental consent need not be obtained if the District can demonstrate that it had taken reasonable measures to obtain consent and the parent has failed to respond. <i>20 U.S.C. 1414(a)(2), (b), (c); 34 CFR 300.505, 300.536</i>
CHANGE IN ELIGIBILITY	The District shall evaluate a child with a disability before determining that the child is no longer a child with a disability. <i>20 U.S.C. 1414(c)(5); 34 CFR 300.534(c)(1)</i>
INDEPENDENT EVALUATION AT PUBLIC EXPENSE	The parents of a child with a disability have a right to obtain an independent educational evaluation if they disagree with the District's evaluation. Upon request for an independent evaluation, the District shall provide parents with information regarding where one can be obtained. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is

obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the District uses when it initiates an evaluation. If a parent requests an independent evaluation, the District shall either ensure that an evaluation is performed at public expense or initiate a due process hearing to establish that the District's evaluation is appropriate. If the District initiates a hearing, and the District's evaluation is found to be appropriate, the parent still has a right to an independent evaluation, but not at public expense.

AT PRIVATE  
EXPENSE

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation shall be considered by the District, if it meets District criteria, in any decision made with respect to providing a free appropriate public education to the child.

*34 CFR 300.502*

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- ARD COMMITTEE** The District shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted. The ARD committee shall be the individualized education program (IEP) team defined in federal law and regulations, including, specifically, 34 CFR 300.344. The District shall be responsible for all of the functions for which the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law. *19 TAC 89.1050(a)*
- MEETINGS** The District shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. The committee shall review each child's IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. A meeting does not include informal or unscheduled conversations involving District personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions if those issues are not addressed in the child's IEP. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting. *20 U.S.C. 1414(d); 34 CFR 300.501(b)(2), 300.343*
- NEW STUDENTS** For a student who is new to the District:
1. When a student transfers within the state, the ARD committee may, but is not required to, meet when the student enrolls and a copy of the student's IEP is available, the parent(s) indicate in writing that they are satisfied with the current IEP, and the District determines that the current IEP is appropriate and can be implemented as written; or
  2. If the conditions of item 1 above are not met, then the ARD committee must meet when the student enrolls and the parents verify that the student was receiving special education services in the previous school district, or the previous school district verifies in writing or by telephone that the student was receiving special education services. At this meeting, the ARD committee must do one of the following:
    - a. The ARD committee may determine that it has appropriate evaluation data and other information to develop and begin implementation of a complete IEP for the student; or
    - b. The ARD committee may determine that valid evaluation data and other information from the previous school district are insufficient or unavailable to develop a complete IEP. In this event, the ARD committee may authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district or the collection of new evaluation data by

the current school district. In this situation, a second ARD committee meeting must be held within 30 school days from the date of the first ARD committee meeting to finalize or develop an IEP based on current information.

In accordance with Education Code 25.002, the school district in which the student was previously enrolled shall furnish the new school district with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school district. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, does not require the student's current and previous school districts to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR 99.31(a)(2) and 99.34.

*19 TAC 89.1050(f)*

REPORT

The written report of the ARD committee shall document the decisions of the committee with respect to the issues discussed at the meeting. The report shall include the date, names, positions, and signatures of the members participating in each meeting. The report shall also indicate each member's agreement or disagreement with the committee's decisions. In the event Education Code 29.005(d)(1) applies, the District shall provide a written or audiotaped copy of the student's IEP. In the event Education Code 29.005(d)(2) applies, the District shall make a good faith effort to provide a written or audiotaped copy of the student's IEP. *19 TAC 89.1050(e)*

MEMBERSHIP

The District shall ensure that each ARD committee meeting includes all of the following:

1. The parents of a child with a disability;
2. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
3. At least one special education teacher, or, if appropriate, at least one special education provider of the child;
4. A representative\* of the District who:
  - a. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
  - b. Is knowledgeable about the general curriculum; and
  - c. Is knowledgeable about the availability of resources of the District;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the ARD committee (who may be a member of the committee listed in items 2-6);
6. The child, if appropriate; and
7. Other individuals who have knowledge or special expertise regarding the child at the discretion of the District or the parent.

\* The District may designate another member of the ARD committee to also serve as a District representative, so long as the criteria in items 4a-c are satisfied.

TRANSITION PLANNING If the purpose of the meeting is to consider transition services for a student, the District shall invite:

1. The student. If the student does not attend, the District shall take steps to ensure that the student's preferences and interests are considered.
2. A representative of any other agency that is likely to be responsible for providing or paying for transition services. If such a representative is invited but does not attend, the District shall take other steps to obtain the participation of the other agency in the planning of any transition services.

*34 CFR 300.344; 19 TAC 89.1050* [See EHBA]

COLLABORATIVE PROCESS-TEN-DAY RECESS All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by mutual agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration.

1. When mutual agreement about all required elements of the IEP is not achieved, the parent or adult student [see EHBAD for more information on rights of adult students] who disagrees shall be offered a single opportunity to have the committee recess for a period not to exceed ten school days. This recess is not required when:
  - a. The student's presence on campus represents a danger of physical harm to the student or others;
  - b. The student has committed an expellable offense; or
  - c. The student has committed an offense that may lead to placement in a disciplinary alternative education program. [See FOF]
  - d. These requirements do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than failure of the parents and the District from reaching mutual agreement about all required elements of an IEP.
2. During the recess, the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons to enable the committee to reach mutual agreement.
3. The date, time, and place for continuing the ARD committee meeting shall be determined by mutual agreement prior to the recess.
4. If after the ten-day recess, the ARD committee still cannot reach mutual agreement, the District shall implement the IEP it has determined to be appropriate for the student.
5. When mutual agreement is not reached, a written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.
6. When the District implements an IEP with which the parents or adult student disagree, it shall provide prior written notice in compliance with the notice provisions described at EHBAD.
7. Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point, when they disagree with ARD committee decisions.

*19 TAC 89.1050(h)*

FIRST-TIME  
REFERRALS

The ARD committee (see below) shall make its decisions regarding students referred for a full and individual initial evaluation within 30 calendar days from the date of the completion of the written full and individual initial evaluation report. If the 30th day falls during the summer and school is not in session, the ARD committee shall have until the first day of classes in the fall to finalize decisions concerning the initial eligibility determination, the IEP, and placement, unless the full and individual initial evaluation indicates the student will need extended school year (ESY) services during that summer. *19 TAC 89.1050(d)* [See EXTENDED SCHOOL YEAR SERVICES, below]

DISCIPLINE

For procedures involving discipline of students with disabilities, see FOF.

PARENTAL  
PARTICIPATION  
IN ARD  
COMMITTEE

The District shall invite the parents and adult student to participate as members of the ARD committee by providing written notice, as described at EHBAD. The District shall take steps to ensure that one or both parents of a student with a disability are present at each ARD committee meeting or are afforded an opportunity to participate, including:

1. Notice of the purpose, time, and location of the meeting, who will be in attendance, and that persons with knowledge or special expertise may be invited by either the parent or the District;
2. Scheduling the meeting at a mutually agreed on time and place.

If the purpose of the meeting is to consider transition services, the notice must also indicate this purpose, indicate that the District will invite the student, and identify any other agency that will be invited to send a representative.

*20 U.S.C. 1414(d); 34 CFR 300.345 (a), (b); 19 TAC 89.1045(a)*

If neither parent can attend an ARD meeting, the District shall use other methods to ensure parental participation, including individual or conference telephone calls. An ARD meeting may be conducted without a parent in attendance if the District is unable to convince the parents that they should attend, but the District shall have a record of its attempts to arrange a mutually agreed on time and place, such as detailed records of telephone calls, correspondence, or visits made or attempted and the results of any of those actions. *34 CFR 300.345(c), (d)*

MEETING AT  
PARENT'S  
REQUEST

A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. The District must respond to the request by holding the meeting or requesting TEA's assistance through the mediation process. The District shall inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate. *19 TAC 89.1045(b)*

TEACHER  
INVOLVEMENT

The regular education teacher of a student with a disability, as a member of the ARD committee, shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions and strategies and supplementary aids and services, program modifications, or supports for school

personnel that will be provided for the student. *34 CFR 300.346(d)*

The District shall have procedures to ensure that each teacher involved in a student's instruction has the opportunity to provide input and request assistance regarding the implementation of the student's IEP. These procedures shall include a method for a student's regular or special education teachers to submit requests for further consideration of the student's IEP or its implementation. In response to this request, the District's procedures shall include a method for the District to determine whether further consideration is necessary and whether this consideration will be informal or will require an ARD committee meeting. If the District determines that an ARD committee meeting is necessary, the student's current regular and special education teachers shall have an opportunity to provide input.

The District shall also ensure that each teacher who provides instruction to a student with disabilities receives relevant sections of the student's current IEP and that each teacher be informed of specific responsibilities related to implementing the IEP, such as goals and benchmarks, and of needed accommodations, modifications, and supports for the child.

*19 TAC 89.1075(c)*

INDIVIDUALIZED  
EDUCATION  
PROGRAM (IEP)

The IEP developed by the ARD committee for each student with a disability shall include:

1. A statement of the child's present levels of educational performance;
2. A statement of measurable annual goals, including benchmarks or short-term objectives;
3. A statement of the specific special education and related services and supplementary aids and services to be provided to the child and a statement of the program modifications or supports for school personnel that will be provided for the child;
4. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
5. The projected dates for initiation of services and modifications and the anticipated frequency, location, and duration of these services and modifications;
6. A statement of how the child's progress toward the annual goals will be measured and how parents will be informed—at least as often as parents of nondisabled students receive such notice-of this progress;
7. A statement of any individual modifications in the administration of state or Districtwide assessments; and
8. Beginning at age 14 (or younger, if appropriate), and updated annually, a statement of the transition service needs of the student.

The ARD committee shall also consider:

1. In the case of a child whose behavior impedes his or her learning or that of others, when appropriate, strategies, including positive behavioral interventions, and supports to address that behavior.

2. In the case of a child with limited English proficiency, the language needs of the child as those needs relate to the child's IEP.
3. For students who are blind or visually impaired, instruction in Braille and the use of Braille unless the ARD committee determines, after an evaluation of the child's reading and writing skills, that instruction in Braille is not appropriate for the child. The IEP shall also include the elements required by Education Code 30.002(e).
4. The communication needs of the child, and in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode.
5. Whether the child requires assistive technology devices and services.
6. If the ARD committee determines that the student is in need of extended school year (ESY) services, goals and objectives for ESY services from the student's current IEP.

*20 U.S.C. 1414(d); 34 CFR 300.346(a), 300.347(a), (b); 19 TAC 89.1055*

**ACCELERATED READING INSTRUCTION PROGRAM** The admission, review, and dismissal committee of a kindergarten, first grade, or second grade student who participates in the District's special education program and who does not perform satisfactorily on a reading instrument [see EKC] shall determine the manner in which the student will participate in an accelerated reading program. However, the accelerated reading instruction program may be implemented only if the Commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program. *Education Code 28.006*

**PROMOTION** The ARD committee of a student who does not perform satisfactorily on:

1. The third grade reading assessment instrument;
2. The fifth grade mathematics and reading assessment instrument; or
3. The eighth grade mathematics and reading assessment instrument

shall determine the manner in which the student will participate in an accelerated instructional program [see EIE] and whether the student will be promoted or retained. *Education Code 28.0211*

For students with autism/pervasive developmental disorders, information about the following shall be considered and when needed, shall be addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time;
3. In-home training or viable alternatives;
4. Prioritized behavioral objectives;
5. Prevocational and vocational needs of students 12 years of age or older;
6. Parent training; and
7. Suitable staff-to-students ratio.

If the ARD committee determines that the services are not needed in one or more of the items listed in 1-7 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made.

*20 U.S.C. 1414(d); 34 CFR 300.346(a), 300.347(a), (b); 19 TAC 89.1055*

IEP TO PARENT The District shall provide a copy of the IEP to the parent at no cost to the parent.  
*34 CFR 300.345(f)*

If the child's parent is unable to speak English, the District shall:

1. Provide the parent with a written or audiotaped copy of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. Make a good faith effort to provide the parent with a written or audiotaped copy of the child's IEP translated into the parent's native language, if that language is other than Spanish.

*Education Code 29.005(d)*

PLACEMENT DECISIONS Before initial placement occurs, the District shall obtain written consent as defined in 34 CFR 300.500. *19 TAC 89.1050(d), (e)* [See EHBAA for details concerning parental consent]

EXTENDED SCHOOL YEAR (ESY) SERVICES The District shall ensure that extended school-year services are available as necessary to provide a student with a disability with a free appropriate public education.

The need for extended school year (ESY) services must be determined on an individual student basis by the ARD committee. In determining the need for and in providing ESY services, the District may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services. The need for ESY services must be documented from formal and/or informal evaluations provided by the District or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current IEP objectives, the student has exhibited or may reasonably be expected to exhibit severe or substantial regression that cannot be recouped within a reasonable period of time. "Severe or substantial regression" means that the student has been or will be unable to maintain one or more acquired critical skills because of the absence of ESY services.

If the District does not propose ESY services for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss ESY services. If a student for whom ESY services was considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with the implementation of the student's IEP.

*20 U.S.C. 1412(a)(1), 1413(a); 34 CFR 300.309; 19 TAC 89.1065*

INDIVIDUAL TRANSITION PLANNING (ITP) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the ARD committee), and updated annually, the IEP shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study. For each student beginning at age 16, the IEP shall include a statement of needed transition services, including, if appropriate, a statement of the

interagency responsibilities or any needed linkages. *34 CFR 300.347(b)*

Transition planning shall be initiated by the District, but transition services are the responsibility of other state agencies as well. Subject to revision by mutual agreement of the agencies, the following are participating agencies for purposes of transition services: Texas Education Agency, Texas Department of Human Services, Texas Commission for the Blind, Texas Department of Protective and Regulatory Services, Texas Department of Mental Health and Mental Retardation, Texas Employment Commission, and Texas Rehabilitation Commission.

The individual transition planning process shall be collaborative and based on long-range goals. It shall be based on current information regarding the student's knowledge, skills, capabilities, interests, and preferences.

*19 TAC 89.1110*

INSTRUCTIONAL DAY	An instructional day commensurate with that of students who do not have disabilities shall be available to students with disabilities. The ARD committee shall determine the appropriate instructional setting and length of day for each student and specify these requirements in the student's IEP. <i>19 TAC 89.1075(d)</i>
PERSONNEL ASSIGNED TO VISUALLY IMPAIRED	If the District provides special education services to students with visual impairments, it shall have written procedures as required in Education Code 30.002(c)(10). <i>19 TAC 89.1075(b)</i>
GRADUATION	Graduation with a regular high school diploma terminates a student's eligibility for special education services. In addition, as provided in Education Code 42.003(a), graduation with a regular high school diploma terminates a student's entitlement to the benefits of the Foundation School Program. For students who receive a diploma according to 19 TAC 89.1070(c), the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age requirements. [See EHBAA]

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents.

*20 U.S.C. 1412(a)(1), 1413(a); 34 CFR 300.122; 19 TAC 89.1070* [See EIF]

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CHILDREN IN  
PRIVATE SCHOOLS

CHILD FIND

The District shall ensure that all children residing in the District, including those attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated, and that a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The activities undertaken to carry out this responsibility for private-school children with disabilities must be comparable to activities undertaken for children with disabilities in public schools. *20 U.S.C. 1412(a)(3), 1413(a); 34 CFR 300.451*

SERVICES

No private-school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

The District shall consult in a timely and meaningful way with appropriate representatives of private-school children with disabilities to decide which children will receive services, what services will be provided, how and where the services will be provided, and how the services provided will be evaluated. If a child with a disability is enrolled in a private school and will receive special education or related services from the District, the District shall initiate and conduct ARD committee meetings to develop, review, and revise a services plan for the child and ensure that a representative of the private school attends that meeting.

The District shall make the final decisions with respect to eligible private-school children.

*20 U.S.C. 1412(a), 1413(a); 34 CFR 300.454*

PRIVATE  
SCHOOL  
PERSONNEL

The District shall give appropriate representatives of private-school children with disabilities a genuine opportunity to express their views regarding educational needs of private-school children with disabilities. However, the services provided to private-school children with disabilities must be provided by personnel meeting the same standards as personnel providing services in the public schools. *20 U.S.C. 1412(a), 1413(a); 34 CFR 300.454(b), 300.455(a)*

UNILATERALLY  
ENROLLED  
STUDENTS

When a student with disabilities who has been placed by his or her parents directly in a private school or facility is referred to the District, the District shall convene an ARD committee meeting to determine whether the District can offer to the student a free appropriate public education. If the District

determines that it can, the District is not responsible for providing educational services to that student until the parents enroll the child in the public school full-time or request services under the dual enrollment rule. The District is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the District made a free appropriate public education available to the child and the parents elected to place the child in the private school or facility.

## EXTENT OF SERVICES

Amounts expended to provide special education services to private-school students shall be equal to a proportionate amount of federal funds made available for eligible special education students educated within the District. For children ages 3 through 21, this shall be an amount that is the same proportion of the District's federal special education funding as the number of private-school children with disabilities residing in the District is to the total number of children with disabilities in the District.

*20 U.S.C. 1412(a)(10), 1413(a); 34 CFR 300.403, 300.453; 19 TAC 89.1096*

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**Note:** The provisions for dual enrollment expire June 30, 2004.

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## DUAL ENROLLMENT

Parents of an eligible student age three or four shall have the right to "dual enroll" their student in both the public school and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five, subject to the following:

1. The student's ARD committee shall develop an individualized education program (IEP) designed to provide the student with a free appropriate public education (FAPE) in the least restrictive environment appropriate for the student.
2. From the IEP, the parent and the District shall determine which special education and/or related services will be provided to the student and the location where those services will be provided, based on the requirements concerning placement in the least restrictive environment set forth in 34 CFR 300.550-300.553 and the policies and procedures of the District.
3. For students served under the provisions of dual enrollment, the District shall be responsible for the employment and supervision of the personnel providing the service, providing the needed instructional materials, and maintaining pupil accounting records. Materials and services provided shall be consistent with those provided for students enrolled only in the public school and shall remain the property of the District.

*19 TAC 89.1096(d)*

Children with disabilities who are enrolled by their parents in private elementary and secondary schools shall be provided special education and

related services in accordance with a services plan that describes the specific special education and related services that the District will provide. Such services may be provided on the premises of private, including parochial, schools to the extent consistent with law. *34 CFR 300.455(b), 300.456(a)*

TRANSPORTATION	The District shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP. <i>19 TAC 89.1096(e)</i>
COMPLAINTS	Complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the District under the dual enrollment provisions may be filed with TEA under the procedures in 34 CFR 300.660-300.662. The procedures relating to due process hearings do not apply to complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the District. <i>19 TAC 89.1096(f)</i>
DISTRICT-PLACED STUDENTS	If the District places children with disabilities in a private school or facility in accordance with an IEP, those children shall be provided special education and related services at no cost to their parents. <i>20 U.S.C. 1412(a)(10), 1413(a); 34 CFR 300.401; 19 TAC 89.1090</i>
CHARTER SCHOOL STUDENTS	The District shall serve children with disabilities attending District charter schools in the same manner as it serves children with disabilities in its other schools and shall provide federal special education funds to those schools in the same manner as it provides those funds to its other schools. <i>20 U.S.C. 1413(a)(5); 34 CFR 300.312</i>
RESIDENTIAL FACILITIES	A District having a residential facility that is licensed by appropriate state agencies and located within the District's boundaries must provide special education and related services to eligible students residing in the facility. If, after contacting the facility to offer services to eligible students with disabilities, the District determines that educational services are provided through a charter school, approved non-public school, or a facility operated private school, the District is not required to provide services. However, the District shall annually contact the facility to offer services to eligible students with disabilities. <i>19 TAC 89.1001(c), 89.1115</i>
CONTRACTS FOR RESIDENTIAL PLACEMENTS	The District may contract with a public or private facility, institution, or agency inside or outside of Texas for residential placement for students with disabilities. The District may contract only with facilities that are approved by the Commissioner. Contracts for residential placement must be approved by the Commissioner, either in whole or in part, after at least a programmatic evaluation of personnel qualifications, adequacy of physical plant and equipment, and curriculum content. Residential contracts shall be negotiated on an individual student basis.
NOTICE TO TEA	The District shall notify TEA when it intends to contract for residential placement.  Costs of approved contracts for residential placement may be paid from a combination of federal, state, and local funds, according to Education Code 29.008(b).

**RESPONSIBILITY** If the District contracts for education services, rather than providing the services itself, it shall oversee the implementation of the student's IEP and shall annually reevaluate the appropriateness of the arrangement. An approved facility, institution, or agency with whom the District contracts shall periodically report to the District on the services the student has received or will receive, as well as diagnostic or other evaluative information the District requires in order to fulfill its obligations.

The District shall have the following responsibilities when making a residential placement:

1. Before placing a student with a disability in a residential facility, initiate and conduct a meeting to develop an IEP for the student in accordance with state and federal law.
2. List in each student's IEP the services the District is unable to provide and the facility is able to provide.
3. Make an annual on-site visit to verify that the facility can and will offer the services listed in the individual student's IEP and to ensure that the facility offers the student an appropriate educational program. The placement of more than one student may be considered in the same site-visit; however, the IEP of each student must be reviewed and a determination of appropriateness of placement and service must be made for each student.
4. Document in each student's IEP the appropriateness of the facility. General approval by TEA or a general screening by a regional education service center (RESC) is not sufficient.
5. For each student, the ARD committee shall establish written criteria and estimated time frames for returning the student to the District.
6. For all contract students, the District shall verify in the annual ARD review that:
  - a. The facility continues to meet minimum standards for health and safety.
  - b. Continued contracting is needed and the need is documented in the IEP.
  - c. The facility continues to offer an appropriate program for the student.

**OUT-OF-STATE PLACEMENTS** If the District contracts for out-of-state residential placements, it shall do so in accordance with the rules for in-state residential placement, except that the facility shall be approved by the appropriate agency in the state in which the facility is located rather than by the Texas Commissioner of Education.

**IN-STATE TRANSFERS** When a student on a residential contract in one district moves to another district in Texas and the student is to continue on the contract, the district that negotiated the contract shall be responsible for the residential contract for the remainder of the school year.

*Education Code 29.008; 19 TAC 89.61*

**SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED AND** For each of its students enrolled in the Texas School for the Blind and Visually Impaired or Texas School for the Deaf, the District shall share the cost of the student's education (excluding the summer program) in accordance with Education Code 30.003. Prior to consideration of the student's

SCHOOL FOR THE DEAF

educational placement for special education services, the District shall provide each parent of a student with visual or auditory impairments the following written information regarding the Texas School for the Deaf or Texas School for the Blind and Visually Impaired:

1. The availability of programs offered.
2. The eligibility and admissions requirements.
3. Student's rights to admission and to appeal admission decisions.

*Education Code 30.003, 30.004; 19 TAC 89.62*

The District may request services through the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf in accordance with 19 TAC 89.1085. *19 TAC 89.1085*

STUDENTS IN CONTRACT PLACEMENTS

For each student, the ARD committee shall establish written criteria and estimated time lines for returning contracted students to the District. *19 TAC 89.61*

CHILDREN WITH DISABILITIES IN ADULT PRISONS

The following requirements do not apply to children with disabilities who are convicted as adults under state law and incarcerated in adult prisons:

1. Federal requirements pertaining to participation of students with disabilities in general assessments;
2. Requirements concerning transition planning and transition services, if the children's eligibility will end, because of their age, before they will be released from prison.

If a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's ARD committee may modify the child's IEP or placement and need not consider the least restrictive environment requirements if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

*20 U.S.C. 1414(d)(6); 34 CFR 300.311*

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UPDATE 66  
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The District shall establish and maintain procedures designed to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education. These procedures shall include:

OPPORTUNITIES  
FOR PARENTS

1. An opportunity for the parents of a child with a disability:
  - a. To examine all records relating to the child;
  - b. To participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education to the child; and
  - c. To obtain an independent educational evaluation of the child.

*34 CFR 300.501, 300.502*

ADULT  
STUDENTS

2. Notification of the student and the parents of the transfer of rights, in accordance with 34 CFR 300.517. A student with a disability who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Chapter 31, Family Code, shall have the same right to make educational decisions as a student without a disability, except that the District shall provide any notice required by Chapter 29, Subchapter A of the Education Code or 20 U.S.C. 1415 to both the student and the parents. All other rights accorded to parents under Chapter 29, Subchapter A of the Education Code or 20 U.S.C. 1415 transfer to the student. *Education Code 29.017*

In accordance with 34 CFR 300.347(c) and 300.517 and Education Code 29.017, beginning at least one year before a student reaches 18 years of age, the student's IEP must include a statement that the student has been informed that, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, all rights granted to the parent under the IDEA, Part B, other than the right to receive any notice required under IDEA, Part B, will transfer to the student upon reaching age 18. After the student reaches the age of 18, except as provided below (incarcerated students), the District shall provide any notice required under IDEA, Part B, to both the adult student and the parent.

In accordance with 34 CFR 300.517(a)(2) and Education Code 29.017, all rights accorded to a parent under IDEA, Part B, including the right to receive any notice required by IDEA, Part B, will transfer to an 18-year-old student who is incarcerated in an adult or juvenile, state or local correctional institution, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter

### XIII.

In accordance with 34 CFR 3000.517(a)(3), the District must notify in writing the adult student and parent of the transfer of parental rights at the time the student reaches the age of 18. This notification is separate and distinct from the requirement that the student's IEP include a statement relating to the transfer of parental rights beginning at least one year before the student reaches the age of 18. This notification is not required to contain the elements of notice referenced in 34 CFR 300.503, but must include a statement that parental rights have transferred to the adult student and provide contact information for the parties to use in obtaining additional information.

A notice under IDEA, Part B, that is required to be given to an adult student and parent does not create a right for the parent to consent to or participate in the proposal or refusal to which the notice relates. For example, a notice of an ARD committee meeting does not constitute invitation to, or create a right for, the parent to attend the meeting. However, in accordance with 34 CFR 300.344(a)(6), the adult student or the District may invite individuals who have knowledge or special expertise regarding the student, including the parent.

Nothing in 19 TAC 89.1049 prohibits a valid power of attorney from being executed by an individual who holds rights under IDEA, Part B.

#### *19 TAC 89.1049*

#### SURROGATE PARENT

3. Procedures to protect the rights of the child whenever the parents of the child cannot be identified, the District cannot locate the parents after reasonable efforts to do so, or the child is a ward of the state. These procedures shall include assigning an individual to act as a surrogate for the parents. This individual shall not be an employee of TEA, the District, or any other agency that is involved in the education or care of the child. In addition, the individual chosen to act as a surrogate parent should have no interest that conflicts with the interest of the child he or she represents and should have knowledge and skills that ensure adequate representation of the child. *34 CFR 300.515*

#### TRAINING

An individual assigned to act as a surrogate parent must complete a training program in which the individual is provided with an explanation of the provisions of federal and state laws, rules, and regulations relating to:

- a. The identification of a student with a disability;
- b. The collection of evaluation and re-evaluation data relating to a student with a disability;
- c. The admission, review, and dismissal (ARD) committee process;
- d. The development of an individualized education program (IEP) and, for a student who is at least 16 years of age, an individual transition plan (ITP);
- e. The determination of least restrictive environment;
- f. The implementation of an IEP;
- g. The procedural rights and safeguards available under 34 CFR

- 300.403, 300.500-300.529, 300.560-300.577, and 300.660-300.662, relating to the issues described in 34 CFR 300.504(b); and
- h. The sources that the surrogate parent may contact to obtain assistance in understanding the provisions of federal and state laws, rules, and regulations relating to students with disabilities.

The training program must be provided in the native language or other mode of communication used by the individual who is to serve as a surrogate parent.

The individual assigned to act as a surrogate parent must complete the training program within 90 calendar days after March 6, 2001, or the date of initial assignment as a surrogate parent, whichever comes later. Once an individual has completed a training program conducted or provided by or through the Texas Department of Protective and Regulatory Services (PRS), a school district, an education service center, or any entity that receives federal funds to provide IDEA training to parents, the individual shall not be required by any school district to complete additional training in order to continue serving as the student's surrogate parent or to serve as the surrogate parent for other students with disabilities. School districts may provide ongoing or additional training to surrogate parents and/or parents; however, the District cannot deny an individual who has received the training from serving as a surrogate parent on the grounds that the individual has not been trained.

The District shall provide, or arrange for the provision of, the training program within 90 calendar days after March 6, 2001, for individuals serving as surrogate parents as of March 6, 2001. Thereafter, the District should provide or arrange for the provision of the training program prior to assigning an individual to act as a surrogate parent but no later than 90 calendar days after assignment.

*19 TAC 89.1047(a)*

FOSTER PARENT  
AS SURROGATE

4. Preferential consideration to a foster parent of a child with a disability when assigning a surrogate parent for the child. A foster parent may act as a parent of a child with a disability if:
  - a. The Texas Department of Protective and Regulatory Services (PRS) is appointed as the temporary or permanent managing conservator of the child;
  - b. The child has been placed with the foster parent for at least 60 days;
  - c. The foster parent agrees to:
    1. Participate in making educational decisions on the child's behalf; and
    2. Complete a training program for surrogate parents that complies with minimum standards established by TEA rule.
  - d. The foster parent has no interest that conflicts with the child's interests.

A foster parent who is denied the right to act as a surrogate parent or a parent by the District may file a complaint with TEA in accordance with



federal law and regulations.

## TRAINING

A foster parent may act as a parent of a child with a disability if he or she complies with the requirements of Education Code 29.015(b), including the completion of the training program described under SURROGATE PARENT above.

## CONFLICT OF INTEREST

5. Procedures for conducting an analysis of whether a foster parent or potential surrogate parent has an interest that conflicts with the interests of his or her child. A foster parent in a home which is verified by the PRS or a child-placing agency shall not be deemed to have a financial conflict of interest by virtue of serving as the foster parent in that home. These homes include, but are not limited to, basic, habilitative, primary medical, or therapeutic foster or foster group homes. In addition, issues concerning quality of care of the child do not constitute a conflict of interest. Concerns regarding quality of care of the child should be communicated, and may be statutorily required to be reported, to PRS.

If the District denies a foster parent the right to serve as a surrogate parent or parent, the District must provide the foster parent with written notice of such denial within seven calendar days after the date on which the decision is made. The written notice shall:

- a. Specify the reason(s) the foster parent is being denied the right to serve as the surrogate parent or parent (the notice must specifically explain the interests of the foster parent that conflict with the interests of his or her child); and
- b. Inform the foster parent of his or her right to file a complaint with TEA in accordance with its complaint procedures.

*Education Code 29.015; 19 TAC 89.1047(b), (c), (d)*

## PRIOR WRITTEN NOTICE

6. Prior written notice to the parents of the child whenever the District proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of the child, or the free appropriate public education of the child. The written notice to parents shall be provided at least five school days before the proposed action is taken, unless the parents agree otherwise. *34 CFR 300.503(a); 19 TAC 89.1015*

The notice to parents must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. The notice must include:

## CONTENTS

- a. A description of the action proposed or refused by the District, an explanation of why the District proposes or refuses to take the action, and a description of any options the District considered and the reasons why those options were rejected;
- b. A description of each evaluation procedure, test, record, or report the District uses as a basis for the proposal or refusal;
- c. A description of any factors that are relevant to the District's proposal or refusal;
- d. Sources for parents to contact to obtain assistance in understanding

the provisions of the IDEA; and

- e. A statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.

*34 CFR 300.503(b)*

7. An opportunity for mediation [see mediation process, below]. *34 CFR 300.506*

## COMPLAINT PROCEDURES

8. An opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child.
9. Procedures that require the parent of a child with a disability, or the attorney representing the child, to provide notice (which shall remain confidential) in a complaint that includes:
  - a. The name and address of the child, and the name of the school the child attends;
  - b. A description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to the problem; and
  - c. A proposed resolution of the problem to the extent known and available to the parents at the time. *20 U.S.C. 1415(a)-(c)*

## PROCEDURAL SAFEGUARDS NOTICE

The District shall provide a copy of the procedural safeguards available to parents:

1. Upon initial referral for evaluation;
2. Upon each notification of an ARD committee meeting and upon reevaluation of the child; and
3. Upon receiving a request for a due process hearing.

## CONTENTS

The procedural safeguards notice shall include a full explanation of the procedural safeguards, written in the native language of the parents, unless it clearly is not feasible to do so, and written in an easily understandable manner. The notice shall include information relating to:

1. Independent educational evaluation;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present complaints to initiate due process hearings;
6. The child's placement during pendency of due process proceedings;
7. Procedures for students who are subject to placement in an interim alternative educational setting;
8. Requirements for unilateral placement by parents of children in private schools at public expense;
9. Mediation;
10. Due process hearings, including requirements for disclosure of evaluation results and recommendations;
11. Civil actions;
12. Attorneys' fees; and

13. State complaint procedures, including how to file such a complaint.

*20 U.S.C. 1415(d); 34 CFR 300.504*

MEDIATION  
PROCESS

The District shall ensure that procedures are established and implemented to allow parties to disputes arising from parental complaints relating to the identification, evaluation, placement or provision of a free appropriate public education to the child, to resolve those disputes through a mediation process which, at a minimum, shall be available whenever a parent requests an impartial due process hearing or a hearing concerning a child's placement in an alternative educational setting. [See FOE]

Mediation procedures shall ensure that the process:

1. Is voluntary on the part of the parties;
2. Is not used to deny or delay a parent's right to a due process hearing or to deny any other rights afforded under the Individuals with Disabilities Education Act; and
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

WHEN NO  
MEDIATION  
PROCESS IS  
USED

The District may establish procedures to require parents who choose not to use the mediation process to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with a parent training and information center or community parent resource center, or an appropriate alternative dispute resolution entity. The impartial party would encourage the use, and explain the benefits, of the mediation process to parents.

*20 U.S.C. 1415(e); 34 CFR 300.506*

'STAY PUT'

During the pendency of any administrative or judicial proceeding regarding a complaint about the District's obligations to the student under federal and state special education laws, unless the District and the parent agree otherwise, the student involved in the complaint shall remain in the then-current educational placement, or, if applying for initial admission to a public school, shall, with the consent of the parents, be placed in the public school program until all proceedings have been completed.

EXCEPTION

When a parent requests a hearing regarding a disciplinary action to challenge the child's placement in an interim alternative educational setting or the manifestation determination regarding a removal for weapons or drugs or a removal ordered by a hearing officer [see FOE], the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the term of placement, which may be for not more than 45 calendar days, in the alternative setting has expired, whichever occurs first, unless the parent and the District agree otherwise.

*20 U.S.C. 1415 (j), (k)(7); 34 CFR 300.514, 300.526*

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The District shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. The District may establish a shared services arrangement with other districts. *Education Code 29.122*

DEFINITION

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. *Education Code 29.121*

IDENTIFICATION

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in the District have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local District educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of District decisions regarding program placement.

*19 TAC 89.1*

LEARNING  
OPPORTUNITIES

The District shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the

- student's area of strength that are available during the school year.
4. Opportunities to accelerate in areas of strength.

*19 TAC 89.3*

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**Note:** See DMA(LEGAL) for training requirements for teachers of GIFTED AND TALENTED EDUCATION.

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UPDATE 65  
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NOMINATION	Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Opportunities for conferences shall be offered for nominated students and their parents to discuss the assessment data and determine placement.
IDENTIFICATION CRITERIA	Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students of varying cultures and special needs, such as the economically disadvantaged, and students with disabilities.
PARENTAL CONSENT	Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policy. [See FL]
SELECTION	An Admission, Review, Exit (ARE) committee composed of at least three professional educators who have received training in the nature and needs of gifted students shall be established at each campus. This campus committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.
ASSESSMENTS	Data collected through both quantitative and qualitative assessments shall be measured against the approved criteria to determine individual eligibility for the program. Assessment tools may include but not be limited to the following: appropriate tests, behavioral checklists completed by teachers and parents, teacher nominations based on classroom observations, student/parent conferences, student work products, and student interest checklists. Students are assessed in language they understand or with non-verbal tests.
NOTIFICATION	Parents and students shall be notified in writing of selection for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the student and the parents before a student is placed in a gifted program.
REASSESSMENTS	The District shall reassess students to determine appropriate program placement based on performance in alternative programs, as determined by the ARE committee. Reassessment occurs no more than once in elementary school, once in middle school, and once in high school.
TRANSFER STUDENTS	When a student identified as gifted by a previous school district transfers into the District, the student's records shall be reviewed by the campus ARE committee within six weeks of enrollment in the District to determine if placement in the District's program for gifted and talented students is appropriate.

The ARE committee shall make its determination within six weeks of the student's enrollment in the District and shall base its decision on the transferred records, observation reports of District teachers who instruct the student, and student and parent conferences.

Placement will then follow the same guidelines as for District students, requiring student and parent permission.

When a gifted and talented student transfers to another district, the sending school will include information on the student's assessment data.

#### FURLOUGH

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the campus ARE committee without being exited from the program. The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the committee. A furlough also may be granted at the request of the student and/or parent.

A student may be furloughed for a determined period of time deemed appropriate by the campus ARE committee. At the end of the furlough, the student's progress shall be reassessed, and the student may re-enter the gifted program or be placed on another furlough, as needed.

#### EXIT PROVISIONS

Student performance in the program shall be monitored. A student shall be scheduled for removal from the program using multiple criteria at such time as the campus ARE committee determines it is in the student's best interest. Removal shall require a parent conference.

Should a student and/or parent request removal from the program, the District shall grant that request. Removal shall require a parent conference with the ARE committee.

#### APPEALS

Parents, students, or educators may appeal any final decision of the campus ARE committee regarding selection for or removal from the gifted program in a timely manner and present new data if appropriate. Appeal shall be made first to the campus ARE committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

#### PROGRAM EVALUATION

The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The evaluation process shall ensure that those involved in the planning and implementation of the gifted and talented program are involved also in this evaluation. Board policies on student assessment will be reviewed at least once every three years and modified if needed.

#### COMMUNITY AWARENESS

The District shall ensure that information about the District's gifted and talented program is available to all parents and community members and that they have an opportunity to develop an understanding of and support for the program. The District and/or campus shall conduct an awareness session prior to the nomination period for families to receive an overview of the assessment procedures and services for gifted and talented students.



MAGNET  
VANGUARD  
SCHOOLS AND  
ACADEMIES

The District shall establish a Talented and Gifted (TAG) Vanguard/Academy Program to draw students (in elementary grades 4-6) to the vanguard schools and (in middle school grades 7-8) to the academies.

SELECTION

The District shall establish a process for the selection of gifted and talented students in elementary grades 4-6 who apply for the vanguard schools, and those in middle school grades 7-8 who apply to attend the academies.

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DEFINITION OF AT- "Student at risk of dropping out of school" includes each student who is under  
RISK STUDENT 21 years of age and who:

1. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program under Education Code 37.006 during the preceding or current school year;
7. Has been expelled during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments [see FD]; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the District, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

LOCAL  
ELIGIBILITY  
CRITERIA

In addition to students described above, a student who satisfies local eligibility criteria adopted by the Board may receive instructional services under this policy. The number of students receiving services under local eligibility

criteria during a school year may not exceed ten percent of the number of students described above who received services from the District during the preceding school year.

*Education Code 29.081(d), (g)*

INTENSIVE  
PROGRAM OF  
INSTRUCTION

The District shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument. The program shall be designed to enable the student to perform at the student's grade level at the conclusion of the next regular school term, to the extent practicable, or to attain a standard of annual growth specified by the District and reported by the District to TEA and, if applicable, to carry out the purposes of Education Code 28.0211.

For a student in a special education program under Education Code Subchapter 29(A), who does not perform satisfactorily on a state assessment instrument, the student's admission, review, and dismissal committee shall design the program to enable the student to attain a standard of annual growth on the basis of the student's individualized education program and, if applicable, carry out the purposes of Education Code 28.0211.

The District's determination of the appropriateness of a program for a student is final and does not create a cause of action.

The District shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements. The Commissioner shall distribute funds to districts that implement the program based on the number of students identified by the District who do not perform satisfactorily on a state assessment instrument or are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the District.

*Education Code 28.0213*

COMPENSATORY,  
INTENSIVE, AND  
ACCELERATED  
INSTRUCTION

The District shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the District's schools that enable the students to be performing at grade level at the conclusion of the next regular school term.

The District shall provide accelerated instruction to enrolled students who have not performed satisfactorily on each section of the secondary exit-level assessment instrument or who are at risk of dropping out of school.

EFFECTIVENESS

The District shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other District students. The evaluation shall include an analysis of the effectiveness of each program described in the campus and District improvement plans for reducing such disparities.

*Education Code 29.081(a), (b), (c)*

USE OF  
COMPENSATORY  
EDUCATION  
ALLOTMENT

The District shall use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessment instruments or disparity in the rates of high school completion between at-risk students and all other students. Specifically, the District may use the funds, other than an indirect cost allotment established by State Board rule, which may not exceed 15 percent, in providing a compensatory, intensive, or accelerated instruction program or an alternative education program established under Education Code 37.008 or to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments and implementing regulations, at a campus at which at least 40 percent of the students are educationally disadvantaged. In meeting the costs of providing a compensatory, intensive, or accelerated instruction program, the District's compensatory education allotment shall be used for costs supplementary to the regular education program, such as costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction.

The District may also use allocated funds to fund the District's mentoring services program under Education Code 29.089.

AT RISK OF  
DROPPING  
OUT

The District may use its compensatory education allotment for a program specifically designed to serve students at risk of dropping out of school.

EDUCATIONALLY  
DISADVANTAGED

The number of educationally disadvantaged students is determined:

1. By averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year; or
2. In the manner provided by Commissioner of Education rule, if no campus in the District participated in the national school lunch program of free or reduced-price lunches during the preceding school year.

LIMITATION ON  
DAEP  
EXPENDITURES

To ensure that a sufficient amount of compensatory education funds are available to supplement instructional programs and services, no more than 18 percent of the funds allotted under this section may be used to fund disciplinary alternative education programs. The Commissioner may waive the limitations upon an annual petition, by the District's Board and site-based decision making committee, presenting the reason for the need to spend supplemental compensatory education funds on disciplinary alternative education programs, provided that the District reports the number of students in each grade level, by demographic subgroup, not making satisfactory progress under the state's assessment system.

Notwithstanding Education Code 42.152(c), funds allocated may be used to fund in proportion to the percentage of students served by the program that meet the criteria in Education Code 29.081(d) or (g):

1. An accelerated reading instruction program under Education Code 28.006(g); or
2. A program for treatment of students who have dyslexia or a related disorder as required by Education Code 38.003.

*Education Code 42.152*

TUTORIAL SERVICES

The District may provide tutorial services at District schools. If the District provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than 70 to attend tutorials.

The District may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

*Education Code 29.084*

ACCELERATED READING INSTRUCTION PROGRAM

The District shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The District shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in the District's special education program and who does not perform satisfactorily on a reading instrument shall determine the manner in which the student will participate in an accelerated reading program.

LIMITATION

However, the accelerated reading instruction program may be implemented only if the Commissioner certifies, no later than July 1 of each year, that funds have been appropriated during a school year for administering the accelerated reading instruction program.

*Education Code 28.006*

READY-TO-READ GRANTS

The Commissioner shall make grants in support of prereading instruction. These grants shall be used to provide scientific, research-based prereading instruction for the purpose of directly improving prereading skills and for identifying cost-effective models for prereading intervention. As a condition to receiving a grant, public or private funds matching the grant must be pledged in a percentage set by the Commissioner. *Education Code 29.157*

AFTER-SCHOOL AND SUMMER INTENSIVE MATHEMATICS AND SCIENCE

The District may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the District.

Before providing a program, the Board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
  - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
  - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the District that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

The Commissioner by rule shall adopt guidelines and procedures related to funding and reporting.

*Education Code 29.088, 29.089*

OPTIONAL  
EXTENDED-YEAR  
PROGRAM

The District may set aside an amount from its compensatory education allotment, or may apply to TEA for funding of an extended-year program, for a period not to exceed 30 instructional days for:

1. Students in kindergarten through grade 11 who are identified as not meeting District standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level; or
2. Students in grade 12 who are identified as likely not to graduate from high school before the beginning of the succeeding school year.

Each district seeking funding for an extended-year program must submit an application to the Commissioner of Education.

If the District provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

The District may not enroll more than 16 students in a class provided in an optional extended-year program. Each class must be taught by a teacher who has completed a program that provides training to teach such a class. The training shall provide teachers with the knowledge and skills needed to help students in the program meet challenging state content and student performance standards. Training is to occur prior to the implementation of the program, and additional professional development may be provided throughout the implementation of the program.

DISTRICT  
REQUIREMENTS

The District must:

1. Incorporate effective instructional strategies into the design of the program to ensure students are provided with the skills needed to be successful in the following school year. An extended day program must be implemented beyond the regular seven-hour day and may not include tutorials or extended in-school day care services. A tutorial program is

- not an acceptable instructional design for the program.
- 2. Include a parent/family awareness component in the extended-year program.
- 3. Submit to TEA an annual report evaluating the program. The report shall include a complete list of students who participated in the program for at least one day.
- 4. Maintain documentation of its compliance with the requirements of the optional extended-year provisions of this policy.

An extended-year program may extend the year, the week, or the day. The program shall be conducted beyond the required instructional days which may include intercessions for year-round programs.

The District may use optional extended-year program funds for follow-up activities so long as the optional extended-year program is provided for no less than 30 instructional days. These follow-up activities are restricted to participants of the program. All costs under the optional extended-year program must be necessary and reasonable for carrying out the objectives of the program and for the proper and efficient performance and administration of the program.

The District shall provide transportation to each student who is required to attend a program under this section and who is eligible for regular transportation services. [See policies at EIE and FDC]

*Education Code 29.082; 19 TAC 105.1001*

OPTIONAL  
FLEXIBLE YEAR  
PROGRAM

The District may provide a flexible year program for students who did not or are likely not to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. *Education Code 29.0821* [See EB]

MENTORING  
SERVICES  
PROGRAM

The District may provide a mentoring services program to students at risk of dropping out of school. The Board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program. The Board may arrange for any public or nonprofit community-based organization to come to the District's schools and implement the program.

ACCOUNTABILITY

The Commissioner shall determine accountability standards for a district providing a mentoring services program using funds allocated under Education Code 42.152.

FUNDING

The District may use funds allocated under Education Code 42.152 to fund a mentoring services program.

*Education Code 29.089; 42.152(c-1)*

BASIC SKILLS  
PROGRAMS FOR  
HIGH SCHOOL  
STUDENTS

The District may apply to the Commissioner for funding of special programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the Commissioner. With the consent of a student's parent or guardian, the District may assign a student to the basic skills program, which may not exceed 210 instructional days. *Education Code 29.086*

DROPOUT  
RECOVERY  
EDUCATION  
PROGRAMS

The District may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The programs must:

1. Provide not less than four hours of instructional time per day;
2. Employ as faculty and administrators persons with baccalaureate or advanced degrees;
3. Provide at least one instructor for each 28 students;
4. Perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the Commissioner; and
5. Comply with the Education Code and rules adopted thereunder.

*Education Code 29.081(e)*

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SPECIAL PROGRAMS:  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(LOCAL)

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**REMEDIAL OR  
COMPENSATORY  
INSTRUCTION** The District shall provide to identified students remedial or compensatory instruction that focuses on areas of deficiency and provides additional time on task to enable the student to master the essential elements for a course or subject area. The regular teacher and any special teacher providing remediation shall coordinate their delivery and assessment procedures.

To accomplish these objectives the administration shall annually conduct a student needs assessment to determine the most appropriate use of the state compensatory education funds allocated to the District. Individual student progress and programmatic outcomes shall be evaluated on an annual basis. Any additional sources of revenue which may be applied to accomplish the objective of meeting these students' needs shall be utilized. Performance on the state assessment test, norm-referenced tests, and/or criterion-referenced tests shall be used in this needs determination. In addition, all eligible students, grades K-12, shall be included for programmatic consideration. In these considerations, the administration shall be mindful of the need to address the educational needs of students at-risk, and set aside annually a specific amount within the allocation for this purpose.

**FUNDS** The administration shall outline, on an annual basis, all of the student remedial and compensatory needs and prioritize the services and distribute the funds on an equitable basis, so that educational opportunities are made available at each of the levels of instruction from grades K-3, 4-6, 7-8, and 9-12. The annual planning guide shall outline the eligibility requirements for participation in the various programs and provide a brief description of programs and services and information on how state compensatory education funds are coordinated with other funds in providing a comprehensive compensatory education program.

**TUTORIAL  
PROGRAMS** Students who are failing courses in subject areas for which tutorials are offered shall be required to attend those tutorial sessions. Any student may attend tutorial sessions voluntarily.

**ACCELERATED /  
COMPENSATORY  
SERVICES** Students at all grade levels who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-administered assessment instrument, shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services.

The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child

and shall be kept informed regarding the child's progress toward educational goals.

Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.

[See policies at EHBC, EHBD, EIE, and FB]

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***Note:** The following contains basic requirements for districts and schools receiving Title I, Part A funds, but does not represent a complete list of legal obligations of such districts and schools. Those districts and schools that receive Title I, Part A funds should carefully review federal and state requirements concerning use of those funds.*

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Each district receiving federal funds under Title I, Part A shall:

1. Use the state academic assessments and other indicators described in the state plan to review annually the progress of each school served under 20 U.S.C. Title I, Part A (federal school improvement programs) to determine whether the school is making adequate yearly progress.
2. At the District's discretion, use any academic assessments or any other academic indicators described in the District's plan to review annually the progress of each school served under Title I, Part A to determine whether the school is making adequate yearly progress.
3. Publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community.
4. Review the effectiveness of the actions and activities the schools are carrying out under Title I, Part A with respect to parental involvement, professional development, and other activities assisted under Title I, Part A.

*No Child Left Behind Act of 2001, 20 U.S.C. 6316*

`ADEQUATE  
YEARLY  
PROGRESS'  
DEFINED

The state shall define, based on academic assessments, what constitutes "adequate yearly progress" for the state, all public elementary schools, secondary schools, and districts in the state, toward enabling all public elementary school and secondary school students to meet the state's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the state, districts, and schools.

`ACADEMIC  
ASSESSMENTS'  
DEFINED

"Academic assessments" means a state-implemented set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the state and of each district and school in the state in enabling all children to meet the state's challenging student academic achievement standards, except that no state shall be required to meet the requirements of Title I, Part A relating to science assessments until the beginning of the 2007-08 school year.

*No Child Left Behind Act of 2001, 20 U.S.C. 6311(b)*

IDENTIFICATION  
FOR SCHOOL  
IMPROVEMENT

The District shall identify for school improvement any elementary school or secondary school served under Title I, Part A that fails, for two consecutive years, to make adequate yearly progress as defined in the state's plan. The identification shall take place before the beginning of the school year following such failure to make adequate yearly progress.

SCHOOL PLAN

Each school identified for school improvement shall, not later than three months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the District serving the school, and outside experts, for approval by the District.

The school plan shall cover a two-year period and shall, as detailed at 20 U.S.C. 6316(b)(3)(A), incorporate strategies; policies; practices; funding; professional development; parental notice; parental involvement; the specific academic issues that caused the school to be identified for school improvement; specific annual, measurable objectives for continuous and substantial progress; and other elements that have the greatest likelihood of ensuring that each group of students enrolled in the school will meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-02 school year.

The school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification. If a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

The District, within 45 days of receiving a school plan, shall establish a peer review process to assist with review of the school plan and promptly approve the school plan if the plan meets the requirements.

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**Note:** See FDB for the option to transfer to a higher performing school, FDD for school safety transfers, and CNA for transportation of transfer students.

NOTICE TO  
PARENTS

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The District shall promptly provide to a parent or parents (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of each student enrolled in an elementary school or a secondary school identified for school improvement, for corrective action, or for restructuring:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the District and TEA. [See GND]
2. The reasons for the identification.
3. An explanation of what the school identified for school improvement is doing to address the problem of low achievement.

4. An explanation of what the District or TEA is doing to help the school address the achievement problem.
5. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement.
6. An explanation of the parents' option to transfer their child to another public school, with transportation provided by the District when required or to obtain supplemental educational services for the child. [See CNA]

**SUPPLEMENTAL  
EDUCATIONAL  
SERVICES**

In the case of any school that fails to make adequate yearly progress after identification, or is under corrective action or restructuring, the District serving such school shall arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness that is selected by the parents and approved for that purpose by TEA in accordance with reasonable criteria that TEA shall adopt. Nothing contained in this provision shall permit the making of any payment for religious worship or instruction.

An "eligible child" means a child from a low-income family, as determined by the District for purposes of allocating funds to schools under 20 U.S.C. 6313(c).

The District shall continue to provide supplemental educational services to a child receiving such services until the end of the school year in which such services were first received.

**WAIVER FROM  
TEA**

At the request of the District, TEA may waive, in whole or in part, the requirement to provide supplemental educational services. TEA shall notify the District, within 30 days of receiving the District's request for a waiver, whether the request is approved or disapproved and, if disapproved, the reasons for the disapproval, in writing.

**TECHNICAL  
ASSISTANCE**

For each school identified for school improvement, the District serving the school shall ensure the provision of technical assistance as the school develops and implements the school plan throughout the plan's duration. Such technical assistance shall include assistance in analyzing data from the academic assessments; in identifying and implementing professional development, instructional strategies and methods that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement; and in analyzing and revising the school's budget.

Technical assistance may be provided by the District, TEA, a qualified institution of higher education, a private not-for-profit organization or for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement. Technical assistance provided by the District or an entity approved by the District shall be based on scientifically based research.

**FAILURE TO  
MAKE AYP AFTER  
IDENTIFICATION**

**ONE YEAR**

In the case of any school served under Title I, Part A that fails to make adequate yearly progress by the end of the first full school year after identification, the

AFTER

District serving such school shall:

1. Continue to provide all students enrolled in the school with the option to transfer to another public school served by the District.
2. Make supplemental educational services available.
3. Continue to provide technical assistance.

TWO YEARS  
AFTER:  
CORRECTIVE  
ACTION

In the case of any school served by the District under Title I, Part A that fails to make adequate yearly progress by the end of the second full school year after the identification, the District shall implement a system of corrective action.

The term "corrective action" means action, consistent with state law, that substantially and directly responds to the consistent academic failure of a school that caused the District to take such action, and any underlying staffing, curriculum, or other problems in the school; and is designed to increase substantially the likelihood that each group of students enrolled in the school identified for corrective action will meet or exceed the state's proficient levels of achievement on the state academic assessments. To implement corrective action, the District shall:

1. Continue to provide all students enrolled in the school with the option to transfer to another public school served by the District.
2. Continue to provide technical assistance while instituting any corrective action.
3. Continue to make supplemental educational services available to children who remain in the school.
4. Identify the school for corrective action and take at least one of the following corrective actions:
  - a. Replace the school staff who are relevant to the failure to make adequate yearly progress.
  - b. Institute and fully implement a new curriculum, including appropriate professional development, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
  - c. Significantly decrease management authority at the school level.
  - d. Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan.
  - e. Extend the school year or school day for the school.
  - f. Restructure the internal organizational structure of the school.

NOTICE OF  
CORRECTIVE  
ACTION

The District shall publish and disseminate information regarding any corrective action the District takes at a school to the public and to the parents of each student enrolled in the school subject to corrective action, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand, and through such means as the Internet, the media, and public agencies.

THREE AND  
FOUR YEARS  
AFTER: SCHOOL

If, after one full school year of corrective action, a school subject to such corrective action continues to fail to make adequate yearly progress, then the District shall:

- RESTRUCTURING
1. Continue to provide all students enrolled in the school with the option to transfer to another public school served by the District.
  2. Continue to make supplemental educational services available to children who remain in the school.
  3. Prepare a plan and make necessary arrangements to carry out alternate governance.

Not later than the beginning of the school year following the year in which the District implements restructuring, the District shall implement one of the following alternative governance arrangements for the school consistent with state law:

1. Reopen the school as a public charter school.
2. Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
3. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
4. Turn the operation of the school over to the TEA, if permitted under state law and agreed to by the state.
5. Execute any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

NOTICE OF  
SCHOOL  
RESTRUCTURING

The District shall provide prompt notice to teachers and parents whenever restructuring provisions apply and provide them with an adequate opportunity to comment before taking any action for restructuring and to participate in developing any restructuring plan.

DURATION

If any school identified for school improvement, corrective action, or restructuring makes adequate yearly progress for two consecutive school years, the District shall no longer subject the school to the requirements of school improvement, corrective action, or restructuring or identify the school for school improvement for the succeeding school year.

STATE  
ASSISTANCE AND  
INTERVENTION

TEA shall identify the District for improvement, provide technical assistance, and finally take corrective action in the manner prescribed by 20 U.S.C. 6316 (c). If the District is identified for corrective action, TEA shall take at least one of the following actions:

1. Defer programmatic funds or reduce administrative funds.
2. Institute and fully implement a new curriculum.
3. Replace the District personnel who are relevant to the failure to make adequate yearly progress.
4. Remove particular schools from the jurisdiction of the District and establish alternative arrangements for public governance and supervision of such schools.
5. Appoint a receiver or trustee to administer the affairs of the District in place of the Superintendent and school Board.
6. Abolish or restructure the District.
7. In conjunction with at least one of the actions listed above, authorize

students to transfer to a higher-performing public school operated by another district and provide the students transportation (or transportation costs). *No Child Left Behind Act of 2001, 20 U.S.C. 6316*

PARENTAL  
INVOLVEMENT

The District's Title I, Part A program shall be planned and implemented with meaningful consultation with parents of participating students.

DISTRICT  
POLICY

Each district that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the District's plan developed under 20 U.S.C. 6312, establish the District's expectations for parent involvement, and describe how the District will:

1. Involve parents in the joint development of the plan under 20 U.S.C. 6312, and the process of school review and improvement under 20 U.S.C. 6316;
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement as described at 20 U.S.C. 6318(e);
4. Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other ESEA programs;
5. Conduct, with the involvement of parents, an annual evaluation of the parental involvement policy as described at 20 U.S.C. 6318(a)(2)(E), and use the findings of the evaluation as described in that section; and
6. Involve parents in the activities of the schools served under this part.

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of 20 U.S.C. 6318(c)-(f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

*No Child Left Behind Act of 2001, 20 U.S.C. Sec. 6318*

COMPARABILITY  
ASSURANCE

If the District has more than one attendance area for each grade span, as a condition of receiving any Title I funds, it shall file with TEA written assurance that it has established:

1. A Districtwide salary schedule.
2. A policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel.
3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

*20 U.S.C. Sec. 6332(c)(2)*



PRIVATE  
SCHOOLS

After timely and meaningful consultation with appropriate private school officials, the District shall provide eligible disadvantaged children attending private elementary and secondary schools with special education services or benefits under Title I, Part A that are comparable to those provided in public schools. *20 U.S.C. Sec. 6320*

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**Note:** See DBA for qualifications of teachers in Title I programs.

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HOMELESS  
CHILDREN

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the District shall serve homeless children according to their best interests. *McKinney-Vento Homeless Education Assistance Improvements Act of 2001, part of No Child Left Behind Act of 2001, 42 U.S.C. 11432* [See FD, FDC, and FFC]

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Dallas ISD  
057905

SPECIAL PROGRAMS:  
FEDERAL TITLE I PROGRAMS

EHBD  
(LOCAL)

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COMPARABILITY OF SERVICES    The Board shall ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" shall include teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements. [See also DEA]

PARENTAL INVOLVEMENT        The parental involvement program shall be set up in accordance with applicable law. [See EHBD(LEGAL)]

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Once the decision is made to implement a specific compensatory education program for a given target population, the principals and other staff of the schools served shall follow the program plan and observe applicable guidelines, regulations, and procedures of the funding agency and of the District.

CHAPTER I  
COMPLAINT  
RESOLUTION

The following procedures are provided pursuant to enhance the sincere efforts of all persons concerned with programs in the District to work toward constructive solutions to problems in an atmosphere of courtesy and cooperation.

1. Complaints shall ordinarily be processed during the regular workday.
2. All time limits herein shall consist of school days as indicated on the official District calendar; except that when a complaint is submitted on or after May 1, the time limit shall consist of calendar days, so that the matter may be resolved before the close of the school term or within 30 days thereafter. Days during which the District is officially closed, as indicated on the District calendar, shall be excepted from the time lines given. In the event that an alleged violation occurs or is discovered during these periods, time limits given shall be in effect upon resumption of District operation.
3. Complaints shall be processed as rapidly as possible. The number of days indicated in each level shall be considered as guidelines, and every effort shall be made to complete the process in a shorter period of time. If no written decision has been rendered within the time limits indicated, then the complaint shall be processed at the next higher step.
4. The time limits provided shall be strictly observed but, in the event of extenuating conditions, may be extended by written agreement of TEA.
5. If the complaint is not referred in writing to the next higher step within those time limits specified, after the receipt of the official reply, the complaint shall be considered as resolved by all parties concerned.
6. A complaint may be withdrawn at any step without prejudice.
7. Nothing contained herein shall be construed as limiting the rights of any group or individual having a complaint to discuss the matter informally with any appropriate member of the District administration and to have the complaint resolved without initiation of the formal procedures.
8. Information copies of all complaints filed and disposition thereof at all levels shall be transmitted to the District administrator responsible for extra-District funded programs.
9. The District shall provide for the dissemination of information concerning these procedures to interested parties, including all District and school-parent advisory councils.
10. Each level of the complaint resolution process shall provide an opportunity for the complainant or the complainant's representative, or both, to present evidence pertaining to the complaint, including the opportunity to question

the parties involved.

## DEFINITIONS

The following definitions of terms shall apply:

1. A "complaint" is a dispute or disagreement of a concerned individual or organization alleging a violation, misinterpretation, or misapplication of the provisions of Public Law 95-561, Chapter I, applicable provisions of the General Education Provisions Act in connection with programs under this title, or any administrative practice that impacts or affects a participant's rights under these laws.
2. The "complainant" is a concerned individual or organization filing a complaint.
3. A "party of interest" is the person or persons making the complaint or any person or persons assisting the complainant and any person who might be required to take action or against whom action might be taken in order to resolve the complaint.

## INITIATION AND PROCESSING

In the event that a parent advisory council, parent, teacher, or other concerned organization or individual believes that there is a basis for a complaint, the complainant may obtain a complaint form from the local school office or the office of the special programs director.

### LEVEL ONE

The complainant shall send a formal written complaint on the standard form within 15 days of the alleged violation, or within 15 days of the discovery thereof, to the local campus principal. Within five days of the date the complaint is filed, the local principal shall schedule a meeting with the complainant or representative in an attempt to resolve the complaint. The local principal shall indicate disposition of the complaint in writing within five days of such meeting. If a complaint arises that is not in the jurisdiction of the principal, the complaint shall be transmitted in writing to the area learning administrator with one copy to the appropriate assistant superintendent. This same process shall apply for complaints submitted during a time period in which the local principal is not officially on duty. Complaints initiated in this fashion shall begin at Level Two.

### LEVEL TWO

If the complainant is not satisfied with the disposition of the complaint at Level One, or if no disposition has been made within the allotted time period for Level One, the complaint may be transmitted to the area learning administrator with one copy to the appropriate assistant superintendent. Within five days, the area learning administrator shall meet with parties of interest concerning the complaint. The disposition of the complaint, as approved by the appropriate assistant superintendent, shall be indicated in writing within five days of the meeting, and a copy shall be furnished to the complainant and to all parties of interest.

### LEVEL THREE

If the complainant is not satisfied with the disposition of the complaint by the area learning administrator as approved by the appropriate assistant superintendent, or no disposition has been made within five days of such meeting, the complaint shall be transmitted to the Board by filing a written copy thereof with the offices of the General Superintendent. The Board, within five days, shall meet with the parties of interest.

### LEVEL FOUR

If the complaint is not satisfied with the disposition of the complaint by the Board, or if no disposition has been made within the period above provided, the complaint may be transmitted to TEA. Transmittal of the complaint to TEA shall

occur within 30 calendar days after the time allowed the Board for disposition.

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PURPOSE AND  
GOAL

Bilingual education and English as a second language (ESL) programs shall be taught to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language. Programs shall emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school. Bilingual education and ESL programs shall be integral parts of the total school program. These programs shall use instructional approaches designed to meet the special needs of LEP students and the basic curriculum content of the programs shall be based on the state essential knowledge and skills. *19 TAC 89.1201(b)-(d)*

REQUIRED  
BILINGUAL  
PROGRAM

If the District has an enrollment of 20 or more limited English proficient students in any language classification in the same grade level, it shall offer a bilingual education program for the LEP students in prekindergarten through the elementary grades who speak that language. "Elementary grades" shall include at least prekindergarten through grade 5; sixth grade shall be included when clustered with elementary grades. The District is authorized to establish a bilingual education program at grade levels in which the bilingual education program is not required.

The District shall offer LEP students the following:

1. Bilingual education in kindergarten through the elementary grades.
2. Bilingual education, instruction in ESL, or other transitional language instruction approved by TEA in post-elementary grades through grade 8.
3. Instruction in ESL in grades 9-12.

The bilingual education program shall be provided by offering either a dual language program that meets the requirements for program content and design, as established in 19 TAC 89.1210, or a dual language program designed by the District and approved by the commissioner, as provided by 19 TAC 89.1255. The District-designed program shall address the affective, linguistic, and cognitive needs of the LEP students and shall incorporate the cultural aspects of the students' backgrounds.

*Education Code 29.053(c)(d); 19 TAC 89.1205(a)-(c)*

REQUIRED ESL  
PROGRAM

All LEP students for whom the District is not required to offer a bilingual education program shall be provided an English as a second language program, regardless of the students' grade levels and home language and regardless of the number of such students. *19 TAC 89.1205(d)*

The ESL program shall be provided by offering either an ESL program that

meets State Board requirements for program content and design, as established in 19 TAC 89.1210, or an ESL program designed by the District and approved by the commissioner of education, as provided by 19 TAC 89.1255. The District-designed program shall address the affective, linguistic, and cognitive needs of the LEP students. *19 TAC 89.1205(d)*

## EXCEPTIONS

If a program other than bilingual education must be used in kindergarten through the elementary grades, documentation for the exception must be filed with and approved by TEA.

If the District is unable to hire a sufficient number of teachers with bilingual teaching certificates to staff the required program, the District may file an application for exception with TEA. The application must be accompanied by all of the following:

1. Documentation showing that the District has taken all reasonable affirmative steps to secure teachers with bilingual teaching certificates and has failed.
2. Documentation showing that the District has affirmative hiring policies and procedures consistent with the need to serve LEP students.
3. Documentation showing that, on the basis of District records, no teacher having bilingual credentials has been unjustifiably denied employment by the District within the past 12 months.
4. A plan detailing specific measures to be used by the District to eliminate the conditions that created the need for the exception.
5. Information required by 19 TAC 89.1205(g).

Exceptions shall be granted on an individual district basis and are valid for one year. Applications for second or subsequent years must be accompanied by the documentation listed above. During the period for which the District is granted an exception, the District must use alternative methods approved by TEA to meet the needs of its LEP students, including hiring teaching personnel under bilingual emergency permits.

*Education Code 29.054; 19 TAC 89.1205(g)*

## EXCEPTIONS TO THE ESL PROGRAM

If the District is unable to provide an ESL program as described above, it shall request the commissioner's approval for a one-year exception and an alternative program. The request shall include all the information required by 19 TAC 89.1205(h). *19 TAC 89.1205(h)*

## HOME LANGUAGE SURVEY

The home language survey shall be administered only one time to each student. Administration shall be to students new to the District and to students previously enrolled who were not surveyed in the past. The survey shall be signed by the parent or guardian for students in prekindergarten-grade 8 and by the student in grades 9-12. The original copy of the survey shall be retained in the student's permanent record. If the home language survey indicates a language other than English is used, the student shall be tested in accordance with 19 TAC 89.1225 (see IDENTIFICATION AND ASSESSMENT below). *Education Code 29.056 (a); 19 TAC 89.1215*

## LANGUAGE PROFICIENCY ASSESSMENT

If the District is required to offer bilingual and special language programs, it shall establish one or more language proficiency assessment committees (LPACs) according to locally established procedures for the selection, appointment, and

## COMMITTEES

training of members. The LPAC shall include at least:

1. A professional bilingual educator.
2. A professional transitional language educator.
3. A parent of a limited English proficient student who is not an employee of the District.
4. A campus administrator.

If the District does not have an individual in one or more of the job classifications required, it shall designate another professional staff member to serve on the LPAC. In grade levels at which the District is not required to provide a bilingual education program, the LPAC shall be composed of one or more professional personnel and a District-designated parent of an LEP student.

*Education Code 29.063(a)(b); 19 TAC 89.1220(a)-(d)*

## DUTIES

The LPAC shall perform all the following duties:

1. Review all pertinent information on all LEP students.
2. Make recommendations concerning the most appropriate placement for the educational advancement of the LEP student after the elementary grades.
3. Review each LEP student's progress at the end of the school year in order to determine future appropriate placement.
4. Monitor the progress of students formerly classified as LEP who have transferred out of the bilingual or ESL program within the past two years.
5. Determine the appropriateness of a program that extends beyond the regular school year based on the needs of each LEP student.
6. Make the determinations required regarding placement in and exit from bilingual and ESL programs.
7. Before the annual administration of the TAAS and according to criteria set forth in 19 TAC 89.1220(i), determine the eligibility of LEP students in grades 3-8 for:
  - a. Exemption from the test;
  - b. Administration of the Spanish version of the test; or
  - c. Administration of the English version of the TAAS. [See EIF (LEGAL)]
8. Perform additional duties described in 19 TAC 89.1220 as well as those prescribed by TEA.

*Education Code 29.063(c); 19 TAC 89.1220(g)-(i), (m)*

## STUDENT COUNTS

Within four weeks of the beginning of school, the LPAC shall determine and report to the Board the number of LEP students on each campus and shall classify each student according to the the language(s) in which the student possesses primary proficiency. The Board shall report that information to TEA before November 1 each year. *Education Code 29.053(b)*

## IDENTIFICATION AND ASSESSMENT

Within four weeks of their initial enrollment in the District, students shall be identified, assessed, and classified for bilingual education or ESL programs according to the criteria and procedures established in rules adopted by the commissioner. *Education Code 29.056(a); 19 TAC 89.1225(a)-(g)*

## PARENTAL

Within ten days after classification, the LPAC shall give written notice to parents



NOTICE AND APPROVAL

advising that a student has been classified as limited English proficient and requesting approval to place the student in the required bilingual or ESL program. The notice shall be in English and the primary language and shall include information about the benefits of the program for which the student is recommended and that it is an integral part of the school program. Pending parent approval, the District shall place the student in the recommended program, but may receive its bilingual allotment only for those students in the bilingual program with parent approval. *Education Code 29.056(a)(d); 19 TAC 89.1220(l)*

The entry or placement of a student in the bilingual or ESL program must be approved in writing by the student's parent. Approval shall be considered valid for the student's continued participation in the program until the student meets the established exit criteria, graduates from high school, or the parent requests a change in program placement. *19 TAC 89.1240(a)*

PROGRAM EXIT

A student may not be exited from the bilingual or ESL program in prekindergarten through grade one.

For exit from a bilingual education or English as a second language program, a student:

1. May be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program as determined by:
  - a. Meeting state performance standards for the English language criterion-referenced assessment instrument for reading and writing (when available) required in Texas Education Code 39.023, at grade level; and
  - b. Tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in both the student's primary language and English;
2. May be classified as English proficient when he or she scores at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument; or
3. May be classified as English proficient as determined by criteria that meet the requirements outlined in Texas Education Code 29.055 and 19 TAC 89.155, detailing requirements for a local plan.

A student exited from the program may be re-enrolled if later evidence indicates that the student has inadequate English proficiency and achievement.

*Education Code 29.056(g)(h); 19 TAC 89.1225(h)-(j)*

The District shall notify parents of a student's reclassification as English proficient and his or her exit from the bilingual or ESL program. *19 TAC 89.1240(b)*

PROGRAM CONTENT

The District's bilingual education program shall be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and

sequenced mastery of English language skills. An ESL program shall be an intensive program of instruction in English from teachers trained in recognizing and dealing with language differences. *Education Code 29.055(a)*

PROGRAM  
DESIGN

The bilingual or ESL program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. *Education Code 29.055(b)*

PARTICIPATION

LEP students shall participate fully with English-speaking students in regular classes provided in subjects such as art, music, and physical education. The District shall provide students enrolled in the bilingual or ESL program a meaningful opportunity to participate fully with other students in all extracurricular activities. *Education Code 29.055(c)(e)*

Elective courses may be taught in a language other than English. *Education Code 29.055(d)*

FACILITIES

Bilingual education and special language programs shall be located in the District's regular schools rather than in separate facilities. Students enrolled in the bilingual or ESL programs shall be placed in classes with other students of approximately the same age and level of educational attainment. The District shall ensure that each student's instruction is appropriate to the student's level of educational attainment, and the District shall keep adequate records of the educational level and progress of each student enrolled in the program. In order to provide the required program, the District may concentrate the programs at a limited number of schools, provided that the enrollment in those schools shall not exceed 60 percent limited English proficient students. *Education Code 29.057; 19 TAC 89.1235*

REQUIRED  
PROGRAMS

If the District is required to offer a bilingual education or special language program, it shall offer a voluntary summer school program for LEP children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. A school that operates on a semester system shall offer the program during the period school is recessed for the summer and for one-half day for eight weeks or on a similar schedule approved by the Board. A school that operates on any other system shall offer 120 hours of instruction on a schedule established by the Board.

The program must be an intensive bilingual education or special language program that meets the standards set by TEA, and the student/teacher ratio may not exceed 18:1. The District shall comply with the requirements of 19 TAC 89.1250 in providing such a program.

*Education Code 29.060(a)-(c); 19 TAC 89.1250*

OTHER  
PROGRAMS

The District may establish other summer school, extended day, or extended week bilingual or ESL programs for limited English proficient students; however, neither these programs nor the required voluntary program may substitute for the program to be provided during the regular school year. *Education Code 29.060 (d)(e)*

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The Board has had a long-standing commitment to meeting the needs of non-English-speaking students and those who are Speakers of Other Languages (SOL). This is demonstrated by the fact that, for over a decade, the District has gone beyond minimum requirements by investing numerous material and human resources into the development and provision of a comprehensive and additive developmental bilingual program for students. [See EHA (LOCAL) regarding assignment of bilingual teachers]

The District's developmental bilingual program is based on the following principles:

1. Focus on "additive" multilingualism where students "add on" without risk of losing their first language;
2. Address language, content, and social development from a meaning-centered approach to learning and an interactive approach to language acquisition;
3. Provide SOL students with access to all curricular and extra-curricular activities (e.g., TAG/Honors classes, academic competitions, athletics, band);
4. Separate languages for instruction;
5. Provide instruction in two languages in bilingual classrooms:
  - a. Primary language = introduction and mastery of new concepts
  - b. Second language = reinforcement of learned concepts and second language acquisition
6. Address the needs of all students through the core curriculum:
  - a. ESOL connections for all teachers
  - b. Native language cognitive development for bilingual education classes
7. Emphasize mastery of essential elements (TEKS) in either primary language or English-Focus in on Learning;
8. Recognize variance in rate of progression through English levels by student;
9. Provide opportunities for students to work in cooperative, heterogeneous, and/or homogeneous groups;
10. Employ certified bilingual or ESOL teachers;
11. Use ESOL-endorsed/certified teachers for ESOL courses and ESOL-trained teachers for sheltered content courses;
12. Involve parents in program implementation and student academic success; and
13. Assure that students participate in activities that demonstrate equitable treatment of individual differences and cultures.

The Board reaffirms its commitment, when possible and practicable, to providing each student with an opportunity to experience academic success through instruction in his or her primary language while acquiring English.

LANGUAGE  
PROFICIENCY  
ASSESSMENT  
COMMITTEES

The professional staff members of the LPAC(s) shall be assigned those duties by the campus administrator or designee. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESOL programs.

TRAINING

The District shall provide orientation and training for all members of the LPAC (s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

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The following regulations shall govern the use of languages:

1. Instruction shall be in the primary language of students identified as Speakers of Other Languages (SOL) who are enrolled in developmental bilingual education classrooms in grades PK-6.
2. English-for Speakers of Other Languages (ESOL) instruction shall be provided for all students categorized as Speakers of Other Languages in grades PK-12.
3. The use of any language as a means of communication shall be permissible during the school day.
4. Language integrity shall be maintained during instruction without concurrent translation.

The following steps shall comprise the District's procedure for the identification of SOL students in grades PK-12:

1. A Home Language Survey (HLS) must be signed and dated for each student upon initial enrollment in the District. If the survey indicates a language other than English, then  
all four parts of the broad ability subtests of the language proficiency assessment instrument are administered to the student in English. The language proficiency assessment is administered by professionals or paraprofessionals proficient in the language of the test.
2. If the elementary student's language proficiency is a broad-ability score of a 1, 2, or 3 on the English version of the test, the student is identified as SOL; then  
a Spanish speaker is tested with the Spanish version of the test and, per the Language Proficiency Assessment Committee (LPAC), is placed in the state-required developmental bilingual education classrooms  
  
a speaker of a language other than Spanish is tested only with the English version of the test and, per the LPAC, is placed in the state-required English for Speakers of Other Languages (ESOL) classrooms.
3. If a secondary student's language proficiency is a broad-ability score of a 1, 2, or 3 on the English version, the student is identified as SOL; then the student is placed in the state-required ESOL classrooms, per the LPAC.
4. If the student's language proficiency is a broad-ability score of a 4 or 5,

the student is identified as an English speaker and documented by the LPAC.

5. All results shall be referred to the LPAC for review. The LPAC will recommend placement into the appropriate instructional program based on Education Code 29.051 through 29.064.
6. Parents of students identified as SOL shall be notified within ten days after the student has been classified as SOL and recommended for placement in the required developmental bilingual education or ESOL classrooms.
7. Students identified as SOL will be assigned, with parental approval, to appropriate developmental bilingual education or ESOL classrooms within four weeks of enrollment.

LANGUAGE  
PROFICIENCY  
ASSESSMENT  
COMMITTEE  
(LPAC)

Each campus shall establish a Language Proficiency Assessment Committee (LPAC). If more than one committee is needed in order to identify and place all SOL students within four weeks of enrollment, they shall be established. Each campus shall maintain documentation of LPAC meetings, including print-outs of students reviewed and action proceedings.

The District shall provide an orientation program for all members of the LPAC, which shall include a discussion of the committee's duties and a thorough description and review of all laws and rules governing confidentiality of information concerning individual students. Committee members shall observe all such laws and rules. [See FL(LEGAL)]

LPAC  
MEMBERSHIP

Language Proficiency Assessment Committees (LPAC) must include, but are not limited to, the following individuals:

a campus administrator-principal, assistant principal, or dean of instruction

at least one bilingual certified teacher-with full certification, emergency teaching permit, or who is an alternative certification candidate

at least one ESOL certified teacher-with full certification, emergency teaching permit, or who is an alternative certification candidate

a parent of an SOL student-not a District employee

INSTRUCTIONAL  
PLACEMENT

The following four steps will be followed for the instructional placement of SOL students in grades PK-12:

1. The broad ability subtests (all four parts) of the District's language proficiency instrument are administered to the student, in English, by professionals or paraprofessionals proficient in the language of the test.
  - a. If the student's oral language proficiency score is a 4 or 5 on the WMLS (parts 1 and 2) the student is identified as an English speaker and documented by the LPAC;
  - b. If the elementary student's language proficiency is a broad-ability score of a 1, 2, or 3 on the English version of the test, the student is identified as SOL; then

a Spanish speaker is tested with the Spanish version and, per the LPAC, is placed in the state-required developmental bilingual

education classrooms;

a speaker of a language other than Spanish is placed, per the LPAC, in the state-required ESOL classrooms.

- c. If a secondary student's language proficiency is a broad-ability score of a 1, 2, or 3 on the English version, the student is identified as SOL; then the student is placed in the state-required ESOL classrooms per the LPAC.
2. The student's academic history, special needs, and previous instruction shall be reviewed by the campus LPAC.
3. The campus LPAC shall determine the student's academic level placement as schooled or unschooled.
4. The campus LPAC shall recommend appropriate instruction for mastery of the essential elements of the required subjects. A sequential program of bilingual education or ESOL instruction as required by TEA Guidelines for Language Usage in bilingual education and ESOL classrooms will be implemented.

**DOCUMENTATION** The District shall retain documentation of each student assessed. The following documents shall be on file:

1. English language proficiency test scores;
2. Spanish language proficiency test scores (for Spanish speakers only);
3. Standardized achievement test scores; and
4. Documentation of LPAC meetings (including print-outs of students' review and action proceedings).

Each campus shall retain documentation of each student assessed. The following documents shall be in each student's permanent record:

1. Home Language Survey;
2. Parent approval/notification of entry and exit;
3. English language proficiency test scores;
4. Spanish language proficiency test scores (for Spanish speakers only);
5. Standardized achievement test scores;
6. Recommendation of program placement;
7. Dates of entry into and placement within the program;
8. Date of exit; and
9. Results of monitoring for academic success.

**PARENTAL  
NOTIFICATION**

The student's parent or guardian shall be notified in writing no later than ten days after the student has been classified as SOL and recommended for placement in the required developmental bilingual education or ESOL classroom. Parents or guardians must be provided information describing the developmental bilingual education or ESOL classrooms and their benefits to the student.

Parental approval is considered valid for the student's continued participation in the required developmental bilingual education or ESOL classroom until the student meets exit criteria, graduates from high school, or the parent/guardian requests a change in program placement. Parents must be notified in writing



when students are exited from the developmental bilingual education or ESOL classrooms.

**PARENTAL  
DENIAL OF  
PERMISSION FOR  
PLACEMENT OF A  
STUDENT**

If the parent of guardian denies permission to enroll the student in the state-required developmental bilingual education or ESOL classrooms as recommended by the LPAC, a conference must be held with an administrator, the parent or guardian, and another member of the LPAC. The conference will address, and strive to ensure that parents/guardians understand, the purpose and content of the developmental bilingual education or ESOL classroom.

The parent must state the denial of permission in writing and the original letter must be retained in the student's cumulative record. The District or campus may not solicit a parent to deny permission, nor provide a form denying permission to be signed by the parent or guardian.

**EXIT  
PROCEDURES**

LPACs are responsible for reclassifying all identified SOL students as non-SOL according to the procedures listed below. The actions and recommendation of the LPAC are documented on the SOL student database printouts and on the student's cumulative records.

To exit from a developmental bilingual education or ESOL classroom, a student must:

score at or above 40th percentile on the reading and language subtests, when available, of the standardized achievement tests (ITBS and/or TAP); or

pass the reading sections of the English TAAS for grades 3, 5, 6, and 7 and achieve a score of 4 or 5 on the broad-ability subtests (all four parts) of the language proficiency tests; or

pass the reading and writing section of the English TAAS for grades 4, 8, 9, 11, and 12 and achieve a score of 4 or 5 on the broad-ability subtests (all four parts) of the language proficiency test.

Recommendations for students to exit will be made only after review of all test data for students in grades 2 through 12, at the end of each school year. LPACs are responsible for informing parents in writing when their student meets the exit criteria and exits from a developmental bilingual education or ESOL classroom.

The student's parent or guardian may request, in writing, the exit of their child from the developmental bilingual education or ESOL classroom.

**MONITORING  
AND REVIEWING  
STUDENT  
PERFORMANCE**

LPACs are responsible for monitoring and reviewing the academic progress of all students classified as SOL, including:

1. Students enrolled in a developmental bilingual education or ESOL classroom;
2. SOL students denied placement by their parents or guardians in a developmental bilingual education or ESOL classroom;
3. SOL students eligible for special education services; and
4. Former SOL students.

FORMER SOL  
STUDENTS

LPACs shall monitor, for two years, the academic progress of each student who exited from a developmental bilingual education or ESOL classroom, to determine if the student is academically successful. Those students who are not academically successful are to be reclassified as SOL and are to be recommended for participation in a developmental bilingual education or ESOL classroom, compensatory education, or other program that addresses their needs.

The following criteria must be used at the end of the school year to determine if a student who has exited a developmental bilingual education or ESOL classroom is academically successful:

1. The student demonstrates mastery of the English TAAS for the grade level as applicable;
2. The student scores at or above the 40th percentile on the English reading and language subtests of the standardized achievement tests; and
3. The student has passing grades in all content area courses.

PROGRAM  
EVALUATION

The District shall monitor and annually assess the proper implementation of the developmental bilingual and ESOL classrooms. Classroom effectiveness is monitored using the CIPP model, a comprehensive evaluation process that includes context, input, process and product evaluations.

Norm- and criterion-referenced measures in English and Spanish are used for evaluation. The District shall utilize a conditional inclusion model when testing SOL students with ITBS/TAP and TAAS tests. This conditional inclusion model tests students with the most linguistically appropriate instrument to obtain more meaningful results.

The District shall give specific attention to the proper progression of all SOL students in the programs in which they are enrolled by the use of the broad-ability subtests (all four parts) of the language proficiency assessment and the W-scores as well as the use of the program levels of secondary SOL students. Progression will be based on annual data. The number of SOL students who exit the program also shall be documented.

The District shall monitor the personnel development of teachers and the quality of the parental involvement component.

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Each public school student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level. *Education Code 29.181.*

The Board may conduct and supervise career and technology classes and other educational programs for students and for other persons of all ages and spend local maintenance funds for the cost of those classes and programs. *Education Code 29.183* [See EEL]

DISTINGUISHED  
ACHIEVEMENT IN  
CAREER AND  
TECHNOLOGY  
EDUCATION

The Board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum [see EHAA] and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards;
2. Obtain from the District an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award.

An award granted under this section is not in lieu of a diploma or certificate of coursework completion. [See EI]

In developing the program, the Board shall consider the state plan for career and technology education. The Board must submit the proposed program to the Commissioner of Education in accordance with criteria established by the Commissioner.

CONTRACTS  
WITH OTHER  
ENTITIES

The Board may contract with an entity listed in Education Code 29.184(a) [see EEL] for assistance in developing the program or providing instruction to District students participating in the program. The Board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area.

INSURANCE

The Board may provide insurance to protect a business that contracts with the District under this provision. [See CRB]

*Education Code 29.187*

APPLICABILITY

The following provisions apply only to districts receiving federal career and technology education funds. *19 TAC 75.1021*

PROGRAM EVALUATION	The District shall annually evaluate its career and technology education programs. <i>19 TAC 75.1025</i>
SPECIAL POPULATIONS	Members of special populations shall be provided career and technology services in accordance with all applicable federal and state laws, regulations, and rules.
DEFINITION	<p>In this policy, a "member of a special population" includes:</p> <ol style="list-style-type: none"> <li>1. An individual with a disability;</li> <li>2. An individual from an economically disadvantaged family, including a foster child;</li> <li>3. An individual preparing for nontraditional training and employment;</li> <li>4. A single parent, including single pregnant women;</li> <li>5. A displaced homemaker; and</li> <li>6. An individual with other barriers to educational achievement, including an individual with limited English proficiency.</li> </ol> <p><i>20 U.S.C. 2302(23)</i></p>
STUDENTS WITH DISABILITIES	<p>A student with a disability shall be provided career and technology services in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, state statutes, and rules of the SBOE and the Commissioner.</p> <p>A student with a disability shall be instructed in accordance with the student's individualized education program (IEP), in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student with a disability is unable to receive a free appropriate public education (educational benefit) in a regular career and technology education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technology education for students with disabilities (CTED). [See EHBA]</p> <p>A student with a disability identified in accordance with IDEA is an eligible participant in career and technology education when the following requirements are met:</p> <ol style="list-style-type: none"> <li>1. The ARD committee shall include a representative from career and technology education, preferably the teacher, when considering initial or continued placement of a student in career and technology education;</li> <li>2. Planning for the student shall be coordinated among career and technology education, special education, and state rehabilitation agencies and should include a coherent sequence of courses;</li> <li>3. The District shall monitor to determine if the instruction being provided students with disabilities in career and technology education classes is consistent with those students' IEPs;</li> <li>4. The District shall provide supplementary services that each student with a disability needs to successfully complete career and technology education, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and</li> </ol>

- devices;
5. The District shall help fulfill the transitional service requirements of the IDEA Amendments of 1997 and implementing regulations, state statutes, and rules of the Commissioner for each student with a disability who is completing a coherent sequence of career and technology education courses.

When determining placement in a career and technology classroom, the ARD committee shall consider a student's graduation plan, the content of the individual transition plan, the IEP, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA Amendments of 1997 and its implementing regulations.

*19 TAC 75.1023*

STUDENT  
ORGANIZATIONS

The District may use federal career and technology education funds to provide opportunities for student participation in approved student leadership organizations and assist vocational student organizations in accordance with all applicable federal and state laws, rules, and regulations. A student shall not, however, be required to join such an organization. Student participation in vocational student organizations shall be governed in accordance with 19 TAC Chapter 76 (relating to extracurricular activities). *19 TAC 75.1024* [See FM]

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**Note:** Only districts that identify 15 or more eligible students are required to provide prekindergarten programs.

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TUITION-FREE	<p>The District shall offer prekindergarten classes if it identifies 15 or more eligible students who are at least four years of age. The District may offer prekindergarten if it identifies 15 or more eligible children who are at least three years of age.</p> <p>The District may not charge tuition for a prekindergarten program offered under these provisions.</p>
EXEMPTION	<p>The District may apply to the Commissioner for an exemption from the requirement that it provide a free prekindergarten program if the District would be required to construct classroom facilities in order to provide the program.</p>
ELIGIBILITY	<p>A child is eligible for enrollment in free prekindergarten if the child is at least three years of age and is:</p> <ol style="list-style-type: none"><li>1. Unable to speak and comprehend the English language;</li><li>2. Educationally disadvantaged; or</li><li>3. Homeless, as defined by federal law [see FD(LEGAL)], regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control.</li></ol>
NOTICE	<p>The District shall develop a system to notify the population in the District with children who are eligible for enrollment in a free prekindergarten program of the availability of the program. The system must include public notices issued in English and Spanish.</p>
HALF-DAY BASIS	<p>A free prekindergarten class shall be operated on a half-day basis.</p>
TRANSPORTATION	<p>The District is not required to provide transportation for a prekindergarten class. If transportation is provided, it is included for funding purposes as part of the regular transportation system.</p>
TUITION-SUPPORTED OR DISTRICT-	<p><i>Education Code 29.153</i></p> <p>The District may offer on a tuition basis or use District funds to provide:</p> <ol style="list-style-type: none"><li>1. An additional half-day of prekindergarten classes to children eligible</li></ol>

FINANCED

- for free prekindergarten; and
2. Half-day and full-day prekindergarten classes to children not eligible for free prekindergarten.

The District may not adopt a tuition rate that is higher than necessary to cover the added costs of the program, including any costs associated with collecting, reporting, and analyzing data under Education Code 29.1532(c) (regarding PEIMS data for prekindergarten programs). The District must submit its proposed tuition rate to the Commissioner for approval.

*Education Code 29.1531*

PROGRAM DESIGN

The District's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills. *Education Code 29.1532(a)*

PREKINDERGARTEN  
EXPANSION GRANT

The District may use funds from grants administered by the Commissioner of Education to expand an existing half-day prekindergarten program to a full-day basis or to implement a prekindergarten program on a campus that does not have a prekindergarten program.

The District may use funds received under this program to employ teachers and other personnel for a prekindergarten program or to acquire curriculum materials or equipment, including computers, for use in prekindergarten programs.

The District may use funds granted under this program in contracting with another entity, including a private entity.

*Education Code 29.155*

READY TO READ  
GRANT

A district that operates a prekindergarten program is eligible to apply for a Ready to Read grant if at least 75 percent of the children enrolled in the program are low-income students, as determined by Commissioner rule.

Grants shall be used to provide scientific, research-based prereading instruction for the purpose of directly improving prereading skills and for identifying cost-effective models for prereading intervention. Grants funds shall be used for:

1. Professional staff development in prereading instruction;
2. Preceding curriculum and materials;
3. Prereading skills assessment materials; and
4. Employment of prereading instructors.

*Education Code 29.157*

STATEWIDE  
INFORMATION  
REFERRAL  
NETWORK

The District shall provide the Texas Information and Referral Network with information regarding eligibility for and availability of child-care and education services for inclusion in the statewide information referral network. The District shall provide the information in a form determined by the executive commissioner of the Texas Health and Human Services Commission. *Gov't Code 531.0312*

"Child care and education services" includes child-care and education services provided by the District through a prekindergarten or after-school program. *Gov't Code 531.03131(a)*

Staff of the Texas Information and Referral Network shall send an electronic mail message to each appropriate entity containing the name of and contact information for each applicant and a description of the services for which the applicant is applying.

On receipt of such an electronic mail message, the District shall contact the applicant to verify information regarding the applicant's eligibility for available child-care and education services. On certifying eligibility, the District shall match the applicant with entities providing those services in the applicant's community, including local workforce development boards, local child-care providers, or a Head Start or Early Head Start program provider.

The District shall cooperate with the Texas Information and Referral Network as necessary in the administration of this project.

*Gov't Code 531.0312(c)-(e)*

SHARED SITE

Before establishing a new prekindergarten program, the District shall consider the possibility of sharing use of an existing Head Start or other child-care program site as a prekindergarten site. *Education Code 29.1533*

PRE-K LICENSING  
STANDARDS

If the District contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the applicable child-care licensing standards adopted by the Texas Department of Family and Protective Services under Human Resources Code 42.042. *Education Code 29.1532(b)*

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The District shall provide magnet school programs in vanguard schools for grades 4-6, in academies for grades 7-8, and in high schools for grades 9-12. Enrollment in these magnet school programs shall be voluntary, and students shall be enrolled from throughout the District.

Additional information may be found in the appropriate General Information Bulletin.

The District also provides the following alternative educational programs:

1. Metropolitan alternative school;
  2. Health special school;
  3. Adult basic education;
  4. Adult continuing education;
  5. GED preparation;
  6. Home study program;
  7. Homebound/hospital bound program;
  8. Hospital classes - residential facility;
  9. Special education transition program.
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Students who have unusual circumstances or needs may find one of the following programs of particular assistance as they work toward a high school diploma.

**METROPOLITAN  
ALTERNATIVE  
SCHOOLS**

The metropolitan alternative school is provided for students who prefer flexible scheduling that allows them to progress at their own rate. The instruction is highly individualized and provides for interaction between the various subject areas. Academic credit earned shall be certified to the homeschool and recorded. All grades given at metro schools shall be considered for honors graduation at the homeschool. Graduation diplomas shall be issued by the homeschool.

**HEALTH  
SPECIAL  
SCHOOL**

The health special school is for pregnant students and is available by choice to these students. Enrollment is immediate upon receipt of proof of pregnancy either with a doctor's statement or clinic card.

The credits earned at the health special school shall apply toward a student's ranking and honors eligibility at the homeschool. Graduation shall be from the homeschool.

**ADULT BASIC  
EDUCATION**

The Adult Basic Education Program provides free instruction for out-of-school adults who are beyond compulsory school attendance age and who function at less than a secondary school completion level. Classes include basic literacy, family literacy, General Educational Development (GED) preparation, English as a Second Language (ESL), and ESL/Citizenship. The District manages the literacy cooperative and maintains sites throughout Dallas and Rockwall counties. [See EK(REGULATION)]

**HOMEBOUND /  
HOSPITAL  
BEDSIDE  
PROGRAM**

The Homebound/Hospital Bedside Program is an instructional program provided by the special education department for students who are unable to attend regular classes because of illness or injury. The students are served at home or hospital bedside. Students served in this instructional arrangement are expected to be confined a minimum of four consecutive weeks as documented by a physician licensed to practice in Texas. The provision of homebound/hospital bedside services must be determined by an Admission, Review, and Dismissal committee (ARD).

Homebound or hospital bedside instruction may also be provided to severely, chronically ill students (e.g., cancer, severe diabetes) who are expected to be confined for any period of time totaling at least four weeks (intermittent services) throughout the school year as documented by a physician licensed to practice in Texas. Additionally, homebound instruction may be used for infants and toddlers with visual and/or auditory impairment whose developmental levels are such that they are not capable of participating in special education classes, or by students ages three through five for whom the ARD committee has determined homebound to be the appropriate instructional placement.

Requests for services may be initiated by the submission of a completed Physician's Statement of Eligibility for services to the Special Education Office.

Upon recommendation of the ARD committee, the homebound teacher will work with school personnel to coordinate the homebound or hospital bedside lessons with the lessons taking place on the home campus and to obtain assignments. As determined by the ARD committee, homebound/hospital bedside instruction is provided in core subjects (mathematics, science, social studies, English/language arts). Students served in the homebound/hospital bedside instructional setting must be served two to four hours each week in order to generate eligible days present.

The homebound teacher will submit weekly attendance, grades, and progress reports to the homeschool. The students served in the homebound/hospital bedside program will remain on their homeschool rolls.

#### HOSPITAL / RESIDENTIAL FACILITY PROGRAM

The Hospital/Residential Facility Program is an instructional program provided by the Special Education Department for school age students who are residents of an approved residential facility (RF) or confined to a hospital for a minimum of four weeks. The following shall apply:

Students will be provided instructional and/or related services as determined by an ARD committee.

Students will be enrolled in the District and receive credit toward graduation under campus codes 099 or 299. Attendance, grades, and student progress will be reported the same as for any other student enrolled in the District.

Students will receive instruction commensurate to the school day in the core subject areas (mathematics, English/language arts, social studies, and science).

Technology courses and electives may be offered at sites where appropriately certified teachers are available.

To receive credit in class, a student must attend at least 90 percent of the days the class is offered.

Permanent and special education records for residential facilities will be maintained by the Itinerant Services location.

#### PLACEMENT

In order to place a student in this program a written statement by a physician or appropriate documentation from a proper authority confirming the placement for a student to reside in the facility shall be obtained.

#### INTERAGENCY COORDINATION OF SPECIAL EDUCATION SERVICES

Agreements will be developed with each hospital/residential program to ensure that school age students are provided a free appropriate public education, as required under the Individuals with Disabilities Education Act.

#### SUMMER SCHOOL

District summer school guidelines for the current school year will be followed by hospital and residential classes.

#### SPECIAL EDUCATION TRANSITION

The special education transition program is a special education placement designed to support inclusive practices, age appropriate settings, community integration activities, and opportunities for competitive employment. The

PROGRAM

Admission, Review, and Dismissal (ARD) committee must establish a need for continued special education services leading to competitive and/or supported employment. Students entering the special education transition program must be at least 18 years old and have completed minimum District credit requirements but not yet received diplomas. As determined by the ARD committee on a case-by-case basis, eligible students with disabilities who are 18-21 years old on September 1 of a school year and who meet program criteria may receive their required instruction in the District's transition program, in place of a full- or half-day schedule of classes on the high school campus each day.

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Students who are deaf or hard of hearing must have an education in which their unique communication mode is respected, used, and developed to an appropriate level of proficiency. *Education Code 29.303*

PERSONNEL

A student who is deaf or hard of hearing must have an education in which teachers, psychologists, speech therapists, progress assessors, administrators, and others involved in education understand the unique nature of deafness and the hard-of-hearing condition. A teacher of deaf or hard-of-hearing students either must be proficient in appropriate language modes or use an interpreter certified in appropriate language modes if certification is available. Regular and special personnel who work with students who are deaf or hard of hearing must be adequately prepared to provide educational instruction and services to those students.

The District shall employ or provide access to appropriate qualified staff with proficient communications skills, consistent with credentialing requirements, to fulfill the responsibilities of the District and shall make positive efforts to employ qualified individuals with disabilities.

*Education Code 29.304*

INVOLVEMENT  
OF OTHERS

Students who are deaf or hard of hearing must have an education in which parents or legal guardians and advocates for parents or legal guardians are involved in determining the extent, content, and purpose of programs. Other individuals may be involved at the discretion of parents or legal guardians or the District. *Education Code 29.306*

Students who are deaf or hard of hearing shall be given the opportunity to be exposed to deaf or hard-of-hearing role models. *Education Code 29.307*

ADVISORY  
COMMITTEE

If the District has students who are deaf or hard of hearing, it shall include in its local special education advisory committee persons who are deaf or hard of hearing and parents or students who are deaf or hard of hearing, if practicable. *Education Code 29.309*

ASSESSMENT

The District shall not discriminate on the basis of race, culture, or sex when selecting and administering procedures and materials for assessment and placement of students who are deaf or hard of hearing. *Education Code 29.310(a)*

PLACEMENT

A single assessment instrument may not be the sole criterion for determining the placement of a student who is deaf or hard of hearing. *Education Code 29.310(b)*

Procedures and materials for the assessment and placement of a student who is deaf or hard of hearing shall be in the student's preferred mode of

communication. All other procedures and materials used with any student who is deaf or hard of hearing and who has limited English proficiency shall be in the student's preferred mode of communication. *Education Code 29.210(c)*

DEAF OR HARD-  
OF-HEARING  
PROGRAMS

Programs for students who are deaf or hard of hearing must be coordinated with other public and private agencies, including agencies operating early childhood intervention programs, preschools, agencies operating child development programs, nonpublic nonsectarian schools, agencies operating regional occupational centers and programs, and the Texas School for the Deaf. The programs must also be coordinated with post-secondary and adult programs for persons who are deaf or hard of hearing. *Education Code 29.311*

COUNSELING

Appropriate psychological counseling services for a student who is deaf or hard of hearing shall be made available at the student's school site in the student's primary mode of communication. Appropriate auditory systems shall be used with students who are hard of hearing, if required by the ARD committee. *Education Code 29.312*

EVALUATION

The District must provide continuous evaluation of the effectiveness of programs for students who are deaf or hard of hearing. If practicable, the evaluations shall follow program excellence indicators established by TEA. *Education Code 29.313*

TRANSITION TO  
REGULAR CLASS

In addition to satisfying requirements under state and federal law for vocational training, the District shall develop and implement a transition plan for transition of students who are deaf or hard of hearing into a regular class program if the student is to be transferred from a special class or center or from a nonpublic, nonsectarian school into a regular class for any part of the school day. The transition plan must provide for activities to integrate the students into the regular education program and to support the transition of the student from the special education program into the regular education program. *Education Code 29.314*

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SPECIAL PROGRAMS:  
ADULT AND COMMUNITY EDUCATION

EHBI  
(LEGAL)

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ADULT  
EDUCATION

The District shall provide, to the extent possible within available public and private resources, adult education programs designed to meet the education and training needs of adults. Bilingual education may be the method of instruction for students who do not function satisfactorily in English whenever it is appropriate for their optimum development. *Education Code 29.253*

REIMBURSEMENT  
FOR COMMUNITY  
EDUCATION

If the Board elects to provide community education for all age groups, it may be eligible for reimbursement for the costs of the program. In order to receive reimbursement, it must submit an application in accordance with TEA rules and reimbursement shall be made to the extent authorized.

CONDITIONS

The District will receive such reimbursement only if it has achieved the level of community services prescribed by TEA in the current or preceding year.

*Education Code 29.256*

ESSENTIAL  
PROGRAM  
COMPONENTS

The following essential program components shall be provided:

1. Adult basic education;
2. Programs for adults of Limited English proficiency;
3. Adult secondary education, including programs leading to the achievement of a high school equivalency certificate and/or high school diploma;
4. Instructional services to improve student proficiencies necessary to function effectively in adult life, including accessing further education, employment-related training, or employment; and
5. Assessment and guidance services related to 1-4, above.

*19 TAC 89.23*

DIPLOMA  
REQUIREMENTS

The standards for awarding diplomas to adults shall be those established in 19 TAC Chapter 75, except:

1. There shall be no limit to the number of secondary credits adults may earn by demonstrating competence.
2. Adults may earn the required physical education credits by one or more of the following:
  - a. satisfactory completion of approved secondary physical education courses; or
  - b. substitution of state-approved secondary elective courses.
3. Adults must meet the requirements for successful performance on a secondary level test designated by the commissioner.

*19 TAC 89.24*

STAFF  
DEVELOPMENT

All adult education staff hired after September 1, 1996, shall receive at least 12 clock hours of professional development annually. All staff new to adult education shall receive six clock hours of preservice professional development before they begin work in an adult education program. Aides shall have at least a high school diploma or a high school equivalency certificate.

Directors, teachers, counselors, and supervisors must have a bachelor's degree. Directors, teachers, counselors, and supervisors who do not have valid Texas teacher certification must attend 12 clock hours of inservice professional development annually in addition to the 12 hours required above until they have completed either six clock hours of adult education college credit or attained two years of adult education experience.

The requirements for inservice professional development may be reduced by local programs in individual cases upon documented demonstration of exceptional circumstances that prevent employees from completing the required hours.

These requirements (above) apply to volunteers who generate contact time that is part of the adult education program and is reported to TEA for funding purposes. [See DMA]

*19 TAC 89.25*

STAFF  
ASSIGNMENTS

Teachers and aides shall be assigned to instruction, counseling, and/or assessment for a minimum of 75 percent of the hours for which they are employed. *19 TAC 89.26*

TUITION AND  
FEES

No student tuition or fees shall be charged for adult basic education as a condition for membership and participation in a class. Tuition for adult secondary education may be charged and established by local policy. Funds generated by such tuition and fees shall be used for the adult education instructional program. *19 TAC 89.30*

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Dallas ISD  
057905

SPECIAL PROGRAMS:  
ADULT AND COMMUNITY EDUCATION

EHBI  
(LOCAL)

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The extent of the adult education program shall be determined by a balance between community needs and the willingness of the District residents to provide for the program in the District budget and by individual fees.

Policies for the program shall be developed by the Board with the advice of the General Superintendent. The program shall be administered by the General Superintendent.

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ADULTS  
REQUESTING  
HIGH SCHOOL  
DIPLOMA

The District is receiving numerous requests from adults beyond compulsory attendance age who want to obtain their high school diploma instead of a GED. In an effort to address this population, the following procedure has been outlined.

Adults who are not former District students who desire to obtain their high school diploma must obtain a copy of their transcript(s) from their former high school(s) and follow the outlined procedure below for adults who are former District students.

Adults who are former District students must obtain a copy of their transcript(s) from the Office of Pupil Accounting on 3700 Ross Ave., and make an appointment with the high school counseling specialist, 972-925-3514, to review the student's academic status and the development of the adult student's course deficiency plan (if applicable). After reviewing the academic records, the high school counseling specialist will refer the former student to one of the lead counselors of the Alternative Programs-Dropout Prevention for a follow-up conference and to determine the appropriate state-mandated test requirements for graduation.

The lead counselor will inform the high school principal of record of the intent of the returning adult to pursue coursework to obtain a high school diploma. At that time, the high school principal of record will be informed that after the adult student has completed his or her coursework at one of the Central Reconnection Centers (Barbara Manns, Pinkston, or Metropolitan), and the computer records controller has documented the completion of the graduation plan, the high school of record will be expected to do the following:

1. Place the student on their database
2. Place the student's grades on the academic achievement record
3. Certify graduation

ENROLLMENT

The adult student must have a copy of his or her transcript and, if applicable, a copy of his or her course deficiency plan received from the District Counseling Department as notification of clearance to be enrolled into the Central Reconnection Center. The student is not officially enrolled in the District, but a record of entry into the Central Record Center and attendance records will be maintained on that campus.

CENTRAL  
RECONNECTION  
CENTER

COUNSELOR

The Central Reconnection Center counselor will be responsible for the following:

1. Maintaining a course credit file of all grades earned by the adult student.
2. Submitting all grades to the computer records controller of the home

- school after the completion of graduation plan.
3. Completing the senior data card (signed by principal).
  4. Placing the student's name on the certified graduation list (signed by the principal).

## COURSES

The Central Reconnection Center was originally established for high school students who were overage for grade level and had experienced lack of success in a traditional academic setting. The program offers accelerated recovery, computer-assisted instruction and flexible scheduling.

The Central Reconnection Center staff person, designated by the Central Reconnection Center principal, will keep record of the attendance and progress of the returning adult student until course requirements are completed. This staff person also will keep the Central Reconnection Center counselor informed of the adult student's attendance and academic progress.

## ATTENDANCE AND ACADEMIC PROGRESS

Adult students are required to attend classes 16 hours per week. Most students complete half credit within three weeks. However, some flexibility will be given if the student is showing a consistent, persistent effort to complete the coursework in a reasonable time period deemed appropriate by the instructors. Absences due to illness or extenuating circumstances will be reviewed and approved by the Central Reconnection Center administration.

## STATE- MANDATED TEST REQUIREMENTS

Adults will be required to complete the exit examination requirements, which were in effect when they entered grade 9. The District's systemwide testing will provide exit examination information.

## COURSE FEES

Returning adults are required to pay \$150 per six weeks for tuition, or \$25 per week. Tuition is due upon enrollment and the first day of every subsequent six weeks of enrollment. This tuition shall be submitted to the Alternative Programs Department on 2538 S. Ervay St., Dallas, TX 75215. Courses will be paid with cash or money order made payable to Dallas Independent School District.

A designated staff member from the Alternative Program's Department will keep a record of all tuition paid by returning adult students, monitor the collection of course fees, and inform the Central Reconnection Center principal if course fees have not paid as outlined. The collection of course fees will be submitted to the Treasurer's Office.

A student may submit a request to adjust the payment schedule to the designated staff member responsible for collecting fees. Requests for adjusted payment schedules will be granted on a monthly basis and must be approved by the associate superintendent of alternative programs. At the conclusion of a six-week period, students failing to pay course fees will be withdrawn from the program. Once payment in full has been made, a student can be enrolled and continue their course requirements. Additional information may be obtained at 972-925-4878.

## UPDATING ADULT STUDENT'S RECORD

Procedures for updating the adult student's records will be based on whether the records are still accessible on the transcript system or whether they are only available through a microfilm transcript. Procedures for both circumstances are available through the Counseling Office and the school awarding the diploma will update the records accordingly.

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Dallas ISD  
057905

SPECIAL PROGRAMS:  
DUAL LANGUAGE PROGRAM

EHBJ  
(LEGAL)

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DUAL  
LANGUAGE  
IMMERSION  
PROGRAM

Consistent with rules adopted by the Commissioner, the District may adopt a dual language immersion program for students enrolled in elementary school grades. *Education Code 28.005(c), 28.0051(c)*

A dual language immersion program should be designed to produce students with a demonstrated mastery, in both English and one other language, of the required curriculum under Education Code 28.002(a). The Commissioner by rule shall adopt minimum requirements for a dual language immersion program, standards for evaluating the success of a program and the performance of schools that implement a program, and standards for recognizing schools that offer an exceptional program and students who successfully complete a program. *Education Code 28.0051*

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UPDATE 66  
EHBJ(LEGAL)-P

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CHARACTER  
EDUCATION

The District may provide a character education program, which must:

1. Stress positive character traits, such as:
  - a. Courage;
  - b. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
  - c. Integrity;
  - d. Respect and courtesy;
  - e. Responsibility, including accountability, diligence, perseverance, and self-control;
  - f. Fairness, including justice and freedom from prejudice;
  - g. Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
  - h. Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and
  - i. School pride;
2. Use integrated teaching strategies; and
3. Be age appropriate.

In developing or selecting a character education program under this section, the District shall consult with a committee selected by the District that consists of parents of District students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

*Education Code 29.906*

TEXAS FIRST  
RESPONDERS  
DAY

Districts shall regularly observe Texas First Responders Day, September 11, by appropriate ceremonies. Each district may determine the appropriate ceremonies for observation of Texas First Responders Day. *Gov't Code 662.050*

CONSTITUTION  
DAY

A district that receives federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the District. *Pub. L. 108-447 (2004)*

CELEBRATE  
FREEDOM WEEK

To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which November 11 falls is designated as Celebrate Freedom Week in public schools. For purposes of this section, Sunday is considered the first day of the week.

*Education Code 29.907*

Each social studies class shall include, during Celebrate Freedom Week or during

APPROPRIATE INSTRUCTION another full school week as determined by the Board, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical context.

The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

*19 TAC 74.33(a)*

RECITATION Each district shall require that, during Celebrate Freedom Week or other prescribed week of instruction, students in grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness - That to secure these Rights, Governments are instituted among Men, deriving their Just Powers from the Consent of the Governed."

EXCEPTION Each district shall excuse from recitation a student:

1. Whose parent or guardian submits to the District a written request that the student be excused;
2. Who, as determined by the District, has a conscientious objection to the recitation; or
3. Who is the child of a representative of a foreign government to whom the United States government extends diplomatic immunity.

*19 TAC 74.33(b)*

WOMEN'S INDEPENDENCE DAY August 26 is Women's Independence Day, to commemorate the ratification in 1920 of the Nineteenth Amendment to the United States Constitution, which guaranteed women the right to vote. The public schools shall regularly observe Women's Independence Day to inspire a greater appreciation of the importance of women's suffrage. *Gov't Code 662.051*

HATE CRIMES LAW PROGRAM The attorney general, in cooperation with TEA, shall develop a program that provides instruction about state hate crimes laws to students at appropriate grade levels. TEA shall make the program available on request of the Board or District. *Education Code 29.905*

CPR INSTRUCTION To the extent that resources are available, through TEA or otherwise, the District shall provide cardiopulmonary resuscitation (CPR) instruction to students.

A district that provides instruction to students in the principles and techniques of CPR may accept from TEA donations the agency receives under Education Code 7.026. The District must use those donations in providing instruction to students in the principles and techniques of CPR. The District may accept other donations, including donations of equipment, for use in providing CPR instruction.

*Education Code 29.903*

Each district is strongly encouraged to aggressively pursue donations of time, equipment, and other resources necessary to implement these provisions. The CPR instruction should conform to nationally recognized guidelines. *Acts 2001, 77th Leg., R.S., Ch. 814, Sec. 3*

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UPDATE 76

EHBK(LEGAL)-P

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**EXTENDED-DAY PROGRAM** The Board supports a general program of instructional excellence. To supplement the general program, additional services shall be offered as extensions that will serve to broaden the scope of educational opportunity for students.

Extended-day programs shall be designed with an instructional emphasis that extends the daily academic focus in a particular subject matter. As an extension of the existing curriculum, extended- day instruction is not subject to the annual Districtwide authorization process for before- and after-school program providers. [See FFC(LOCAL) and (REGULATION)]

**ADVANCED STUDY AVAILABILITY** To promote advanced study in the arts and sciences or in other academic fields, classes may be organized in middle schools and high schools upon the recommendation of the principal and with the approval of the area superintendent for students desiring an opportunity for advanced study and learning beyond the organized courses of conventional curriculum. The District shall not provide this special instruction in areas where personnel and services already exist for elementary instruction in any field, or for beginners.

The principal shall recommend to the appropriate area superintendent the need for a class in advanced instrumental instruction for band and orchestra students, for sciences and mathematics, or any other areas that may qualify as advanced learning. The principal shall report the number of students involved in each instance and shall recommend a teacher.

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Dallas ISD  
057905

EXTENDED INSTRUCTIONAL PROGRAMS:  
SUMMER SCHOOL

EHDA  
(LOCAL)

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PROGRAM	The District shall offer an expanded educational program of summer school work. Information regarding summer school shall be included in the <i>General Information Bulletin</i> each year. Manuals will be made available to schools concerning procedures for student enrollment.
LOCATION	Summer school classes shall be strategically located in schools that are geographically convenient to students participating in the program. Manuals will be made available to each site administrator concerning procedures for summer school.

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Dallas ISD  
057905

EXTENDED INSTRUCTIONAL PROGRAMS:  
TRAVEL STUDY

EHDB  
(LOCAL)

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Student trips of significant educational value shall be encouraged and permitted under rules established by the General Superintendent. Student safety shall be a primary consideration.

The General Superintendent shall establish procedures for the enrollment of students and promotion of study tours authorized by the District.

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LDUDSK  
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EXTENDED INSTRUCTIONAL PROGRAMS:  
TRAVEL STUDY

EHDB  
(REGULATION)

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COMMERCIAL TRIPS Members of the professional staff shall not organize or be a part of any commercial trips or tours designed primarily for students, unless the trip has been granted prior approval by the area superintendent, the associate superintendent for school operations, and the General Superintendent.

FOREIGN STUDY TRAVEL The District shall participate in foreign study programs. Counselors shall be provided with an updated list of approved programs each year. These programs provide students with enriching experiences not available in campus programs and thus should be encouraged.

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EXTENDED INSTRUCTIONAL PROGRAMS:  
HONORS PROGRAM

**PRE-AP GRADES 7-8** Pre-Advanced Placement (AP) courses shall be offered in language arts, mathematics and science in grades 7-8. [See EHAC for additional information concerning high school courses in grades 7-8]

**CRITERIA FOR PLACEMENT** The following criteria shall be considered in determining the student's eligibility for placement in Pre-AP Algebra I, which will be offered only in grade 8.

1. A fall semester average of 80 or above in the currently enrolled mathematics course;
2. A passing score on the current District-selected algebra readiness measure.

If these criteria have not been met, a student's parent may request that the student take the course and shall sign an agreement to assist in monitoring and supporting the progress of the student in the course.

**PRE-AP COURSES GRADES 7-8**

Pre-AP courses offered in grades 7 and 8 shall be as follows:

	Grade 7	Grade 8
	Language Arts 7 (Pre-AP)	Language Arts 8 (Pre-AP)
	Math 7 (Pre-AP)	
		Algebra I (Pre-AP)
		Integrated Physics and Chemistry (Pre-AP)

**PRE-AP COURSES GRADES 9-12** Pre-AP courses approved by the Board and College Board AP courses shall be offered to students seeking a rigorous college preparation program. Pre-AP courses shall be submitted for Board approval as they are developed by their respective curriculum departments.

**OPTIONS AVAILABLE TO PRE-AP AND AP STUDENTS**

The following options shall be available:

1. Any student may elect or decline the opportunity to participate in any or all the Pre-AP or AP courses.
2. A student may withdraw at the end of the semester or during a semester with consent of the principal if the student and the student's parents decide that the course is not appropriate for the student.
3. A student who has not originally elected Pre-AP or AP courses may be admitted at the beginning of a semester or during a semester, with the consent of the teacher and the principal. Middle school students may be admitted to Algebra I only at the beginning of the academic year.

4. Parents of students scoring at or above the 80th percentile on the reading comprehension section of the current norm-referenced test, who choose not to take one or more Pre-AP or AP courses in the areas of English, social studies, or other languages, must provide the student's counselor with a written request to indicate that they do not wish their child to take any of these courses.
5. Parents of students scoring at or above the 80th percentile on the mathematics total of the current norm-referenced test who choose not to take one or more Pre-AP or AP courses in the areas of mathematics, science, or technology must provide the student's counselor with a written request to indicate that they do not wish their child to take any of these courses.

COLLEGE  
BOARD  
ADVANCED  
PLACEMENT  
COURSES AND  
EXAMINATIONS

Students completing AP courses shall be offered the opportunity to earn college credit by earning eligible scores on Advance Placement examinations. The examinations are offered annually on the nationwide dates determined by the College Board.

The expenses of the examinations may vary because of various fee reduction and incentive offerings. Regardless of the financial assistance provided through local, state, or other external sources to assist students in paying for College Board Advanced Placement Examinations, students shall pay the return exam fee. The return exam fee is set annually by the College Board.

RANK POINTS

Students in Pre-AP or Advanced Placement courses in grades 9-12 shall receive rank points in accordance with the District's specifications and scale. [See EIC (LOCAL)]

[See also EHBB for the GIFTED AND TALENTED PROGRAM]

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EXTENDED INSTRUCTIONAL PROGRAMS:  
COLLEGE COURSE WORK/DUAL CREDIT PROGRAM

EHDD  
(LEGAL)

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CERTAIN ACADEMIES The District shall grant a maximum of two years' credit toward the academic course requirements for high school graduation for courses a student successfully completes at the Texas Academy of Leadership in the Humanities or the Texas Academy of Mathematics and Science. *Education Code 28.024*

JOINT HIGH SCHOOL / COLLEGE CREDIT

CONCURRENT CREDIT: JUNIOR COLLEGE The District may enter into an agreement with a public junior college that allows the junior college to offer a course in which a student attending a District high school may enroll and for which the student may receive both course credit toward high school graduation requirements and course credit as a junior college student. Such a student will receive junior college credit if the student has been admitted to the junior college or subsequently is admitted to the junior college. *Education Code 130.008; 19 TAC 9.145*

DUAL CREDIT: UNIVERSITY In accordance with rules established by the Texas Higher Education Coordinating Board, the District may enter into an agreement with a public university that allows a high school student to enroll in a college or university course and receive simultaneous academic credit for the course from both the college and the high school. *19 TAC 5.260-.263*

COLLEGE-LEVEL COURSES The Board may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by any of the following regional accrediting associations:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Western Association of Colleges and Schools
6. Northwest Association of Colleges and Schools

To be eligible to enroll and be awarded credit toward state graduation requirements, a student shall have the approval of the high school principal or other school official designated by the District. The course(s) for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course.

*19 TAC 74.25*

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EXTENDED INSTRUCTIONAL PROGRAMS:  
COLLEGE COURSE WORK/DUAL CREDIT PROGRAM

EHDD  
(LOCAL)

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PARTNERSHIP PROGRAMS	<p>Eligible students may enroll in partnership programs with Texas colleges or universities in accordance with the agreement between the District and the college or university. These partnership programs may include:</p> <ol style="list-style-type: none"><li>1. Award of high school credit only.</li><li>2. Award of concurrent course credit at community colleges.</li><li>3. Award of dual credit at universities.</li><li>4. Tech-prep programs.</li><li>5. Remedial or developmental instruction to pass state-mandated assessments or the Texas Academic Skills Program (TASP).</li></ol>
PARTNERSHIP AGREEMENT	<p>For any instructional partnership between a secondary school and a Texas public college or university, an agreement must be approved by the General Superintendent or designee and the governing board or designated authority of the Texas college or university prior to the offering of courses.</p>
ELEMENTS OF AGREEMENT	<p>All instructional partnership agreements must address the following elements:</p> <ol style="list-style-type: none"><li>1. Student eligibility requirements;</li><li>2. Faculty qualifications;</li><li>3. Location and student composition of classes;</li><li>4. Provision of student learning and support services;</li><li>5. Eligible courses;</li><li>6. Grading criteria;</li><li>7. Transcribing of credit;</li><li>8. Funding provision, including how state funding will be distributed; and</li><li>9. Alignment with District curriculum.</li></ol> <p>Credit toward high school graduation for completed courses shall be earned in accordance with District regulations and guidelines.</p>
OTHER COLLEGE-LEVEL COURSES	<p>According to District criteria and guidelines, students may be awarded credit toward high school graduation for completing a college-level course in an accredited college or university that is not in a partnership program with the District.</p>

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EXTENDED INSTRUCTIONAL PROGRAMS:  
DISTANCE LEARNING

EHDE  
(LEGAL)

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DISTANCE  
LEARNING

Credit toward state graduation requirements may be granted for distance learning courses only as follows:

1. Students may earn course credit through distance learning technologies, such as satellite, Internet, two-way videoconferencing, and instructional television.
2. The distance learning courses must include the state-required essential knowledge and skills for such a course.

*19 TAC 74.23*

ELECTRONIC  
COURSES

"Electronic course" means an educational program or course:

1. That includes use of the Internet or other electronic media; and
2. In which a student and a teacher are in different locations for a majority of the student's instructional period.

The Commissioner shall implement a program under which the District may offer electronic courses to students enrolled in the District or in another district, as provided by an agreement between the districts.

The Commissioner may determine the number of districts permitted to participate, but may not require the District to participate. To the extent possible, the Commissioner shall permit the participation of rural and urban districts with a higher than average number of at-risk students, dropout rate, or population of underserved gifted and talented students.

The District may offer electronic courses through a designated campus or through a full-time program serving students throughout the District. The District may not require a student to enroll in an electronic course.

APPLICATION

To participate in the electronic course program, the District must submit a written application to the Commissioner not later than July 1 preceding the school year the District proposes to begin participation, or an earlier date set by the Commissioner. The District's application must include:

1. A proposed budget for the program;
2. A method to verify student attendance;
3. Any requested waiver of a requirement, restriction, or prohibition imposed by the Education Code or by rule and the period for which any requested waiver is proposed to be in effect; and
4. The information required for the Informed Choice Report.

Not later than a date determined by the Commissioner, a district participating in

INFORMED  
CHOICE  
REPORT

the electronic course program shall create and maintain on the District's Internet Web site an "informed choice" report in a format determined by the Commissioner. Each report must include a description of:

1. Each course of instruction offered to students in the program, including the number of lessons, the expected duration of each lesson, and a description of each lesson that requires use of a computer.
2. All materials required for each course offered in the program.
3. The process used to ensure that each course meets the essential knowledge and skills requirements, including any consultation with the District curriculum specialist.
4. The process used to place students in the appropriate academic levels of the program, including:
  - a. Sample placement evaluations;
  - b. Information related to each person responsible for placement of a student;
  - c. The circumstances in which a student may be placed in different academic levels for different course subjects during a school year; and
  - d. The circumstances in which a student may complete more than one course level during a school year.
5. Any technology provided to each student enrolled in the program, including any computer, computer software, or Internet access.
6. The method used to report attendance in the program.
7. The method used to authenticate student coursework and attendance.
8. The location and content of each scheduled meeting between parents or guardians of students enrolled in the program and teachers or other school officials, and the method used to notify parents and guardians of the time and location of each meeting.
9. The program policies relating to:
  - a. Computer security and privacy; and
  - b. Truancy, absences, discipline, withdrawal, and expulsion of students.
10. Any extracurricular activities provided by the program, including activities held on a campus in the District.
11. The teaching model used by the program, including:
  - a. Each teacher's responsibilities;
  - b. Minimum teacher qualifications;
  - c. Minimum hours of training provided to teachers;
  - d. Average and maximum student/teacher ratios;
  - e. Hours of teacher availability; and
  - f. For each grade level, minimum and expected amounts of contact between teachers and parents and between teachers and students.
12. Any academic services that the program expects a student's parent or guardian to provide to the student.
13. Each standardized assessment instrument, in addition to any assessment instrument required under Chapter 39, that the student is required to complete during the school year and, if available, the location for administration of the instrument.
14. A summary of the results of each assessment instrument administered to students in the program during the school year preceding the year the

report is submitted.

15. The school year calendar for the program, including any options for continued participation outside of the standard District calendar.

## FUNDING

The District is entitled to receive federal, state, and local funding for a student enrolled in an electronic course in an amount equal to the funding the District is otherwise entitled to receive for a student enrolled in the District. The District may calculate the average daily attendance of a student enrolled in an electronic course based on:

1. Hours of contact with the student;
2. The student's successful completion of a course; or
3. A method approved by the Commissioner.

*Education Code 29.909*

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UPDATE 72

EHDE(LEGAL)-P

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AWARD OF CREDIT	The award of credit for a course affirms that a student has satisfactorily met state and local requirements. <i>19 TAC 74.26(a)</i>
EARLY AWARD OF CREDIT	The District may offer courses designated for grades 9-12 in earlier grade levels. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record shall reflect that students have satisfactorily completed courses at earlier grade levels from grades 9-12 and have been awarded state graduation credits. <i>19 TAC 74.26(b)</i>
PARTIAL AWARD	In accordance with District local policy, a student who is able to successfully complete only one semester of a two-semester course can be awarded credit proportionately. <i>19 TAC 74.26(d)</i>
ATTENDANCE	Unless credit is awarded by the attendance committee or regained in accordance with District policy, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. <i>Education Code 25.092</i> [See FDD]
GRADUATION REQUIREMENTS	Credit for courses for high school graduation may be earned only if the student received a grade of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum. Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and accepted by any other school district in the state. <i>19 TAC 74.26(a)(1), (c)</i>
ACADEMIC ACHIEVEMENT RECORD	<p>The District shall use the academic achievement record (transcript) form designated by the State Board. This form shall serve as the academic record for each student and shall be maintained permanently by the District. Any credit earned by a student must be recorded on the academic achievement record, regardless of when the credit was earned.</p> <p>If a student is unable to complete the recommended or advanced high school program solely because necessary courses were unavailable at the appropriate times as a result of course scheduling, lack of enrollment capacity, or another cause not within the student's control, the District shall indicate that fact on the student's transcript. This provision applies to students entering grade nine during or after the 2003-04 school year and expires January 1, 2004.</p> <p>Copies of the record shall be made available to students transferring to another district. The District shall respond promptly to all requests for student records from receiving districts. [See also FDA and FL]</p>

TRANSCRIPT SEALS	Students who complete high school graduation requirements shall have attached to the academic achievement record the State Board-approved seal.
CERTIFICATE OF COURSEWORK COMPLETION	A student who completes all graduation requirements except for required exit-level examinations may be issued a certificate of coursework completion. The academic achievement record shall include a notation of the date a certificate of completion was issued to the student.

*Education Code 28.025(d), (e), (g), (g-1); 19 TAC 74.14*

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EI(LEGAL)-P

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Dallas ISD  
057905

ACADEMIC ACHIEVEMENT

EI  
(LOCAL)

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CERTIFICATES  
OF  
COURSEWORK  
COMPLETION

The District shall not issue certificates of coursework completion to students who fail to meet all state and local requirements for graduation. [See EIF, FMH]

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PURPOSE

In numerous cases, students are placed in Languages Other Than English courses at Advanced Levels III, IV, and V in an effort to provide them with instruction in a challenging curriculum that is more on par with their level of language proficiency. The Texas Education Agency mandates that students receive credit for Levels I and II of the same language for their Language Other Than English graduation requirements.

So as to meet this mandate, a credentialing system has been established. Through credentialing, a student who successfully completes two one-credit courses beyond Level II will retroactively receive credit for Levels I and II. This is possible in Languages Other Than English because Texas Essential Knowledge and Skills (TEKS) are very similar from level to level with the proficiency being the only difference.

LANGUAGES  
OTHER THAN  
ENGLISH (LOTE)  
CREDENTIALING  
SYSTEM

Pending approval and identification through a language placement test designated by the World Languages Program, students identified as advanced speakers of a Language Other Than English shall be enrolled in at least two one-credit courses more advanced than Level II. Upon successful completion of two courses, the students will receive state credit for Level I and Level II with a grade of "P" for each of the four semesters, respectively.

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ACADEMIC ACHIEVEMENT:  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LEGAL)

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POLICY  
REQUIREMENTS

The Board shall adopt a policy that:

1. Provides for a conference between parents and teachers;
2. Requires the District, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
3. Requires the District, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent if a student's performance in a foundation curriculum subject [see EHAA] is consistently unsatisfactory, as determined by the District.

The notice required by items 2 and 3 must provide for the signature of the student's parent and must be returned to the District.

"Parent" includes a guardian, conservator, or other person having lawful control of a student.

EXCEPTIONS

These requirements do not apply to a student who:

1. Is 18 or older and living in a different residence than the student's parents;
2. Is married; or
3. Has had the disabilities of minority removed for general purposes.

*Education Code 28.022(a)*

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**Note:** See DGBA and FNG for provisions regarding finality of grades.

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NOTICE OF  
PERFORMANCE  
RATING

The first written notice of a student's performance that the District gives during a school year under Education Code 28.022(a)(2) [see POLICY REQUIREMENTS, item 2, above] must include the most recent performance rating of the campus at which the student is enrolled and a definition and explanation of each performance rating described by Education Code 39.072(a). [See GND] *Education Code 39.251*

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RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS	<p>The District shall determine instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.</p> <p>Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.</p>
GUIDELINES FOR GRADING	<p>The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in arriving at six-week and semester grades for students. These guidelines shall ensure that grades reflect student achievement and that a sufficient number of grades are taken to support the average grade assigned. Grades shall not be reduced for disciplinary reasons except in case of late assignments or academic dishonesty. Guidelines for grading shall be clearly communicated to students and parents.</p>
INTERIM PROGRESS REPORTS	<p>Interim progress reports shall be issued by the teacher at least once every three weeks or during the fourth week of each nine-week grading period if a student's performance in any subject or class is unsatisfactory according to District guidelines.</p>
ACADEMIC DISHONESTY	<p>Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties as well as academic penalties. [See also FNC(LOCAL)]</p>
ATTENDANCE	<p>Students shall be permitted to make up assignments and tests after an absence. [See FDD(LOCAL)]</p>
MAKE-UP WORK	
ROUTINE	<p>Students shall receive credit for satisfactory make-up work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.</p>
IN-DEPTH	<p>Teacher(s) may assign additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.</p>

PARENT-  
TEACHER  
CONFERENCES

In compliance with Education Code 28.022, the District shall hold conferences with parents of all students in grades prekindergarten to grade 12 and shall give written notice to parents of a student's performance in each class or subject. Parent conferences shall be held twice a year; a report card shall be issued every six-week grading period. [See below]

In grades 2-6, a parent conference must be scheduled to discuss the student profile reports, which are mandatory the second and fifth six-week periods for students who have earned a failing grade or are in danger of failing. The grade of 73 will serve as a benchmark for those students who are "in danger of failing" and require some type of corrective action.

A teacher shall schedule one or more conference(s) with the parent(s) of a student if the student is not maintaining passing grades or achieving the expected level of performance or presents some other problem to the teacher, or in any other case the teacher considers necessary.

NOTICE TO  
PARENTS

In attempting to schedule a conference between a teacher and parent, the District shall give the parent at least two alternative dates for the conference. The grade notice shall provide for the parent's signature and must be returned to the District. If the notice is not returned to the District, the District shall mail notice to the parent. "Parent" includes a guardian, conservator, or other person having lawful control of the student.

The provisions pertaining to parent signatures and conferences do not apply to married students, emancipated minors, or an adult living alone.

Teachers shall be required to attend and participate in conferences with parent(s) or guardian(s) of students during each school year at times designated by the Board on adoption of its annual official school calendar. Such conference times shall be mandatory for all teachers as a part of their work-year contract. The parent conference times adopted by the Board will be treated as regular workdays for payroll purposes. Make-up days will be provided only for teachers employed on less than a full-year contract. Personal business days may not be used during days scheduled for conferences. [See DEC(LOCAL)]

Parents of a minor child shall be provided with any information concerning their child that will enhance their understanding of the student's ability, effort, and accomplishment. Additionally, the student's progress and his or her level of achievement shall be reported to parents or guardians in a manner they can understand. Translation of English report card formats shall be available for parents who speak a language other than English. Additional provisions for clarification shall be provided as necessary.

The State Assessment Program shall be reported as required to parents of students who are required to take the test.

TEACHER  
TRAINING AND  
DEVELOPMENT

To ensure consistency of grading procedures, teachers shall be trained in developmentally appropriate, child-centered techniques of assessment such as:

1. Grading procedures.

2. Observation.
3. Use of checklist.
4. Use of performance-based tests.
5. Portfolio assessment.
6. Anecdotal records.
7. Meeting individual needs/continuous progress.

In addition to assessment training, teachers shall be given an overview of current research as it relates to the effectiveness of retention, the purpose of assessment, the individualization of instruction, and continuous progress programs.

**TEST  
PERFORMANCE**

Test performance is the result of the teacher's formal and informal assessment or evaluation of student knowledge or skills. Test performance is measured by essay tests, multiple-choice tests, lab/hands-on tests, oral tests, recitation tests, teacher-made tests or commercially made tests, and pop tests.

**HOMEWORK  
DEFINED**

Homework is assignment of work related to the essential knowledge and skills and used as independent practice activities. These assignments are expected to be completed outside the regular classroom setting and then graded. Homework should always be reviewed with students. Homework assignments completed and submitted later than the due date required by the teacher shall not receive a grade less than 50 nor more than 70.

**CLASS WORK  
DEFINED**

Class work is all work related to daily classroom assignments that reflects previously learned behaviors. It also refers to subjective areas such as oral participation in class activities and discussions. Teachers may objectively log/record students' responses to questions, collaborative/cooperative activities, and written responses and use this data to determine a portion of the class work grade. The work grade shall not be used to evaluate class conduct, tardiness, or other areas related to discipline.

**GRADING - PRE-K-  
THROUGH  
GRADE 6**

Conduct in each class shall be communicated to parents by assessment of "S" (satisfactory) or "U" (unsatisfactory) for each six-week period on the report card.

Essential knowledge and skills for grades prekindergarten-6 shall be used for documenting mastery of the expectations per grade level.

**SIX-WEEK /  
SEMESTER  
REPORTS-  
GRADES PRE-K-  
THROUGH  
GRADE 6**

At the end of each six-week period, the District shall give written notice to parents of student progress and conduct in each class or subject. The report shall include the number of times the student has been absent.

**STUDENT  
PROFILE /  
REPORT CARD -  
PRE-K,  
KINDERGARTEN,  
AND GRADE 1**

The student profile/report card for students in prekindergarten-grade 1 shall follow the essential knowledge and skills.

In recording marks for prekindergarten, kindergarten, and first grade students on the student profile/report card, the symbols "E" indicating excellent progress,

"S" for satisfactory progress, and "N" for needs improvement shall be used.

Documentation of mastery shall include multiple measures such as observations, check lists, portfolio, anecdotal records, work journals, performance-based tests, and homework.

**REPORT CARDS - GRADES 2-6** - For all subjects taught in grades 2-6 the teachers shall use numerical grades (see below) to report progress to parents and students.

The numerical grade ranges shall be:

	70-100 -	Passing
	Below 70 -	Failing
	I -	Incomplete (must be made up within a reasonable period of time)

**STUDENT PROFILE / REPORT CARD-BILINGUAL / ESL AND SPECIAL EDUCATION- GRADES PRE-K THROUGH GRADE 6**

Bilingual/ESL and special education will use the student profile/report card for students in grades pre-K through 6. The report card for bilingual/ESL (Limited English Proficiency) students shall reflect programs as recommended by LPAC. The report card for students with disabilities shall reflect programs as modified by the ARD/IEP. The LPAC and ARD committees do not grade student performance.

**STUDENT PROFILE REPORT-GRADE 2**

In addition to the report cards, a student profile report will be mandatory the second and/or fifth six-week period for second grade students who have earned a failing grade or are in danger of failing. For purposes of this report, "failing or in danger of failing" is defined as having earned a grade of 73 or less. A parent conference must be scheduled to review the profile before the end of the grading period.

A student profile report shall be prepared for any student and reviewed with the student's parent following the close of any six-week grading period at the request of the parent.

**CORRECTIVE ACTION PLANS**

Teachers in grades pre-K-6 shall identify corrective action plans specifically addressing the needs of those students who are failing or in danger of failing reading/language arts and/or mathematics because of their nonmastery of the essential knowledge and skills identified for their grade level. This targeted instruction should be incorporated into the required instructional improvement plan (IIP) and should be reflected in the teacher's daily lesson plans. They should reflect the result of the profiling and be aligned with the core curriculum.

**SIX-WEEK / SEMESTER REPORTS**

At the end of each six-week period, the District shall give written notice to parents of student progress and conduct in each class or subject. The report shall include the number of times the student has been absent.

**PARENT / TEACHER CONFERENCES**

If a student's level of achievement for the grading period is below the level required for course credit or grade-level advancement, the grade notice shall state the need for a conference between the appropriate teacher and the parent and shall quote or summarize the requirements for advancement or course credit. [See EI, EIE]

Teachers shall advise parents in the grade report whether students are recommended or required to attend tutorials in the subsequent six-week grading period.

**THREE-WEEK REPORTS**

At the end of the first three weeks of a grading period, the District shall provide a notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline.

Lack of a failure notice shall not absolve a student of the responsibility to pass assigned work.

The District shall make this information available to the sponsors of extracurricular activities in which the student participates. The notice shall stipulate that the student shall have the remainder of the six-week period to bring the grade up to 70 or above and that the student shall be suspended from extracurricular activities if the grade is not brought up to that point by the end of the six-week period. The District may require any student whose mid-reporting period grade average is below 70 or borderline to attend tutorial sessions.

**AWARDS / HONOR ROLL**

**PRE-K, KINDERGARTEN, GRADE 1**

Prekindergarten/kindergarten and grades 1-6 shall receive awards for perfect attendance and frequent reinforcement for the mastery of specific skills.

No honor roll shall be established for prekindergarten/kindergarten and grades 1-3.

**GRADES 4-6**

Elementary honor roll shall be for grades 4-6.

Schools will use these criteria for determining honor roll students. Honor roll designations are restricted to grade point averages (GPA) of 80 or above. All courses count toward honor roll eligibility. However, a student must be enrolled in at least four courses toward GPA to be eligible for honor roll, as follows:

	High Honor Roll -	for students with a GPA of 90 or above, with no course grade lower than 70.
	Honor Roll -	for students with a GPA of 80-89, with no grade lower than 70.

**GRADING FOR GRADES 7-8**

A standardized grading policy shall be implemented by each department of every middle school with weights to be assigned to various aspects of classroom performance. Extra credit for activities such as folders, oral/written reports, and other projects is allowed for all students within each set weight. Grade weight parameters shall be:

	Test Performance -	30 - 50 percent of six-week grade
	Class Work -	30 - 50 percent of six-week grade
	Homework -	20 - 40 percent of six-week grade

Retests are considered as part of test performance. The retest policy allows for a



student to retake any major test that he or she has failed within five school days of the date the failing grade was received. If the test is passed on the second attempt, the failing grade is removed from the grade book, and the grade of 70 is given. The only grade given a student failing the test for the second time will be the higher score earned on the first or second test.

**CITIZENSHIP**

Citizenship shall be communicated to parents by an assessment of "S" (satisfactory) or "U" (unsatisfactory) for each six-week period on the report card for each class.

Principals may approve the combination of the grade weight categories in courses that are primarily "participation-oriented" such as physical education, fine arts, and vocational education.

**SEMESTER AVERAGES**

Semester averages shall be computed as follows except for high school courses taught at grades 7 or 8:

	1st six-week grade -	30 percent of semester average
	2nd six-week grade -	30 percent of semester average
	3rd six-week grade -	30 percent of semester average
	ACP*/Final exam -	10 percent of semester average

\*Assessment of Course Performance

For purposes of averaging across six-week periods or semesters, a numerical grade of 50 (except in the case of excessive absences, in which case the numerical grade will be 49 and will supersede any other grade) is the lowest grade that will be used. That is, if a student has a numerical average below 50, 50 will be used for averaging purposes. If a student is absent for the final exam and the absence is unexcused, then the student will receive a "UE" for the final, which will give the student a 49 average for the semester.

In grades 7-8, credits are awarded on a yearly basis, except in those cases where the course is a single-semester course. For purposes of assigning yearly grades, the first semester numerical average and the second semester numerical average will be averaged. Numerical averages of .5 or above will be rounded up to the next whole number. That is, 77.5 becomes 78 while 77.4 becomes 77.

In grades 7-8, Assessment of Course Performance (ACP) scores shall be considered by the teacher in assigning final grades. The following shall apply:

1. The ACP score shall represent ten percent of the student's grade in courses for which those tests are available and shall be given as the final examination;
2. Each of the three six-week period grades shall continue to count 30 percent and the final examination and/or ACP scores shall count ten percent except the grades for high school courses taught in grades 7 or 8 that shall follow the 9-12 grading policy;
3. Retesting policy for ACPs does not apply.

**SEMESTER AVERAGES FOR**

The four-semester one-credit world language course shall follow the semester average computing policy for grades 7 and 8.

**HIGH SCHOOL  
COURSES  
TAUGHT AT  
GRADES 7 AND 8**

The semester averages for all other high school courses offered at grades 7 or 8 shall be computed according to the semester average computing policy governing these same courses at grades 9-12.

**REPORT CARD  
BILINGUAL / ESL  
AND SPECIAL  
EDUCATION-  
GRADES 7-12**

Bilingual/ESL and special education will use the student report card; however, questions on the grading will be referred to the LPAC or ARD committees.

**GRADES 9-12**

In grades 9-12, grades are to be based upon mastery learning of the essential knowledge and skills as defined by the District and state mandates. Time lines for mastery of the essential knowledge and skills shall be developed by each department of each high school. For students not mastering the essential knowledge and skills, teachers may continue to provide further assessment(s) into the next six-week period.

**SEMESTER  
AVERAGES**

Semester averages will be computed as follows:

	1st six-week grade -	25 percent of semester average
	2nd six-week grade -	25 percent of semester average
	3rd six-week grade -	25 percent of semester average
	ACP/Final Exam/State * -	25 percent of semester average
	End-of-Year Course Exam -	

\*Assessment of Course Performance - Grades 9-12

**GRADE POINT  
AVERAGE**

All students shall earn a grade point average (GPA) based on a 100-point system. Students in grades 9-12 shall earn a rank in class based on the number of ranking classes taken in grades 9-12 and class rank points that are adjusted for course difficulty.

Numerical grades shall be issued in all courses. The numerical grade ranges shall be:

	70-100 -	Passing
	Below 70 -	Failing
	I -	Incomplete (must be made up within ten school days)

The equivalent scale for numerical grades and a 4.0 grade point system is as follows:

	A =	100 - 90 =	4.0
	B =	89 - 80 =	3.0
	C =	79 - 70 =	2.0

EXCESSIVE UNEXCUSED ABSENCES	Students with excessive absences that are not excused by the attendance committee will be given the grade earned, but will not be awarded credit. The earned credit will be shown with an asterisk(*) denoting that no credit is given. However, students with excessive absences may be offered the opportunity to earn credit by examination. [See EIA(LOCAL), FDD(LOCAL)]
COMPUTATION OF AVERAGES	<p>In computing the numerical averages, teachers shall take performance in the following areas into consideration:</p> <ol style="list-style-type: none"> <li>1. Homework</li> <li>2. Class work</li> <li>3. Test performance</li> <li>4. Essays, if appropriate</li> <li>5. Special projects</li> <li>6. Other assignments, as appropriate</li> </ol> <p>The teacher may determine the weight assigned to each of these variables; however, these weights shall be predetermined and posted on the bulletin board for the year.</p> <p>For purposes of averaging across six-week periods or semesters, a numerical grade of 50 is the lowest grade that will be used. That is, if a student has a numerical average below 50, 50 will be used for averaging purposes. Numerical averages of .5 or above will be rounded up to the next whole number. That is, 77.5 becomes 78 while 77.4 becomes 77.</p>
SIX-WEEK AND SEMESTER GRADES	<p>Once weights have been determined, six-week grades shall be computed by averaging the numerical grades that the teacher assigned to the various aspects of the student's work during that six-week period.</p> <p>Each six-week grade is independent of each other six-week period and then averaged to determine a semester numerical grade. In grades 7-12, the numerical grades for each six-week period are then averaged with the numerical grade for the final examination.</p> <p>For purposes of assigning yearly grades, high school students who fail the first semester may attain a complementary score the second semester to achieve an average of 70 or above, resulting in credit for both semesters. Course averaging is permissible only for students taking the two-semester course in the same school year, during the fall and spring semesters only. However, both semester grades, not the average, will be used to compute GPA and class ranking.</p>
GRADES 9-12	<p>In grades 9-12, Assessment of Course Performance (ACP) or State End-of-Year Course Exam scores shall be considered by the teacher in assigning final grades. The following shall apply:</p> <ol style="list-style-type: none"> <li>1. The ACP or State End-of-Year Course Exam score shall represent 25 percent of the students' grade in courses for which those tests are available and shall be given as the final examination.</li> <li>2. Each of the three six-week period grades shall continue to count 25 percent and the final examination and/or ACP scores shall count 25</li> </ol>

percent.

HONOR ROLL-  
GRADES 7-12

All secondary schools will use these criteria for determining honor roll students. Honor roll designations are restricted to grades of 80 or above. All courses count toward honor roll eligibility. However, a student must be enrolled in at least four courses toward GPA to be eligible for honor roll.

An honor roll may be:

	High Honor Roll -	for students with a GPA of 90 or above, with no course grade lower than 70.
	Honor Roll -	for students with a GPA of 80-89, with no grade lower than 70.

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FINAL EXAMINATIONS FOR STUDENTS IN GRADES 7-12	Students in grades 7-12 shall be administered final examinations in accordance with the following guidelines: <ol style="list-style-type: none"><li>1. A Districtwide schedule for final examinations shall be developed so that students can take a final examination in each course at the end of each semester.</li></ol>
SPECIFICATIONS	<ol style="list-style-type: none"><li>2. The examination period shall not exceed two hours. The examination shall be comprehensive and shall cover course objectives.</li></ol>
GRADES AND MAKE-UP TESTS	<ol style="list-style-type: none"><li>3. The following regulations shall apply to grades and make-up tests:<ol style="list-style-type: none"><li>a. A separate grade for the final examination shall appear on the report card. The grade shall count 25 percent of the final average grade in the course.</li><li>b. A student who does not take the test but has an excused absence shall have two weeks to take a make-up test. If the test is not made up, the grade for the marking period shall be an "I."</li><li>c. Students who miss a test with an unexcused absence shall not be allowed to make up the test.</li></ol></li></ol>
GRADING EXAMINATIONS	<ol style="list-style-type: none"><li>4. The District shall ensure that teachers are given a sufficient time allotment to grade final examinations.</li></ol>
EXAMINATIONS FOR COLLEGE ENTRANCE AND SCHOLARSHIPS	<p>Students shall not be excused to be interviewed in some building other than their own by a representative of a college, and under no condition shall students be excused from school to take examinations.</p> <p>All college-entrance scholarship tests shall be administered on Saturdays with an alternate schedule provided for those whose religious sanctions do not permit Saturday activities. When school personnel are required for conducting the examinations, additional fees from students participating shall be collected to compensate for the extra time spent by professional staff members.</p> <p>So-called "preliminary" examinations shall be scheduled only after consultation with appropriate consultative personnel.</p>
GRADES 1-6	Final examinations may be administered in grades 1-6, but are not required.

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**ASSIGNMENTS AND TESTS** Students shall be required to make up assignments and tests administered in any class missed because of absence.

For any class missed, the teacher shall assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

Students shall receive credit for satisfactory make-up work after an absence, including absences as a result of suspension, but shall receive a zero for any assignment or test not made up within the allotted time.

**LATE PROJECTS** Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

**UNEXCUSED ABSENCES** The District shall not impose a grade penalty for make-up work after an unexcused absence.

**SUSPENSION** The District shall not impose a grade penalty for make-up work after an absence because of suspension.

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HOMEWORK DEFINED	Homework is assignment of work related to the essential elements and used as independent practice activities. These assignments are expected to be completed outside the regular classroom setting and then reviewed or graded. Homework should always be reviewed with students.
HOMEWORK PURPOSE AND OBJECTIVES	Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives: <ol style="list-style-type: none"><li>1. To provide a drill that helps the student practice the basic skills of a subject.</li><li>2. To give students practice and extension of concepts learned in class.</li><li>3. To extend learning beyond the material that can be covered in class.</li><li>4. To develop effective study methods.</li><li>5. To help the student prepare for classroom work.</li><li>6. To allow students to make up work after absences.</li><li>7. To provide a means of reteaching essential elements.</li></ol>
CAMPUS PLAN	A consistent plan for homework assignments and evaluation system shall be developed on each school campus that demonstrates a deliberate, thoughtful decision about the purposes of homework. This plan shall be communicated to students.
HOMEWORK RESPONSIBILITIES	
TEACHERS	Teachers are responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of the course essential elements. The teacher shall provide ample notice of impending homework assignments. Every effort shall be made to ensure that students understand the work assignments to be done. Homework shall not be assigned as punishment.
STUDENTS	Students are responsible for completing assignments on time and scheduling after-school activities so that they do not interfere with the completion of assignments. The student assumes the responsibility for making up work when he or she is absent from class.
PARENTS	Parents are responsible for ensuring that their child does the homework assigned each day. Regular monitoring of the homework assignments by the parent provides a good overview of how and what the student is doing in various subjects. Homework can provide a regular channel of communication among the student, parent, and teacher.
PRINCIPALS	Principals are responsible for interpreting these procedures to staff, students, and parents and developing a campus plan for homework. Each principal shall see that this plan is utilized to further the education of students.



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ACADEMIC ACHIEVEMENT:  
CLASS RANKING

EIC  
(LEGAL)

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AUTOMATIC ADMISSION TO INSTITUTION OF HIGHER EDUCATION	<p>Each general academic teaching institution [see Education Code 61.003(3)] shall admit an applicant for admission to the institution as an undergraduate student if the applicant:</p> <ol style="list-style-type: none"><li>1. Graduated with a grade point average in the top ten percent of the student's high school graduating class in one of the two school years preceding the academic year for which the applicant is applying for admission [see CLASS RANK, below];</li><li>2. Graduated from a public high school in Texas accredited by a generally recognized accrediting organization; and</li><li>3. Submits an application before any application filing deadline established by the institution.</li></ol>
SIGNS TO BE POSTED	<p><i>Education Code 51.803(a); 19 TAC 5.5(b)</i></p> <p>The Board shall require each high school in the District to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions above. <i>Education Code 29.026</i></p>
DISSEMINATION	<p>To assist in dissemination of information regarding the automatic admissions program, the District shall:</p> <ol style="list-style-type: none"><li>1. Require that each high school counselor and class advisor be provided a detailed explanation of the substance of the program;</li><li>2. Require that each high school counselor and senior class advisor explain to eligible students the substance of the program; and</li><li>3. Provide each eligible senior student, at the commencement of a class's senior year, with a written notification of the student's eligibility with a detailed explanation of the substance of the program.</li></ol>
CLASS RANK	<p><i>Education Code 28.026</i></p> <p>High school rank for students seeking automatic admission to a general teaching institution on the basis of their class rank is determined and reported as follows:</p> <ol style="list-style-type: none"><li>1. Class rank shall be based on the end of the eleventh grade, middle of the twelfth grade, or at high school graduation, whichever is most recent at the application deadline.</li><li>2. The top ten percent of a high school class shall not contain more than ten percent of the total class size.</li><li>3. The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class</li></ol>

- size.
4. Class rank shall be determined by the Texas school or school district from which the student graduated or is expected to graduate.

*19 TAC 5.5(d)*

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UPDATE 73

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Any grade below 70 shall be a failing grade.

The preceding equivalents shall be used to convert to numerical grades for GPA and will be multiplied by the appropriate District weights for rank in class (RC). Honors courses from other districts, which are not designated as honors courses in the District, shall be evaluated according to District's course weights.

Eligible courses for the computation of class rank include all state-approved high school courses taken in grades 9-12.

Courses taken in summer or evening school, as well as approved correspondence courses and college courses taken for concurrent credit shall count toward rank in class. College courses taken only for the purpose of completing an advanced measure for the Distinguished Achievement Program, rather than for concurrent credit, shall not count toward rank in class.

Scores earned on either type of credit-by-exam, with or without prior instruction, will not count toward rank in class (RC).

Rank points are awarded based on semester grades. For each student, rank points for each semester course will be sorted in descending order. Rank in class shall be computed by totaling the weighted rank points of eligible courses representing the highest 24 credits taken and earned in grades 9-12.

Courses receiving multiple half-credits within a semester will be treated as multiple courses. For example, courses receiving 1.5 credits per semester will be included as three courses with one-third of the total points awarded for each half credit.

Rank in class will be calculated at the end of each semester beginning with the first semester of the junior year. The first calculation will be based on the highest 15 credits. At the end of the junior year, rank will be calculated based on the highest 18 credits. First semester senior rank will be calculated on the highest 21 credits and the final rank will be calculated on the highest 24 credits.

In accordance with statutory provisions [see EIC(LEGAL)], students graduating in the top 10 percent of their high school class are eligible for automatic admission to state universities and health-related institutions. Automatic admission applies only to first-time freshmen, and the student must enroll within two years after high school graduation.

#### IMPLEMENTATION SCHEDULE

These provisions shall be implemented with the graduating class of 2001-02 and shall supersede all previous rank policies.

#### VALEDICTORIAN AND SALUTATORIAN

Valedictorian and salutatorian shall be those students completing the Recommended High School Program or Distinguished Achievement Program with the highest and second highest class rank in each high school.

#### ELIGIBILITY

##### CLASS OF 2001-02

To be eligible for valedictorian or salutatorian honors, students graduating with the class of 2001-02 shall be enrolled in their graduating school for no less than four semesters, exclusive of summer and evening school, including

the last two semesters prior to graduation.

CLASS OF  
2002-03

Beginning with the graduating class of 2002-03, students shall be enrolled in their graduating school the last four semesters prior to graduation, exclusive of summer and evening school, to be eligible for valedictorian or salutatorian honors. The graduating school must award every six-weeks grade in the four semesters. Students entering after the third week of the first six weeks of the initial semester will not be eligible for these honors.

TIES

Should a tie exist for valedictorian after all the class ranks are computed, the school shall declare two or more valedictorians. After the valedictorians are designated, the person(s) who came in second will be designated salutatorian (s).

GRADUATION  
WITH HONORS

Students who have a GPA of 85 to 89.9, inclusive, will be graduates "with honors;" 90.0 to 94.9, inclusive, graduates with "high honors;" and 95 or above graduates with "highest honors."

These designations will be given regardless of the graduation program completed by the student. In determining these distinctions, .05 to .09 will round up to the next tenth. For example, 89.95 becomes 90.0 while 89.94 becomes 89.9.

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PROMOTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021(a)* [See EI]

In addition to local policy relating to grade advancement, students in grades 3, 5, and 8 must demonstrate proficiency by meeting the passing standard on the appropriate assessment instrument listed at GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.

A student who does not demonstrate proficiency may advance to the next grade only if the student's grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the Board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction.

*19 TAC 101.2001(b)*

A student does not have a property interest in promotion. *Education Code 28.0211(e)*

RETENTION

The District is not precluded from retaining, in accordance with state law or Board policy, a student who performs satisfactorily on a grade advancement test. *Education Code 28.0211(g)*

Students who have been retained in grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained. *19 TAC 101.2019(a)*

GRADE  
ADVANCEMENT  
TESTING

ELIGIBLE  
STUDENTS

The District shall test eligible students in accordance with the grade advancement requirements set forth below.

An eligible student is subject to all grade advancement requirements, including the automatic retention component, if the following two criteria are met:

1. The student is enrolled in a District or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
2. The student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first

general grade advancement test administration as established in the assessment calendar by the Commissioner.

An eligible student who does not meet the criteria specified above but enrolls in the District at any time after the week of the first general grade advancement test administration is subject to all grade advancement requirements except for automatic retention and shall not be automatically retained if the student does not demonstrate proficiency on any of the grade advancement tests.

The District must provide the student with the other required services in the overall system of support for student academic achievement, including the opportunity to test, access to accelerated instruction, and the formation of a GPC.

*19 TAC 101.2003(b), (c)*

## REQUIRED ASSESSMENT

A student may not be promoted to:

1. The fourth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the third grade reading assessment instrument;
2. The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments; or
3. The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments. This applies to the assessment instrument administered to students in eighth grade beginning with the 2007-08 school year.

*Education Code 28.0211(a), (n); 19 TAC 101.9*

## TEST SCHEDULE

TEA shall provide three opportunities per year for the tests required for grade advancement. The Superintendent shall establish procedures to ensure that:

1. Each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual basis; and
2. Each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including an alternate assessment, so that the GPC has sufficient evidence for its review upon appeal by a parent or guardian.

*19 TAC 101.2005(c)*

The District must accommodate the request of an out-of-District student to participate in the third administration of a test required for grade advancement if the District is testing one or more local students on the applicable test and if the out-of-District student has registered to take the test by a date determined by TEA. *19 TAC 101.2005(d)*



NOTICE OF  
GRADE  
ADVANCEMENT  
TESTING  
REQUIREMENTS

The Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, of the testing requirements for grade advancement;
2. Notifying each student in grades 1-8 who is new to the District and the student's parent or guardian in writing of the testing requirements for grade advancement; and
3. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

*19 TAC 101.13*

UNSATISFACTORY  
PERFORMANCE  
ON ASSESSMENT  
INSTRUMENTS

The District shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument. *Education Code 28.0211(b)*

ACCELERATED  
INSTRUCTION

Each time a student fails to perform satisfactorily on a grade advancement test, the District shall provide the student with accelerated instruction in the applicable subject area. Accelerated instruction should be consistent with previous diagnostic testing and intervention activities, if any, the student has received. An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class.

Accelerated instruction required after the first and second testing opportunities should be designed to address student needs to the greatest extent possible before the next testing opportunity.

Accelerated instruction shall be based on the following:

1. Assessment of specific student needs, which may include, as appropriate, the following: teacher observations and evaluations; academic progress reports; previous identification of student needs and corresponding interventions; and performance on previous assessment instruments in the applicable subject.
2. Best instructional practices identified through research.

*Education Code 28.0211(c); 19 TAC 101.2013(a), (b), (d)*

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational plan developed for the student by the student's GPC. The District shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. The District shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the District regularly

administers the assessment instrument for that school year. *Education Code 28.0211(f)*

The District must accommodate the request of an out-of-District student to participate in any established, on-campus summer accelerated program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's GPC. *19 TAC 101.2013(d)*

NOTICE TO  
PARENTS OF  
PERFORMANCE  
AND  
ACCELERATED  
INSTRUCTION

In addition to providing the accelerated instruction, the District shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument;
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever the District is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the District shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language.

*Education Code 28.0211(d), (h)*

AFTER EARLY  
IDENTIFICATION  
OF AT-RISK  
STUDENTS

NOTICE

The District shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination; however, in the case of students in grade 2, it must include the results of the reading inventory required by Education Code 28.006. This notice shall be provided before the end of the school year preceding the grade advancement requirements. *19 TAC 101.2009(b)*

AFTER FIRST  
TESTING  
OPPORTUNITY

NOTICE

The District shall notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement test. This notification should be made within five working days of the District's receipt of student test results from this administration. This notice shall include the student's test results, a description of the District's grade advancement policy, the accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to

meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. *19 TAC 101.2009(c)*

AFTER SECOND  
TESTING  
OPPORTUNITY

NOTICE

Within five working days of the District's receipt of student test results for the second administration of the test required for grade advancement, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the test results. This notice shall include a description of the purpose and responsibilities of a GPC and the time and place for the first meeting of the GPC. *19 TAC 101.2007(c)*

GRADE  
PLACEMENT  
COMMITTEE

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time.

Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the student's teacher of the subject of the grade advancement test on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student (if the remaining members of the GPC also agree to the promotion). The District may accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. The District may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, the District may use other methods to ensure parent participation, including individual or conference telephone calls. The District may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. If the parent or guardian is unavailable, the remaining members of the GPC must convene as required by law and take any actions required.

*Education Code 28.0211(c); 19 TAC 101.2007(a), (b)*

ALTERNATE  
ASSESSMENT

For the third testing opportunity, the Board may choose to use a state-approved alternate assessment instead of the statewide assessment instrument. If the Board adopts such a policy, the District shall select from a list provided annually by the Commissioner only one test for each applicable grade and subject. The alternate assessment must be given during the period established by the Commissioner in the assessment calendar to coincide with the date of the third administration of the statewide assessment. *19 TAC 101.2011(a)-(b)*

PARENTAL  
WAIVER

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration. *19 TAC 101.2015*

AFTER THIRD  
TESTING  
OPPORTUNITY

NOTICE

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of a test required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student test results for this administration, the District shall notify the campus principal of results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The District shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. *19 TAC 101.2007(e)*

RETENTION  
AND APPEAL

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. *Education Code 28.0211(e); 19 TAC 101.2007(e)*

The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. *19 TAC 101.2007(b)(2)*

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous.

The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board. These standards may include the following:

1. Evidence of satisfactory student performance, including grades,

portfolios, work samples, local assessments, previous state assessments, and individual reading and mathematics diagnostic tests or inventories;

2. Improvement in student test performance over the three testing opportunities;
3. Extenuating circumstances that may have adversely affected the student's participation in instruction, the student's participation in the required assessments, or the student's participation in accelerated instruction; and
4. Consideration of whether the student was not enrolled in a Texas public school for part of the school year. *19 TAC 101.2007(f)*

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. *19 TAC 101.2007(g)*

The committee's decision regarding placement is final and may not be appealed. *Education Code 28.0211(e)*

#### TRANSFER STUDENTS

The District shall determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received. *19 TAC 101.2003(g)*

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit the District's ability to appropriately place such a student. *19 TAC 101.2007(h)* [See FDA]

#### LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and acceleration options for a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish. The GPC for a LEP student shall make its decisions in consultation with a member of the student's LPAC. *19 TAC 101.2003(e)*

#### SPECIAL EDUCATION STUDENTS

A student who is receiving special education services, including a LEP student, who is enrolled in grades 3, 5, or 8, and who is receiving instruction in the essential knowledge and skills in reading or mathematics is eligible for grade advancement testing. The student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for the student. *Education Code 28.0211(i); 19 TAC 101.2003(d), (f)*

#### DYSLEXIC STUDENTS

In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered. *Education Code 28.021(b); 19 TAC 101.2003(f)* [See policies at EHB, EKB, and FB]

#### AGE-APPROPRIATE ASSIGNMENT

The Board may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, the Board may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus. *19 TAC 101.2019(b)*

#### TRANSPORTATION

The District shall provide students required to attend the accelerated programs

TO ACCELERATED INSTRUCTION PROGRAMS described above with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j); 19 TAC 101.2013 (c)*

OPTIONAL EXTENDED-YEAR PROGRAM A student who does not meet District standards or policies for promotion on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level shall be eligible for services under the optional extended-year program. *19 TAC 105.1001* [See EHBC]

A student who attends at least 90 percent of the extended-year program days and who satisfies the requirements for promotion (academic achievement or demonstrated proficiency of the subject matter of the course or grade level) shall be promoted to the next grade level at the beginning of the next school year. However, if the student's parent presents a written request to the school principal asking that the student not be promoted, the principal shall hold a formal meeting with the parent, the teacher, and the counselor, as soon as practicable after receiving such a request. During the meeting, the principal, teacher, or counselor shall explain the possible effects of not promoting a student. If the parent withdraws the request after the meeting, the student shall be promoted, and the District shall continue to use innovative practices to ensure that the student is successful in school in succeeding school years.

If the District provides an extended-year program, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.

*Education Code 29.082(e), (f)* [See EHBC]

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**PROMOTION OF STUDENTS** Grade-level advancement and course credit shall be based on mastery of the curriculum. Expectations and standards for mastery shall be established for each grade-level, content-area course and shall be coordinated with compensatory/accelerated services.

**ELEMENTARY**

**PRE-K TO GRADE 1** Prekindergarten and kindergarten students are not retained due to the voluntary status of enrollment. Prekindergarten, kindergarten, and first grade students receive E (excellent), S (satisfactory), and N (needs improvement). First grade students are considered for retention if mastery of grade-level objectives is not reflected by assessment methods, especially in language arts and mathematics. Parental permission is required for retention of first grade students.

**GRADE 2** In grade 2, promotion shall be based on the following criteria:

1. All students must meet Texas course-average requirements, such as an overall average of 70, including a 70 or better in reading, language arts, mathematics, and either science or social studies.
2. Students must earn a passing score on a criterion-referenced measure designed to measure second grade content. Criterion-referenced measures include:
  - a. The high frequency word list (Spanish or English)
  - b. The TPRI (Spanish or English)

**GRADE PLACEMENT COMMITTEE (GPC)** Schools are required to institute a grade placement committee in grades 1 and 2 in those instances where parents appeal the retention of their children. The grade placement committee must unanimously agree to promote the student.

**GRADES 3-6** Each school shall institute a grade placement committee. The committee for each student shall consist of the parent, the teacher, and the principal. The grade placement committee must unanimously agree to promote the student. Schools shall use the following procedures to determine student promotion in grades 3-6:

1. A student who fails to meet state course-average requirements shall be retained. If the student was successful on criterion 2, and successfully completes summer school, the grade placement committee will review the student's achievement record to determine the student's status for the fall.
2. A student who fails to achieve requirements of criterion 2, but who has met state course-average requirements, must attend summer school. After the student attends summer school, the grade placement committee shall review the student's achievement record to determine the student's status for the fall.

3. A student who fails state course-average requirements and fails to demonstrate achievement on requirements of criterion 2 shall be retained.

In grades 4-6, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas, and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grade 3 who meets the state academic requirements for promotion [see EIE(LEGAL)] but does not pass the reading section of the Texas Assessment Program shall be required to attend a TAKS Mastery Promotion Program in summer school, in order to be eligible for promotion to grade 4.

A student in grade 5 who meets the state academic requirement for promotion [see EIE(LEGAL)] but does not pass the reading and/or mathematics sections of the Texas Assessment Program, beginning in school year 2004-05 shall be required to attend a TAKS Mastery Promotion Program during the extended school year in order to be eligible for promotion to grade 6.

MIDDLE  
SCHOOL OR  
JUNIOR HIGH

GRADES 7-8

In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

A student in grade 8 who meets the state academic requirements for promotion [see EIE(LEGAL)] but does not pass the reading and/or mathematics sections of the Texas Assessment Program shall, beginning in school year 2007-08, be required to attend a TAKS Mastery Promotion Program in summer school, in order to be eligible for promotion to grade 9.

Students affected by the Grade Advancement Testing Requirement are eligible to have three testing opportunities. The currently adopted statewide assessment instrument must be taken for the first two opportunities. [See EIE(LEGAL)] For the third testing opportunity, the District shall assess with the statewide assessment instrument.

HIGH SCHOOL  
STUDENT  
CLASSIFICATION

Beginning with the entering freshman class of 1996-97, secondary students shall be classified on the basis of credit earned in grades 9-12, as follows:

	Sophomore (grade 10)	6 or more credits and two full semesters in grades 9-12
	Junior (grade 11)	12 or more credits and four full semesters in grades 9-12
	Senior (grade 12)	18 or more credits and five full semesters in grades 9-12.



Grade classification shall be established by the beginning of the fall semester only. Exceptions shall be made for students who become eligible for graduation on the basis of credits earned during the fall semester. High school principals shall be responsible for the classification of students. Grade-level advancement for students in grades 9-12 shall be earned by course credits.

**OPTIONAL  
EXTENDED-  
YEAR PROGRAM**

Any student in grades 1-8 who does not meet the criteria outlined above for promotion to the next grade level may attend extended-year program(s) provided by the District in applicable content areas. A student who attends at least 90 percent of the extended-year program days in the applicable content area(s) shall be promoted to the next grade level at the beginning of the school year but only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

A maximum of two middle school foundation courses may be taken in summer school. Students who have failed three foundation courses may attend summer school and will be eligible for promotion if their summer school grades enable them to meet the promotion criteria. Students who attend 90 percent of the summer school session in one or two failed foundation courses may be exempted from the mandatory summer school program for promotion. Students who have failed more than three foundation courses may attend summer school in one or two courses on a tuition basis if they so choose, but shall not be eligible for promotion.

**RETENTION OF  
STUDENTS**

Retention of students is not shown to be an effective strategy for improving student achievement. Therefore, the District and individual campuses establish procedures designed to reduce the number of students retained.

Any student who attends optional extended-year programs with the required 90 percent attendance rate and meets the academic achievement requirements but still experiences difficulty or is defined as "at-risk" shall be required to participate the following year in additional strategic intervention strategies/programs designed to provide accelerated instructional services. These campus-based strategies/programs must meet established District guidelines for such interventions.

Middle school students who fail two or more foundation courses will be assessed to determine their literacy profile. This profile will be provided to their respective teachers so that appropriate instruction and tutoring can be provided.

**SPECIAL  
POPULATIONS**

Each campus in the District shall ensure that each student, other than a student with disabilities whose individual education plan (IEP) provides for alternative achievements standards, demonstrates mastery of the essential knowledge and skills established by the State Board.

**STUDENTS WITH  
DISABILITIES**

Promotion standards of grade-level classification of special education students shall be determined by the ARD committee.

**SPEAKERS OF  
OTHER  
LANGUAGES**

In assessing students who are speakers of languages other than English for mastery of essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language;
  2. Assessment using ESOL methodologies; and
  3. Assessment with multiple varied instruments.
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EIE(LOCAL)-X

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A student may graduate and receive a diploma only if the student successfully completes:

1. The curriculum requirements identified by the State Board of Education and has performed satisfactorily on the exit-level assessment instruments identified in Education Code 39.025; or
2. An individualized education program (IEP) developed under Education Code 29.005. [See EHBAB]

*Education Code 28.025(c)*

DIPLOMA /  
TRANSCRIPT /  
CERTIFICATE OF  
COURSEWORK  
COMPLETION

Graduates of each high school are awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements, and courses completed and displays appropriate graduation seals. *19 TAC 74.11(a), 74.41(a), 74.51(a)* [See EI for provisions regarding certificate of coursework completion]

EXIT-LEVEL  
ASSESSMENT

A student may not receive a high school diploma until the student has performed satisfactorily on the secondary exit-level instruments for English language arts, mathematics, social studies, and science. A student is not required to demonstrate readiness to enroll in an institution of higher education. *Education Code 39.023(c), 39.025(a); 19 TAC 101.7(a)*

To fulfill the testing requirements for graduation, a student must be tested by either a Texas school district, Texas education service center, open-enrollment charter school, the Texas Education Agency (TEA), or other individual or organization designated by the Commissioner of Education.

According to procedures specified in the applicable test administration materials, an eligible student or out-of-school individual who has not met graduation requirements may retest on a schedule determined by the Commissioner.

A foreign exchange student who has waived in writing his or her intention to receive a Texas high school diploma may be excused from the exit-level testing requirement.

*19 TAC 101.7*

IMPLEMENTATION  
SCHEDULE

A student shall not be required to demonstrate performance at a standard higher than the one in effect when the student was first eligible to take the

test.

STUDENTS  
WHO TAKE  
TAKS

Students who were enrolled in grade 8 or a lower grade on January 1, 2001, and who did not complete all coursework required to graduate by September 1, 2004, must fulfill testing requirements for graduation with the exit-level Texas Assessment of Knowledge and Skills (TAKS) tests. "Coursework necessary to graduate" means all coursework required under the student's graduation plan.

STUDENTS  
WHO TAKE  
TAAS

Students who were enrolled as follows shall fulfill testing requirements for graduation with the exit-level Texas Assessment of Academic Skills (TAAS):

1. In grade 9 or higher on January 1, 2001, regardless of when they are scheduled to graduate; or
2. In grade 8 or lower on January 1, 2001, if they were on an accelerated track and fulfilled all coursework necessary to graduate by September 1, 2004. Notwithstanding the above, students who pass all required exit-level TAKS tests have fulfilled their testing requirements for graduation.

STUDENTS  
WHO TAKE  
END- OF-  
COURSE  
EXAMS

Students who passed the Algebra I, English II, and either Biology or U.S. History end-of-course exams by spring 2002 have fulfilled their testing requirements for graduation, regardless of their enrolled grade level on January 1, 2001.

*19 TAC 101.3003*

SPECIAL  
EDUCATION  
STUDENTS

A student receiving special education services who successfully completes the requirements of his or her IEP shall receive a high school diploma. *19 TAC 101.7(c)*

LEP STUDENTS

Limited English proficiency (LEP) students are not eligible for an exemption from the exit-level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone one time the initial administration of the exit-level test. The term "recent immigrant" is defined as an immigrant who first enrolls in U.S. schools no more than 12 months before the administration of the test from which the postponement is sought. *19 TAC 101.1005* [See EKB]

NOTICE OF  
GRADUATION  
REQUIREMENTS

In order to provide timely and full notification of graduation requirements, the Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation;
2. Notifying each student in grades 7-12 new to the District and the student's parent or guardian in writing of the testing requirements for graduation; and
3. Notifying each student who shall take the tests required for graduation and the student's parent or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing.

*19 TAC 101.13*

PERSONAL  
GRADUATION  
PLAN (PGP)

A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who:

1. Does not perform satisfactorily on a state assessment instrument; or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the District.

A PGP must:

1. Identify educational goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. Include an intensive instruction program described in Education Code 28.0213 [see EHBC];
4. Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
5. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

A student's IEP developed under Education Code 29.005 [see EHBAB] may be used as the student's PGP.

*Education Code 28.0212*

EARLY  
GRADUATION

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. The decision of the Board concerning the request is final and may not be appealed. *Education Code 26.003(a)(3)(C), 26.003(b)* [See FMH, FNG]

STATE  
GRADUATION  
REQUIREMENTS

All credit for graduation must be earned no later than grade 12. *19 TAC 74.11(b); 74.41(b), 74.51(b)*

NINTH  
GRADERS IN  
1998-99  
THROUGH 2000-  
01

To receive a high school diploma, a student entering grade 9 in the 1998-99, 1999-2000, or 2000-01 school years must pass the exit-level test and complete the requirements of the Minimum High School Program, the Recommended High School Program, or the Distinguished Achievement Program. *19 TAC 74.11(c), (d), 74.12-.13*

NINTH  
GRADERS IN  
2001-02  
THROUGH 2003-

To receive a high school diploma, a student entering grade 9 in the 2001-02, 2002-03, or 2003-04 school year must pass the exit-level test and complete the requirements of the Minimum High School Program, the Recommended High School Program, or the Distinguished Achievement Program. *19 TAC 74.41*

NINTH GRADERS IN 2004-05 AND THEREAFTER	The District shall ensure that each student entering the ninth grade in the 2004-05 school year and thereafter enrolls in the courses necessary to complete the curriculum requirements identified by the State Board for the Recommended or Advanced High School Program unless the student, the student's parent or other person standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the Minimum High School Program. <i>Education Code 28.025(b); 74 TAC 74.51(d), 74.52.-.54</i>
MINIMUM HIGH SCHOOL PROGRAM	A student entering grade 9 in the 1998-99, 1999-2000, or 2000-01 school years must earn at least 22 credits to complete the Minimum High School Program and demonstrate proficiency in the program requirements listed at 19 TAC 74.11(c), (d).  A student entering grade 9 in the 2001-02 school year or thereafter must earn at least 22 credits to complete the Minimum High School Program. A student must demonstrate proficiency in the program requirements listed at EIF (EXHIBIT A). <i>19 TAC 74.42, 74.52</i>
RECOMMENDED HIGH SCHOOL PROGRAM	A student entering grade 9 in the 1998-99, 1999-2000, or 2000-01 school years who wishes to complete the Recommended High School Program and have the accomplishment recognized on the academic achievement record must complete the requirements listed at 19 TAC 74.12.  A student entering grade 9 in the 2001-02 school year or thereafter must earn at least 24 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at EIF(EXHIBIT B). <i>19 TAC 74.43, 74.53</i>
DISTINGUISHED ACHIEVEMENT PROGRAM	A student entering grade 9 in the 1998-99, 1999-2000, or 2000-01 school years who wishes to complete an advanced high school program, called the Distinguished Achievement Program, and to have that accomplishment recognized and distinguished on the academic achievement record (transcript) shall complete the requirements listed at 19 TAC 74.13(a).  A student entering grade 9 in the 2001-02 school year or thereafter must earn at least 24 credits to complete the Distinguished Achievement Program. A student must demonstrate proficiency in the program requirements listed at EIF(EXHIBIT C). <i>19 TAC 74.44, 74.54</i>
SUBSTITUTIONS	No substitutions are allowed for high school graduation requirements in the Recommended and Distinguished Achievement Programs, except as provided by State Board rule. <i>19 TAC 74.12(d), 74.13(a)(4), 74.43(d), 74.44(e), 74.53(d), 74.54(e)</i>
CREDIT BY EXAMINATION	Credit may be awarded with or without prior instruction if the student has earned credit by examination [see EEJA, EEJB]. <i>19 TAC 74.11(d), 74.24(c)</i>
AP OR IB COURSES	College Board Advanced Placement and International Baccalaureate courses may be substituted for required courses in appropriate areas. Students entering grade 9 in the 2001-02 school year may use these courses as electives in all three high school graduation programs. <i>19 TAC 74.11(d), 74.41(g), 74.51(h)</i>
READING	The District may offer a maximum of 3 credits of reading for state graduation

elective credit for identified students if the District:

1. Adopts policies to identify students in need of additional reading instruction;
2. Has procedures that include assessment of individual student needs and ongoing evaluation of each student's progress; and
3. Monitors instructional activities to ensure that student needs are addressed.

Reading credits may be selected from Reading I, II, or III.

*19 TAC 74.11(e), 74.41(d), 74.51(e)*

PRIVATE OR  
COMMERCIALY  
SPONSORED  
PHYSICAL  
ACTIVITY  
PROGRAMS

For students who entered grade 9 in the 1997-98 through 2000-01 school years, see 19 TAC 74.11(d)(7)(C), 74.12(b)(9)(B), and 74.13(a)(1)(I)(ii).

For students entering grade 9 in the 2001-02 school year or thereafter, the Board may award up to 2 credits for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus. The District must apply to the Commissioner for approval of such programs, which may be substituted for state graduation credit in physical education. *19 TAC 74.11(d)(7)(C), 74.43(b)(7)(C), 74.52(b)(7)(C), 74.53(b)(7)(C), 74.54(b)(7)(C)*

TRANSFERS FROM  
OUT-OF-STATE OR  
NONPUBLIC  
SCHOOLS

Out-of-state or out-of-country transfer students (including foreign exchange students) and transfer students from Texas nonpublic schools are eligible to receive a Texas diploma but shall complete all high school graduation requirements under 19 TAC 74.11, 74.41, or 74.51, as applicable, to satisfy state graduation requirements. Any course credits required for graduation that are not completed before enrollment in the District may be satisfied by credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of 19 TAC 74.26. *19 TAC 74.11(f), 74.41(e), 74.51(f)* [See EEJA, EEJB, EEJC, EHDE, and EI]

CLASSIFICATION  
FOR PHYSICAL  
EDUCATION

The District shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted-not limited in activities.
2. Restricted-excludes the more vigorous activities. Restricted classification is of two types:
  - a. Permanent-A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
  - b. Temporary-Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial-specific activities prescribed or prohibited for

students as directed by a member of the healing arts licensed to practice in Texas.

*19 TAC 74.31*

GRADUATION OF  
SPECIAL  
EDUCATION  
STUDENTS

COMPLETION OF GENERAL EDUCATION REQUIREMENTS A student receiving special education services may graduate and be awarded a high school diploma if:

1. The student has satisfactorily completed the state's or District's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
2. The student has satisfactorily completed the state's or District's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument under Education Code 39.027(a)(2)(B).

COMPLETION OF IEP A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

1. The student's IEP and met one of the following conditions:
  - a. Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the District;
  - b. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the District; employability and self-help skills are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment; or
  - c. Access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;
2. The state's or District's (whichever is greater) minimum credit requirements for students without disabilities; and
3. The state's or District's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.

When considering a student's graduation under this provision, the student shall be evaluated before graduation as required by 34 CFR 300.534(c), and the ARD committee shall consider the evaluation, the views of the parent and/or student as appropriate, and, when appropriate, seek in writing and consider



written recommendations from adult service agencies.

Students who participate in graduation ceremonies but who are not graduating and who will remain in school to complete their education do not have to be evaluated.

In addition, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

#### AGING OUT

A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

*19 TAC 89.1070*

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UPDATE 75  
EIF(LEGAL)-P

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LOCAL GRADUATION REQUIREMENTS	<p>Beginning with the graduating class of 2001-02, the following graduation program options shall be available:</p> <p>Minimum High School Program - 24 credits</p> <p>Recommended High School Program - 24 credits</p> <p>Distinguished Achievement Program - 26 credits and 4 advanced measures</p>
GRADUATION PROGRAM PLACEMENT	<p>Students entering ninth grade in the 2001-02 school year and thereafter shall be enrolled in the Recommended High School Program. A student's parent may request in writing that the student be enrolled in the Distinguished Achievement Program.</p> <p>Following the completion of four semesters of high school, a student's parent or legal guardian may request in writing that the student be placed in the Minimum High School Program. This provision becomes effective immediately for the 2000-01 school year for all currently enrolled ninth through eleventh grade high school students.</p>
MINIMUM PROGRAM	<p>For all currently enrolled ninth through eleventh grade students during the 2000-01 school year and thereafter, the District shall require 2 credits in addition to the required state credits for a total of 24 credits. The additional 2 credits shall be 1 in science and 1 additional elective.</p>
RECOMMENDED PROGRAM	<p>Students graduating after the 2000-01 school year may complete the requirements of the state recommended program, for a total of 24 credits. Beginning with students entering grade 9 in 2003-04, three mathematics credits and three science credits must be earned in grades 9-12.</p>
DISTINGUISHED ACHIEVEMENT PROGRAM	<p>Students graduating after the 2000-01 school year may complete the requirements of the state Distinguished Achievement Program, plus 1 additional credit of mathematics and 1 additional credit of science, for a total of 26 credits. At least three of the mathematics credits and three science credits must be earned in grades 9-12. The mathematics and/or science required beyond the state program may also serve to meet the requirements of the selected elective option if the course(s) meet the option specification. In such cases, additional elective credits to complete the 26 credits shall be required.</p>
ADVANCED MEASURES	<p>Students seeking to complete the Distinguished Achievement Program must complete any four of the advanced measures identified by the Texas Education Agency, with guidelines and procedures defined by the department of Advanced Academic Services.</p>
STUDENTS ENTERING	<p>Students shall be required to meet all state and local graduation requirements in effect at the time the student entered grade 9.</p>

NINTH GRADE  
PRIOR TO 1995-  
96

PHYSICAL  
EDUCATION  
SUBSTITUTIONS

The District shall allow students to substitute certain physical activities for the 1.5 required credits of physical education. Such substitutions shall be based on the physical activity involved in:

1. Drill team, marching band, and cheerleading during the fall semester
2. Junior Reserve Officer Training Corps (JROTC)
3. Athletics
4. Dance I-IV
5. Two- or three-credit career and technology work-based training courses

RESTRICTED  
PHYSICAL  
EDUCATION

Students may be placed in restricted physical education programs at the request of a physician practicing in the Dallas metropolitan area and licensed by the Texas State Board of Medical Examiners. This request shall be on file with the school nurse. The required school form may be picked up in the nurse's office. [See EIF (LEGAL)]

Each school year shall constitute a separate case and requires an additional health form. Under the modified program or a complete rest program, the student must participate in the physical education class under teacher assignment and observation to receive credit. Assignment to study hall shall not qualify for credit.

OTHER  
PHYSICAL  
ACTIVITY  
PROGRAMS

The District shall award state graduation credit for physical education for appropriate private or commercially sponsored physical activity programs conducted off campus, upon approval by the Commissioner of Education.

In addition, all off-campus physical education activities for which substitute physical education credit is requested must be approved by the District and students are required to adhere to all District regulations and procedures associated with the off-campus physical education program. [See EIF (REGULATION)]

READING  
CREDITS

The District shall offer up to 3 credits of reading for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress, and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading credit based on:

1. Recommendation by teacher or counselor.
2. Scores on assessment instruments and/or achievement tests.

EXIT-LEVEL  
TEST

Students who have completed all required coursework, but have not passed all sections of the required exit exam, may continue to take the needed section(s) each time the exam is offered. If all other requirements are complete, the student will be eligible to graduate and receive a diploma upon passing all exit examination requirements.

Based on recommendations of the ARD committee, students receiving special education services may be exempted from the exit examination requirement.

GRADUATION  
CEREMONY

Only students who have completed all graduation requirements and passed all portions of the exit-level test may participate in the graduation ceremony. All special education students who have completed their graduation requirements as determined by their admission, review, and dismissal (ARD) committee may participate in the graduation ceremony.

DIPLOMAS

Only students who have completed all coursework required for graduation and passed all portions of the exit-level test shall receive a diploma. When all portions of the exit-level test have been passed, the student shall receive a high school diploma and the date of graduation and the appropriate graduation seal shall be affixed on the student's academic achievement record. All special education students who have completed their graduation requirements as determined by their ARD committee shall receive a diploma. The date of graduation and the appropriate graduation seal shall be affixed on the student's academic record.

NO  
CERTIFICATES  
OF  
COURSEWORK  
COMPLETION

The District shall not offer a certificate of coursework completion. [See EI (LEGAL) and (LOCAL)]

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## DIPLOMAS

All diplomas, without exception, shall be issued in the legal name of the recipient. All permanent records shall be corrected to correspond to the legal name so that there will be no confusion by having the diploma issued under one name and the permanent record under another name. The permanent record shall be changed, if necessary, upon marriage to conform to the selected legal name. This same rule shall apply to students who have their names legally changed by the courts.

The summer school principals shall be administratively in charge of all students and of the schools, but the diplomas shall come to the students from their home schools. The summer school principal shall arrange for the principal of the high school granting the diploma to sign summer school diplomas. Likewise, nonresident students shall have their diplomas issued by and over the signature of their home district. Each high school principal or an assistant principal shall attend summer graduation in the school where his or her students are graduating.

After a diploma has been processed and it is discovered the wrong name has been willfully given by the graduating student, there shall be a \$10 fee for printing the second diploma with the correction. Should a graduate of a District high school misplace his or her diploma and desire a duplicate copy, the following procedures shall be followed:

1. A written request for a duplicate diploma shall be made to the Executive Director of Board Services at the central administration building.
2. The written request for the duplicate diploma must include the name of the student as shown on the original diploma, the name of the school, the year the student graduated, and any other pertinent information. A \$10 fee shall be enclosed with the request.
3. The duplicate diploma, when processed (allow two weeks) shall be picked up by former students living within the District. Duplicate diplomas shall be mailed to addresses outside the District.

## OFF-CAMPUS PHYSICAL EDUCATION PROGRAM GUIDELINES

### GENERAL REQUIREMENTS

The following is a list of basic requirements that has been established by the District and the Texas Education Agency. These requirements must be met and maintained for participation in the off-campus physical education program.

1. The purpose of this program is to accommodate students who are making a

serious effort to develop Olympic-level participation and to allow them to be involved in an off-campus program that provides training exceeding that offered in the District.

2. Off-campus physical activity programs will be approved only for those students who have been strongly recommended by qualified instructors. [See EIF(EXHIBIT)]
3. No off-campus program will be allowed if located more than 15 miles from the District.
4. Only those students in grades 9-12 will be eligible for consideration for the off-campus program. No students in elementary or middle school will be considered for the off-campus program.
5. Only those students involved in the activities of art skating, cycling, equestrian, fencing, gymnastics/ballet, ice hockey, ice skating, lacrosse, martial arts, swimming, tennis, and track will be considered.
6. Students applying for off-campus physical education will be considered from two categories:
  - Category One: These programs involve a minimum of 15 hours per week of highly intense, professionally supervised training. Students qualifying at this level may be dismissed from the school the last period of the day or zero hour before or after school for such participation. Competition and practice meets are not considered a part of the 15 required practice hours. Students participating at this level may receive a maximum of one-half credit per semester. A total of one and one-half credits may be earned toward state high school graduation requirements. [See EIF(LEGAL) and (LOCAL)]
  - Category Two: These programs are to be of high quality, well-supervised by appropriately trained instructors and consisting of a minimum of ten hours per week. Students certified to participate at this level may not be dismissed from any part of the regular school day. Students participating at this level may receive a maximum of one-half credit per semester. A total of one and one-half credits may be earned toward state high school graduation requirements. [See EIF(LEGAL) and (LOCAL)]
7. The student must participate a minimum of four days during the week (Monday through Friday) plus an additional day that may fall on either the weekend or during the week. All such participation must always be under the direct supervision of the instructor.
8. At the beginning of each new school year, the District program director and facility administrator or instructor will meet for the purpose of establishing a full understanding of all conditions involved. This meeting will take place prior to any decision for program accreditation. The instructor will provide the off-campus physical education director with his or her credentials, practice dates, competition schedules, and the required student records. At the end of each six weeks, documentation of daily student attendance, six-week grades, and competition results will be due to the off-campus physical education director. The instructor will be required to document compliance with the Texas Essential Knowledge and Skills (TEKS) as they apply to the specific activity being taught.
9. The instructor must constantly observe and evaluate the student's attitude, work habits, and progress. If at any time the student fails to maintain this

high level of performance, the instructor will be expected to contact the program director and withdraw his or her recommendation. The student will no longer be considered eligible for the off-campus program.

## APPLICATION PROCEDURE

The application includes:

- Area to be completed by the student [See EIF(EXHIBIT)-D]
- Area for signature of counselor and principal [See EIF(EXHIBIT)-D]
- Area to be completed and signed by the parent/guardian and student [See EIF(EXHIBIT)-D]
- Area to be completed and signed by the instructor [See EIF(EXHIBIT)-D]
- Off-Campus Physical Education Program Six-Week Report [See EIF (EXHIBIT)-E]

## PROCEDURES

The following are the procedures:

1. The student obtains an application in the counselor's office. [See EIF (EXHIBIT)]
2. The counselor and principal must sign the application form.
3. Upon completion, the application and fee (check or money order) are mailed to the following:

Director, Physical Education Department (399)

Dallas Independent School District

3700 Ross Avenue, Dallas, TX 75204

4. After the application is reviewed, a confirmation letter will be sent to the parents. A report will be sent to all counselors listing all approved off-campus physical education students. At that time, the counselor will put off-campus physical education on the student's schedule.
5. Off-campus physical education will not be on the student's schedule until approval by the District's physical education department.
6. Parents and students need to confirm that off-campus physical education is on the student's schedule at the beginning of each semester and that a grade is being recorded for each six-weeks.
7. A new off-campus physical education application must be submitted each school year.

## FEES

The participation fee of \$125 per semester or \$200 for both semesters is required to be paid in full at the time of application. This fee includes a nonrefundable registration fee of \$50 per student. Checks are made payable to the Dallas Independent School District. Mail the completed application and fee (check or money order made payable to the District) to the Director of the Physical Education Department (399), Dallas Independent School District, 3700 Ross Avenue, Dallas, TX 75204.

## FREQUENTLY ASKED

Q: What are the qualified activities open for off-campus physical education?

## QUESTIONS

A: Art skating, cycling, equestrian, fencing, gymnastics/ballet, ice hockey, ice skating, lacrosse, martial arts, swimming, tennis and track.

Q: Why is there a cost for off-campus education?

A: This program is optional to students in the District and the fee is to offset the cost associated with administering the program.

Q: How many days a week must a student be enrolled in the qualified activity?

A: A student must be enrolled in his or her supervised activity for five days a week. The student must participate a minimum of four days during the week (Monday through Friday) plus one additional day that may fall on either the weekend or during the week for a total of five days per week.

Q: How many hours must a student be in practice every day?

A: The number of hours must add up to 10 or 15 hours, depending upon the requested category. The number of hours must be spread over five days a week. The student must participate a minimum of four days during the week (Monday through Friday) plus one additional day that may fall on either the weekend or during the week for a total of five days per week.

Q: May an elementary or middle school student be enrolled in off-campus physical education?

A: No, the program is only open to students in grades 9-12.

Q: Who changes the student's schedule to reflect off-campus physical education?

A: After the application is approved in the physical education department, the counselor at the student's home campus will change his or her schedule to reflect off-campus physical education.

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EIF(REGULATION)-X

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Dallas ISD  
057905

ACADEMIC ACHIEVEMENT:  
GRADUATION

EIF  
(EXHIBIT)

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Students entering grade 9 in school year 2001-02 and thereafter must complete one of the following programs for graduation:

Exhibit A: Minimum High School Program - 2 pages

Exhibit B: Recommended High School Program - 2 pages

Exhibit C: Distinguished Achievement Program - 3 pages  
(Advanced High School Program)

Exhibit D: Off Campus Physical Education Program Application - 5 pages

Exhibit E: Off Campus Physical Education Program - Six Week Report - 2 page

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**EXHIBIT A**

MINIMUM HIGH SCHOOL PROGRAM

(OPTIONAL, WITH WRITTEN PARENT REQUEST, FOR STUDENTS ENTERING GRADE 9 IN 2001-02 WHE

		Credit	
		Required	Cumulative
English Language Arts		4	4
	English I, II, and III (for immigrant students with limited English proficiency, English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II); and a fourth credit of English, which may be satisfied by English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills,		

	Literary Genres, Business Communication, Journalism, or concurrent enrollment in a college English course.		
Mathematics (Grades 9-12)		3	7
	Must include Algebra I and Geometry. Regardless of any credit completed in middle school, students must complete two mathematics credits in grades 9-12.		
Science		3	10
	Must include Biology and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the third science credit.		
Social Studies		2.5	12.5
	World History Studies or World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit).		
Academic Elective		1	13.5
	World History, World Geography, or any science approved by the State Board of Education.		
Economics with emphasis on the free enterprise system and its benefits.		.5	14
Physical Education		1.5	15.5
	Must include Foundations of Personal Fitness (one-half credit). Students may earn no more than 2 credits toward state graduation requirements in physical education.		
Health Education		.5	16
	One credit of Health Science Technology will also fulfill this requirement.		
Speech		.5	16.5
	The credit must consist of Communication Applications.		
Technology Applications		1	17.5
	Computer Science I or II, AP Computer Science I or II, IB Computer Science I or II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, Independent Study in Technology Applications, Business Computer Information Systems I or II, Business Computer Programming, Business Image Management and Multimedia, Telecommunications and Networking, ITE Technology Systems (modular computer laboratory-based), ITE Computer Applications, ITE Communications Graphics (modular computer laboratory-based), ITE Computer Multimedia and Animation Technology.		
Electives (Total)		6.5	24

**EXHIBIT B**

RECOMMENDED HIGH SCHOOL PROGRAM

(FOR STUDENTS ENTERING GRADE 9 IN 2001-02)

		Credit	
		Equivalent	Cumulative
English		4	4
	English I, II, III and English IV (for immigrant students with limited English proficiency, English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II).		
Mathematics		3	7
	Must include Algebra I, Algebra II, and Geometry. Regardless of any credit completed in middle school, students must complete two of the two mathematics credits in grades 9-12.		
Science		3	10
	One credit must be a biology credit (Biology, AP Biology, or IB Biology). Two credits must be chosen from the following areas. Not more than one credit may be chosen from each area:		
	- Integrated Physics and Chemistry (IPC);		
	- Chemistry, AP Chemistry, IB Chemistry;		
	- Physics, Principles of Technology I, AP Physics, IB Physics		

	All students who wish to complete the Recommended High School Program are encouraged to take Biology, Chemistry, and Physics.		
	Social Studies	3.5	13.5
	World History Studies (one credit), World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit).		
	Economics with emphasis on the free enterprise system and its benefits.	.5	14
	Languages other than English	2	16
	Must include Level I and Level II in the same language.		
	Health Education (or one credit of Health Science Technology)	.5	16.5
	Fine Arts	1	17.5
	Physical Education	1.5	19
	One and one-half credits to include one-half credit in Foundations of Personal Fitness.		
	Technology Applications	1	20
	Computer Science I or II, AP Computer Science I or II, IB Computer Science I or II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, Independent Study in Technology Applications, Business Computer Information Systems I or II, Business Computer Programming, Business Image Management and Multimedia, Telecommunications and Networking, ITE Technology Systems (modular computer laboratory-based), ITE Computer Applications, ITE Communications Graphics (modular computer laboratory-based), ITE Computer Multimedia and Animation Technology.		
	Speech	.5	20.5
	This credit must consist of Communications Applications.		
	Elective Courses	3.5	24
	The credits must be selected from the list of state approved courses.		

**EXHIBIT C**

**DISTINGUISHED ACHIEVEMENT PROGRAM**

(FOR STUDENTS ENTERING GRADE 9 IN 2001-02)

The following courses and four advanced measures are required.		Credit	
		Equivalent	Cumulative
English		4	4
	English I, English II, English III, and English IV (for immigrant students with limited English proficiency, English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II).		
Mathematics		4	8
	Must include Algebra I, Algebra II, and Geometry. Regardless of any credit completed in middle school, students must complete three mathematics credits in grades 9-12.		
Science		4	12
	One credit must be a biology credit (Biology, AP Biology, or IB Biology). Two credits must be chosen from the following areas. Nor more than one credit may be chosen from each area:		
	- Integrated Physics and Chemistry (IPC);		
	- Chemistry, AP Chemistry, IB Chemistry;		
	- Physics, Principles of Technology I, AP Physics, IB Physics		
	The fourth credit may be from any state approved science course. All students who wish to complete the Recommended High School Program are encouraged to take Biology, Chemistry, and Physics.		

Social Studies	3.5	15.5
World History Studies (one credit), World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit).		
Economics with emphasis on the free enterprise system and its benefits.	.5	16
Languages other than English	3	19
Must include Levels I, II, and III in the same language.		
Health Education (or one credit of Health Science Technology)	.5	19.5
Fine Arts	1	20.5
Physical Education	1.5	22
One and one-half credits to include one-half credit in Foundations of Personal Fitness.		
Technology Applications	1	23
Computer Science I or II, AP Computer Science I or II, IB Computer Science I or II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, Independent Study in Technology Applications, Business Computer Information Systems I or II, Business Computer Programming, Business Image Management and Multimedia, Telecommunications and Networking, ITE Technology Systems (modular computer laboratory-based), ITE Computer Applications, ITE Communications Graphics (modular computer laboratory-based), or ITE Computer Multimedia and Animation Technology.		
Speech	.5	23.5
This credit must consist of Communication Applications.		
Elective Courses	2.5	26
This credit must be selected from the list of state approved courses.		

## Advanced Measures

### Standards for Approval of Requirements:

1. The measures must focus on demonstrated student performance at the college or professional level.
2. Student performance on advanced measures must be assessed through an external review process.

### Requirements:

A student must achieve any combination of four of the following:

1. Original research/project: [For Magnet School Students only]
  - Judged by a panel of professionals in the field that is the focus of the project; or conducted under the direction of mentor(s) and reported to an appropriate audience, and
  - Related to the required curriculum set forth in 19 TAC 74.1 (relating to TEKS)

Original research/project may not be used for more than two of the four advanced measures.

2. Test data [For Comprehensive High School and Magnet School Students]
  - A score of three or above on the College Board Advanced Placement examination;
  - A score of four or above on the International Baccalaureate examination;
  - A score on the Preliminary Scholastic Assessment Test (PSAT) that

qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholarship Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

3. College courses: [For Comprehensive High School and Magnet School Students]

- A grade of 3.0 or higher on courses that count for college credit, including tech prep programs.

A student may not count two measures derived from a single activity. For example, a student who scores a 3 or better on the AP United States History exam cannot count a grade from a concurrent credit United States History college course.

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**EXHIBIT D**

DALLAS INDEPENDENT SCHOOL DISTRICT

OFF-CAMPUS PHYSICAL EDUCATION PROGRAM APPLICATION

ATTENTION: Only students involved in the activities of ART SKATING, CYCLING, EQUESTRIAN, FENCING, GYMNASTICS/BALLET, ICE HOCKEY, ICE SKATING, LACROSSE, MARTIAL ARTS, SWIMMING, TENNIS, AND TRACK will be considered for participation. In order for this application to be considered for any semester, it must be completed and returned to the DIRECTOR of the PHYSICAL EDUCATION DEPARTMENT, DALLAS INDEPENDENT SCHOOL DISTRICT, along with the current participation fee no later than the end of the SECOND week of the semester being considered.

TO BE COMPLETED BY STUDENT (PLEASE PRINT)

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

Sex: [ ] M [ ] F Student ID# \_\_\_\_\_ Activity/Sport  
\_\_\_\_\_



Parent/Guardian \_\_\_\_\_ Counselor \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

I am applying for admission to the program for:

Semester 1       Semester 2       Both Semesters

Name of Facility \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Instructor's Address, e-mail, or fax (where to send grade sheets)  
\_\_\_\_\_

Instructor's E-mail Address \_\_\_\_\_

Instructor (please print) \_\_\_\_\_

Instructor's Home/Cell Phone (in case of emergency) \_\_\_\_\_

PHONE NUMBER MUST BE INCLUDED WHERE THE INSTRUCTOR CAN BE REACHED FOR GRADES/ATTENDANCE.

TO BE COMPLETED AND SIGNED BY SCHOOL OFFICIAL

The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop high-level capabilities and to allow them to be involved in a program that provides training exceeding that offered in the District. This student is taking this course for physical education credit and he or she may not be enrolled in another physical education class while participating in the Off-Campus Physical Education Program. If this student has previously earned a maximum of two credits of physical education, he or she may enroll in the District Off-Campus Physical Education Program and receive NO CREDIT toward state high school graduation requirements.

Counselor Signature \_\_\_\_\_ Phone/Ext. \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Phone/Ext. \_\_\_\_\_ Date \_\_\_\_\_

FOR DISTRICT USE ONLY (to be completed by the DISD Director, Physical Education Department.)	
Date Received _____	CATEGORY _____
Received By _____	HOURS _____
Amt. Paid _____	Check/Money Order _____ Deposit Date _____
Counselor Notification _____	
Approval Letter _____	Schedule Copy _____

TO BE COMPLETED BY PARENT/GUARDIAN AND STUDENT

PARENT/GUARDIAN PERMISSION

I have carefully read the Guidelines for the Dallas Independent School District Off-Campus Physical Education Program and I agree to comply with those regulations. I hereby release the District, its employees, agents, and its Board from all claims or liability in any way attributable to this program, including all travel to, from, and during the program. I also understand that all liability in case of accident or hospitalization is the responsibility of the parent or of the private or commercial school. The District is not responsible for accident or hospitalization insurance. I understand the District has no control over the daily activities of the program, quality of the program, or qualifications of the instructor in the program.

My son/daughter \_\_\_\_\_ has permission to participate

in the Off-Campus Physical Education Program for (activity/sport)

\_\_\_\_\_

at (name of facility) \_\_\_\_\_.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

THE PARTICIPATION FEE OF \$125 PER SEMESTER OR \$200 FOR BOTH SEMESTERS IS REQUIRED TO BE PAID IN FULL AT TIME OF APPLICATION. THIS FEE INCLUDES A NONREFUNDABLE REGISTRATION FEE OF \$50 PER STUDENT. CHECKS/MONEY ORDERS ARE MADE PAYABLE TO THE DALLAS INDEPENDENT SCHOOL DISTRICT.

Mail completed application and fee to the Director, Physical Education Department (399), Dallas Independent School District, 3700 Ross Avenue, Dallas, TX 75204.

SCHEDULE - TO BE COMPLETED AND SIGNED BY THE INSTRUCTOR

Instructor \_\_\_\_\_

Name of Facility \_\_\_\_\_

Facility Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Name of Student \_\_\_\_\_

Activity/Sport \_\_\_\_\_

The student must participate in his or her activity/sport, under professional supervision, a minimum of ten hours each week for Category 2 (may not leave campus during the school day) OR a minimum of 15 hours for Category 1 (may leave campus the last class period of the day or zero hour before or after school) at one approved agency. The record concerning daily attendance, grades, etc., must be completed and returned to the program director on the appropriate dates. The student must participate a minimum of four days during the week (Monday through Friday) plus one additional day that may fall on either the weekend or during the week for a total of five days per week.

THE FOLLOWING SCHEDULE MUST BE COMPLETED, SIGNED, AND DATED BY THE INSTRUCTOR BEFORE THE APPLICATION WILL BE PROCESSED. THE STUDENT/INSTRUCTOR SHOULD NOTIFY THE DIRECTOR OF THE PHYSICAL EDUCATION DEPARTMENT AT (972) 749-2471 IF A CHANGE OCCURS IN THE STUDENT'S PRACTICE SCHEDULE OR FACILITY.

SEMESTER PRACTICE SCHEDULE						
Day	Beginning Time	Ending Time	Hours	Practice Site	Alternative Location	Address
MON.						

TUES.						
WED.						
THUR.						
FRI.						
SAT.						
SUN.						
TOTAL HOURS						

At the end of each six weeks, documentation of daily student attendance, six-week grades, and competition results will be due to the off-campus physical education director. The instructor will be required to document compliance with the Texas Essential Knowledge and Skills (TEKS) as they apply to the specific activity being taught.

The instructor must constantly observe and evaluate the student's attitude, work habits, and progress. If at any time the student fails to maintain this high level of performance, the instructor will be expected to contact the program director and withdraw his or her recommendation. The student will no longer be considered eligible for the off-campus program.

SEVERAL SITE VISIT CHECKS WILL BE MADE PERIODICALLY DURING THE SEMESTER.

As a qualified professional instructor, your signature verifies the above schedule and recommends this student possesses the ability to potentially develop into an Olympic-caliber performer.

THIS APPLICATION IS INVALID WITHOUT THE INSTRUCTOR'S SIGNATURE AND DATE.

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

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**EXHIBIT E**

OFF-CAMPUS PHYSICAL EDUCATION PROGRAM

SIX-WEEK REPORT

THIS FORM IS TO BE COMPLETED BY THE INSTRUCTOR AND IS DUE ONE WEEK BEFORE THE END OF EACH SIX-WEEK GRADING PERIOD. THE INSTRUCTOR IS TO MAIL THIS COMPLETED FORM TO: Director, Physical Education Department (399), Dallas Independent School District, 3700 Ross Avenue, Dallas, TX 75204.

Instructor \_\_\_\_\_

Name of Facility \_\_\_\_\_

Facility Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Name of Student \_\_\_\_\_

Activity/Sport \_\_\_\_\_

SIX-WEEK PRACTICE SCHEDULE						
Day	Beginning Time	Ending Time	Hours	Practice Site	Alternative Location	Address
MON.						
TUES.						
WED.						
THUR.						
FRI.						
SAT.						
SUN.						
TOTAL HOURS						

NUMERICAL GRADE FOR THIS SIX-WEEK PERIOD \_\_\_\_\_

Dates of Grading Period From \_\_\_\_\_ To \_\_\_\_\_

Instructor Signature \_\_\_\_\_

At the end of each six weeks, documentation of daily student attendance, six-week grades, and competition results will be due to director, physical education department. The instructor will be required to document compliance with the Texas Essential Knowledge and Skills (TEKS) as they apply to the specific activity/sport being taught.

The instructor must constantly observe and evaluate the student's attitude, work habits, and progress. If at any time the student fails to maintain this high level of performance, the instructor will be expected to contact the program director and withdraw his or her recommendation. The student will no longer be considered eligible for the off-campus program.

The student must participate in his or her activity/sport under professional supervision, a minimum of ten hours each week for Category 2 (may not leave campus during the school day) OR a minimum of 15 hours for Category 1 (may leave campus the last class period of the day or zero hour before or after school) at one approved agency. The record concerning daily attendance, grades, etc., must be completed and returned to the program director on the appropriate dates. The student must participate a minimum of four days during the week (Monday through Friday) plus one additional day that may fall on either the weekend or during the week for a total of five days per week.

THE STUDENT/INSTRUCTOR SHOULD NOTIFY THE DIRECTOR OF THE PHYSICAL EDUCATION DEPARTMENT AT (972) 749-2471 IF A CHANGE OCCURS IN THE STUDENT'S PRACTICE SCHEDULE OR FACILITY.

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DATE ISSUED: 07/18/2005  
LDU-29-05  
EIF(EXHIBIT)-X

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

COMMENCEMENT EXERCISES	<p>Students shall meet all state and local graduation requirements, including successfully completing the exit-level or end-of-course tests, to be eligible to participate in commencement activities and ceremonies. [See EI, EIF]</p> <p>All special education students shall meet graduation requirements determined by the admission, review, and dismissal (ARD) committee to be eligible to participate in commencement activities and ceremonies.</p>
LOCATION	<p>Commencement exercises shall not be held in a church, chapel, synagogue, temple, mosque, or other religious building or site without the express written permission of the General Superintendent. Such permission may be granted only if, due to unusual and extenuating circumstances, a religious site is the only viable location for commencement. Before the permission is granted, all reasonable efforts to hold the commencement exercises at a nonreligious site shall be documented in writing.</p>

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DATE ISSUED: 08/20/2001  
LDU-34-01  
EIG(LOCAL)-X

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HIGHER  
EDUCATION  
COUNSELING

Each counselor at an elementary, middle, or junior high school shall advise students and their parents or guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements.

During the first school year a student is enrolled in high school, and again during a student's senior year, a counselor shall provide information about higher education to the student and the student's parent or guardian. The information must cover:

1. The importance of higher education;
2. The advantages of completing the recommended or advanced high school program;
3. The disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
4. Financial aid eligibility;
5. Instruction on how to apply for federal financial aid;
6. The center for financial aid information established under Education Code 61.0776;
7. The automatic admission of certain students to general academic teaching institutions as provided by Education Code 51.803; and
8. The eligibility and academic performance requirements for the TEXAS Grant.

*Education Code 33.007; 19 TAC 61.1071*

NOTICE OF  
GRANT  
PROGRAMS

The District shall notify students in middle school, junior high school, and high school and those students' teachers, counselors, and parents of:

1. The Toward Excellence, Access, and Success (TEXAS) program and the Teach for Texas program;
2. The eligibility requirements of each program;
3. The need for students to make informed curriculum choices to be prepared for success beyond high school; and
4. Sources of information on higher education admissions and financial aid in a manner that assists the District in implementing its strategies, contained in the District improvement plan, for resources needed to implement identified strategies.

NOTATION ON  
TRANSCRIPT  
OR DIPLOMA

In addition, the District shall ensure that each student's official transcript or diploma indicates:



1. Whether the student has completed or is on schedule to complete the recommended or the advanced high school curriculum required for grant eligibility.
2. That the District has certified to the Commissioner of Education that the high school did not offer all the necessary courses for a student to complete all parts of the recommended or advanced high school curriculum, but that the student completed all courses offered at the District's high school that would apply toward the completion of the recommended or advanced high school curriculum.

*Education Code 56.308*

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DATE ISSUED: 12/02/2002  
UPDATE 69  
EJ(LEGAL)-P

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

Dallas ISD  
057905

ACADEMIC GUIDANCE PROGRAM

EJ  
(LOCAL)

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**GUIDANCE AND COUNSELING SERVICES** The District's guidance and counseling services shall be designed primarily to provide ongoing assistance to enhance the educational development of all students and shall be included in and monitored through the District and campus planning process. [See BQ series]

Information on the District's counseling and guidance services may be found at FFEA(LEGAL) and (LOCAL).

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DATE ISSUED: 03/18/2002  
LDU-11-02  
EJ(LOCAL)-X

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LOCAL  
ACHIEVEMENT  
TESTING

In addition to the state-administered assessment instruments, the District may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level, but shall not use the same form of an assessment instrument for more than three years. A locally adopted norm-referenced assessment instrument must be economical, nationally recognized, and state-approved. *Education Code 39.026, 39.032; 19 TAC 101.101*

To maintain security and confidential integrity of group-administered achievement tests, the District shall follow the procedures for test security and confidentiality set forth in 19 TAC Chapter 101, Subchapter C. [See EKB]

HIGH SCHOOL  
EQUIVALENCY  
PROGRAM

The District may apply for authorization to operate a High School Equivalency Program (HSEP). *Education Code 29.087(b); 19 TAC 89.1405(a)*

A cooperative of districts may apply for permission to operate a cooperative HSEP if it operates pursuant to a written agreement. The fiscal agent of a cooperative HSEP is responsible for complying with the requirements of 19 TAC Chapter 89, Subchapter DD. *19 TAC 89.1405(b)*

A district authorized by the Commissioner on or before August 31, 2003, to operate an HSEP may continue to operate the program. Beginning with the 2003-04 school year, a student enrolled in such an HSEP cannot take any portion of the GED test after September 1, 2003, without meeting the assessment requirements specified below. *Education Code 29.087(b-1); 19 TAC 89.1417(b), (e)*

OPERATION  
OF PROGRAM

A district that operates an HSEP must comply with all assurances in the program application. Approved HSEPs shall be required to submit annually one progress report on a form to be provided by the General Educational Development Testing Service (GEDTS) to the TEA. The data in the progress reports must be disaggregated by ethnicity, age, gender, and socioeconomic status. *19 TAC 89.1417(a)*

Enrollment in an HSEP may not exceed by more than five percent the total number of students enrolled in a similar program operated by the District during the 2000-01 school year. *19 TAC 89.1417(c)*

A student enrolled in an HSEP must be offered a seven-hour school day and a 180-day instructional year calendar. *19 TAC 89.1417(d)*

STUDENT  
ELIGIBILITY

A student is eligible to participate in the HSEP if:

COURT-  
ORDERED

1. The student has been ordered by a court under Code of Criminal Procedure 45.054, or by the Texas Youth Commission, to:

STUDENT  
AT RISK

- a. Participate in a preparatory class for the high school equivalency examination; or
  - b. Take the high school equivalency examination administered under Education Code 7.111; or
2. The following conditions are satisfied:
- a. The student is at least 16 years of age at the beginning of the school year or semester;
  - b. The student is a student at risk of dropping out of school [see EHBC];
  - c. The student and the student's parent or guardian agree in writing to the student's participation;
  - d. At least two school years have elapsed since the student first enrolled in ninth grade and the student has accumulated less than one third of the credits required to graduate under the minimum graduation requirements of the District. For students who left school before grade 9, at least three years have elapsed since the student last enrolled in grade 9, or four years since the student last enrolled in grade 7, or five years since the student last enrolled in grade 6; and
  - e. Any other conditions specified by the Commissioner. *Education Code 29.087(d); 19 TAC 89.1403*

ASSESSMENT A student participating in an HSEP must:

1. Take the assessment instruments specified by Education Code 39.023(a) for grade 9 before entering the program. If the student took a higher grade level assessment before enrollment, the student has met this requirement.
2. Take each grade level assessment instrument administered during the period in which the student is enrolled in the HSEP.
3. Take the assessments listed above before taking the high school equivalency examination.

A student entering an HSEP by order of the court or the Texas Youth Commission is exempt from these assessment requirements.

*Education Code 29.087(f); 19 TAC 89.1409(a), (b), (e)*

GED TEST

The District must inform each student who has completed the program of the time and place at which the student may take the high school equivalency examination. The District must present to the General Education Development (GED) testing center, on a form provided by the TEA, proof that a student has been administered the assessment instruments. *19 TAC 89.1409(c), (d)*

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DATE ISSUED: 07/22/2004  
UPDATE 73  
EK(LLEGAL)-P

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**manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

In order to ensure that students progress toward the learning goals of the District, it is necessary that periodic assessment of each student's achievement be carried out consistently across the District. Such assessment should be accomplished in the English language or, when necessary, in the student's dominant language which may be other than English.

The General Superintendent shall formulate procedures for appropriate assessment systems for all students.

GED TEST  
CENTER

An official General Educational Development testing center shall be located at one or more District high schools. In accordance with State Board rules, the District shall maintain test records permanently and provide storage for restricted test materials and a suitable place for administering the test. A certified counselor shall serve as chief examiner. Annually the Superintendent or chief examiner shall report to the Board concerning the center, including the number of tests administered and the fees received for administering the test.

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DATE ISSUED: 10/31/1988  
UPDATE 33  
EK(LOCAL)-X

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

GED TEST DEFINED	The District's GED Testing Center administers the tests of General Educational Development (GED tests) to qualified adults and youth (ages 16-17) in pursuit of the certificate of high school equivalency issued by the Texas Education Agency (TEA). The GED tests were developed by the American Council on Education to enable persons who have not graduated from high school to demonstrate the attainment of developed abilities normally acquired through completion of a high school program of study. The five-test battery requires seven hours of testing time. The subjects assessed are writing, social studies, science, literature, and mathematics.
GED TESTING CENTER	The testing center serves clients across the Dallas and Fort Worth Metroplex. Former secondary students and others currently enrolled in in-school GED programs are served through this community-based testing center.
DISTRICT ACHIEVEMENT TESTING	A systemwide testing program is necessary to ensure that students progress toward the learning goals of the District. The systemwide testing program will consist of the following types of instructional tests:
DESCRIPTION	<ol style="list-style-type: none"><li>1. Norm-referenced</li><li>2. Criterion-referenced</li></ol> <p>The systemwide testing program will manage the administration of the State Assessment Program. The District's norm-referenced and State Assessment Program will be mandatory for most students. Exceptions/exemptions and modifications may be warranted for some special education students and students with limited English proficiency (LEP).</p>
EXCEPTIONS / EXEMPTIONS	<p>All students will participate in the Districtwide administration of the systemwide testing program. Each student for whom an appropriate assessment instrument is available will participate in the administration of the instrument. A student will participate in an alternative assessment only upon the determination of:</p> <ol style="list-style-type: none"><li>1. The student's special education admission, review, and dismissal (ARD) committee as documented in the student's individualized education program (IEP); or</li><li>2. The student's language proficiency assessment committee (LPAC) as documented in the student's permanent record file.</li></ol>
SPECIAL EDUCATION STUDENTS The following ARD guidelines will apply:	<ol style="list-style-type: none"><li>a. Special education students who are placed in no instructional setting will be tested.</li><li>b. The ARD committee will decide whether or not special education students other than those described above should receive a standard administration, test with modifications, or be exempt from testing.</li></ol>

- c. A student who has been referred for placement in special education, but whose eligibility has not yet been determined by the ARD committee, will be tested.
- d. An individual report for the student's permanent record will be produced for any special education student who is tested. In aggregating test results for a school or the total District, test scores of special education students who receive only speech therapy and related services will be included in the computation of summary statistics.

LEP  
STUDENTS

The following LPAC guidelines will be used to determine the appropriate assessment instrument for an LEP student.

- 1. LEP students should test with an English-language achievement test after they have been enrolled in the District 30 months or more. A language proficiency test will be administered to all LEP students until proficiency in English is reached. If English proficiency is reached prior to the 30 months, the student must test with an English achievement test.
- 2. Students who participate in a bilingual education program and receive instruction in Spanish will participate in the District's administration of a Spanish-language achievement test. After 30 months in the District, the student will test with an English achievement test.
- 3. Students who are participating in an English as a Second Language (ESL) program will test in English with an English achievement test after they have been in the District 30 or more months or have reached English proficiency. Students enrolled in the District less than 30 months who have not reached English proficiency will take the mathematics computation section of an English achievement test.

TEST  
PREPARATION

The best preparation for state and local testing is good instruction. Appropriate test preparation includes using generic test wiseness/test preparation materials. Inappropriate practices include, but are not limited to, the following:

- 1. Using old, alternate, or actual norm-referenced achievement test forms with students.
- 2. Conducting excessive reviews or drills using test items.
- 3. Reviewing the secure form of any test when it arrives during the testing period, then teaching test specific skills and content with students prior to giving them the test.

TESTING  
CONDITIONS

To ensure that students perform optimally on a standardized test and are able to best demonstrate what they know, the following will be addressed:

- 1. Students will be trained to respond to a standardized testing format so that they may best demonstrate their knowledge regardless of the test format.
- 2. The purpose of the test will be explained to students to ensure their full attention and cooperation.
- 3. Plans should be made to minimize disruptions during testing.
- 4. An optimum environment for testing will be provided, including



provisions for student comfort. The testing room should be quiet, well-lighted, well-ventilated, and comfortable; each examinee should have enough space in which to work.

5. Testing procedures and directions will be clearly explained by the test administrator.
6. Bulletin boards and instructional displays that might aid the examinee during testing must be covered or removed.
7. A test administrator/proctor must be present in the test room at all times.

**TEST SECURITY** Test security involves the ability to account for all materials before, during, and after testing. After testing, all test materials assigned to a particular campus must be returned to the systemwide testing service center.

No unauthorized person may have access to any secure test materials. All persons who deal with the testing programs are required to sign an oath of security and confidentiality.

Test materials must be kept in locked storage when not in use. Secure storage is defined as a locked storage cabinet, the school vault, a locked bookroom or storage room, a counselor's or principal's office that remains locked. All areas used to store secure test materials must have access to keys restricted to the building principal and the campus test coordinator only.

**TEST CONFIDENTIALITY** Confidentiality involves protecting the contents of each test and each answer document, as follows:

1. Secure testing materials may not be duplicated. No unauthorized viewing of the contents of test booklets or answer documents is permitted.
2. All tests must be administered according to the instructions contained in the test manuals.
3. No person may reveal the contents of a test, nor may a person answer verbally or nonverbally any questions that relate to the contents of a test.
4. No person may review student responses without specific permission to transcribe the contents of an original answer document, nor may a person change any response or instruct a student to do so.

**TESTING IRREGULARITIES** Ethical test practices must be followed at all times. Testing irregularities will include, but not be limited to, the following:

1. Prompting or providing assistance to students during test administration, through written or oral answers or clues.
2. Allowing students to work untimed on timed tests or on a section of the test other than the one being administered.
3. Not testing eligible students who are not absent or encouraging eligible students to be absent for testing.
4. Removing test materials from a campus without permission from systemwide testing except as directed in the test coordinator's manual.
5. Violating test security and test confidentiality practices.
6. Providing students cash awards for individual test performance unless the Board has approved such a program.

All reported instances of testing irregularities and test security and confidentiality violations will be investigated by the office of systemwide testing and/or employee relations in cooperation with the campus principal and/or area superintendent.

All violations of test security, confidentiality, or other irregularities will be immediately reported to the campus test coordinator and building principal. The principal shall inform the area superintendent. The campus test coordinator and/or principal will inform the office of systemwide testing and employee relations.

District due process policies will apply as appropriate to all employee actions taken under this policy.

**RESPONSIBILITIES  
IN TESTING  
PROGRAM  
ADMINISTRATION**

In administering the testing program, assessment/systemwide testing will:

1. Approve and coordinate all testing specified by the annual systemwide testing schedule.
2. Conduct periodic training on test administration and interpretation with school personnel.
3. Conduct systematic research on the testing program to ensure optimal appropriateness of tests and accuracy of test results.
4. Provide for the administration, scoring, reporting, and archival storage of group test data.
5. Provide training with school parent/community groups about the testing program and the proper interpretation of test results.
6. Select or design non-English tests to measure progress of LEP students toward the learning goals of the District, unless not feasible or cost-effective to do so.

**PRINCIPALS'  
RESPONSIBILITY**

The principals will:

1. Monitor the administration of the District's systemwide testing program as specified by the approved systemwide testing schedule.
2. Report test security and confidentiality violations and test irregularities to the area superintendent and the systemwide testing office.
3. Monitor the selection, use, and administration of nonmandatory tests.
4. Appoint a building test coordinator who is not a classroom teacher and make time available within the school day for the test coordinator to carry out necessary activities.
5. Ensure that all test administrators attend a required training session for each testing program.
6. Ensure that eligible students in kindergarten-grade 12 participate in the systemwide testing program.
7. Ensure that answer documents are completed according to the program instructions and coded so that student scores are reported accurately.
8. Ensure that the use of rewards for test performance does not lead to publication of students' test results or cause the loss of confidentiality of students' test results.

The test coordinator in each building will:

COORDINATORS'	
RESPONSIBILITY	<ol style="list-style-type: none"> <li>1. Attend test orientation sessions to learn about test security and confidentiality, proper administration procedures, test processing, and the interpretation of tests.</li> <li>2. Make necessary plans and arrangements for group testing.</li> <li>3. Conduct training sessions for building test administrators.</li> <li>4. Receive, verify, distribute, and return test materials; assist in maintaining confidentiality of materials.</li> <li>5. Monitor building test administration.</li> <li>6. Ensure that answer documents are completed according to the program instructions and coded so that student scores are reported accurately.</li> <li>7. Receive, distribute, and interpret test results and related information on a regular basis.</li> </ol>
INVALIDATION OF TEST RESULTS	<p>A student's answers to a test will be invalidated when it is documented that a student cheated during the administration of the test. A student's answers to a test may be invalidated when the student's opportunity to take the test is limited because of illness during the test.</p>
TESTING FOR ENTRY INTO MAGNETS, VANGUARDS, AND ACADEMIES	<p>The systemwide test center will provide norm-referenced testing with an appropriate norm-referenced achievement test for students in grades K-11 who do not have test scores and who apply for admittance to the Magnet School Program. [See EHBB and EHBG] The service is provided at no cost to students who live within the District's attendance area and are applying to the District's magnets, vanguards, and academies who meet the following criteria:</p>
CRITERIA	<ol style="list-style-type: none"> <li>1. Students residing within the District's attendance area but currently enrolled in private, parochial, or other schools; or</li> <li>2. Students currently enrolled in the District who do not have norm-referenced scores for the previous spring semester.</li> </ol>
TEST DATES	<p>Test dates will be set by systemwide testing in collaboration with the area superintendent of the Magnet School Program. The dates will be posted at the beginning of the school year.</p>
REGISTRATION	<p>Registration deadlines will be set by systemwide testing based on test dates. Parents/students must register through the school in which they are applying for enrollment by the posted deadlines. In order to prepare for the testing, the following information is required: student's name, ID number, current grade level, birth date, current school, home phone number, and preferred test date. A list of registered students with required information must be submitted by magnets, vanguards, and academies to the Systemwide Test Center, Box 150, or faxed by the registration deadline for each test date.</p>
COST	<p>Tests will be administered at no cost for students who live within the District's boundaries. The cost for assessment of student applicants who live outside the District's boundaries is \$100. Payment must be made on the date of testing with a money order payable to the Dallas Independent School District.</p>
TESTING LOCATION	<p>The testing location will be posted prior to registration and test administration and communicated to schools.</p>

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

STATE ASSESSMENT  
OF ACADEMIC  
SKILLS

The statewide assessment program shall be primarily knowledge and skills based to ensure accountability for student achievement that achieves the state goals for public education. The state-adopted criterion-referenced assessment program shall be designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science.

Assessment instruments shall include assessment of a student's problem-solving ability and complex-thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable.

The state-adopted exit-level assessment instrument shall be designed to be administered to students in grade 11 to assess essential knowledge and skills in mathematics, English language arts, social studies, and science.

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced tests, as required by Education Code 39.023(a), (b), (c), (l) and 39.027(e).

*Education Code 39.022, 39.023(a), (c), (f); 19 TAC 101.1, 101.5(a)*

To be eligible to receive a high school diploma, a nonexempt student must demonstrate satisfactory performance on the exit-level test. *Education Code 39.025(b); 19 TAC 101.7(a)* [See EIF]

ADMINISTRATION

The District shall follow the test administration procedures established by TEA in the applicable test administration materials. The Superintendent shall be responsible for:

1. Maintaining the integrity of the test administration process; and
2. Ensuring that every test administrator receives at least annual training in these procedures as provided by TEA through the education service centers.

*19 TAC 101.27*

SCHEDULE

The Commissioner shall specify the schedule for testing. The Superintendent shall be responsible for administering tests. The Commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state. *19 TAC 101.25*

All students, except students who are exempted, who are in special education programs, and whose ARD committees determine the assessment instrument would not provide an appropriate measure of achievement [see ALTERNATIVE ASSESSMENT, below], shall be assessed in:

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grades 8 through 11 with the aid of technology on any assessment instruments that include algebra;
2. Reading, annually in grades 3-9;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. English language arts in grade 10;
5. Social studies in grades 8 and 10; and
6. Science in grades 5 and 10.

*Education Code 39.023(a)*

NOTICE TO PARENTS  
AND STUDENTS

In order to provide timely and full notification of graduation requirements and of testing requirements for advancement at certain grades, the Superintendent shall be responsible for:

1. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's seventh-grade year of the testing requirements for graduation;
2. Notifying each student in grades 7-12 new to the District and the student's parent or guardian in writing of the testing requirements for graduation;
3. Notifying each student who shall take the tests required for graduation and his or her parent or guardian, as well as out-of-school individuals, of the dates, times, and locations of testing;
4. Notifying each student and the student's parent or guardian in writing no later than the beginning of the student's first-grade year or no later than the beginning of the student's kindergarten year, for students attending kindergarten in the District, of the testing requirements for grade advancement as specified in Education Code 28.0211 [see EIE];
5. Notifying each student in grades 1-8 who is new to the District and his or her parent or guardian in writing of the testing requirements for grade advancement; and
6. Notifying each student required to take the grade advancement tests of the dates, times, and locations of testing.

*19 TAC 101.13*

RETAKES

According to procedures specified in the applicable test administration materials, an eligible student or out-of-school individual who has not met graduation requirements may retest on a schedule determined by the Commissioner. A student who has been denied a diploma because the student failed to meet standards of performance on any sections of the instrument may retake the sections each time the instrument is administered. A student shall not be required to demonstrate performance at a standard higher than the one in effect when the student was first eligible to take the test. *Education Code 39.025(b); 19 TAC 101.7(a)(2), (d)*

STUDENTS WITH  
DISABILITIES

A student receiving special education services enrolled in grades 3-8 and who is receiving instruction in the essential knowledge and skills shall take the assessment of academic skills unless the student's ARD committee determines that it is an inappropriate measure of the student's academic progress as outlined in the student's IEP. If the ARD committee determines

that the assessment is an inappropriate measure of the student's academic progress in whole or part, the student shall take the alternative assessment of academic skills in whole or part. Each testing accommodation shall be documented in the student's IEP in accordance with federal law. Beginning with the 2004-05 school year when alternative assessment of academic skills is available for grades 9-10, this provision also applies to students enrolled in these grades. *19 TAC 101.5(b)*

The ARD committee shall determine the level of performance considered to be satisfactory on the assessment instruments administered to that student in accordance with TEA rules. *Education Code 39.024(a)*

## ALTERNATIVE ASSESSMENT

TEA shall develop or adopt appropriate criterion-referenced assessment instruments to be administered to each student in a special education program who receives modified instruction in the essential knowledge and skills identified under Education Code 28.002 for the assessed subject but for whom an assessment instrument, even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee.

The alternative assessment instrument must assess essential knowledge and skills and growth in the subjects of reading, mathematics, and writing and shall be administered on the same schedule as the assessment instruments administered to all other students.

*Education Code 39.023(b)*

The alternative assessment of academic skills will measure annual growth based on appropriate expectations for each special education student, as determined by the student's ARD committee in accordance with criteria established by the Commissioner. *19 TAC 101.23(b)*

## PERMISSIBLE ACCOMMODATIONS

Testing accommodations on the assessments administered are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction.

For a student receiving special education services, the ARD committee shall determine the allowable accommodations necessary for the student to take the assessments and shall document them in the student's IEP. Permissible testing accommodations shall be described in the appropriate test administration materials.

*19 TAC 101.29*

## EXEMPTIONS - SPECIAL EDUCATION

A student may be exempted from the administration of:

1. The state assessment instrument or an alternate assessment if the student is eligible for special education and the student's IEP does not include instruction in the essential knowledge and skills at any grade level;

2. Exit-level exams if the student is eligible for special education, and:
  - a. The student's IEP does not include instruction in the essential knowledge and skills at any grade level; or
  - b. The assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's ARD committee.

*Education Code 39.027(a)(1), (2)*

A student receiving special education services enrolled in grades 3-10, according to the grade implementation schedule stated at STUDENTS WITH DISABILITIES, and who is not receiving any instruction in the essential knowledge and skills, shall be considered exempt. Each exemption shall be documented in the student's IEP in accordance with federal law. Each exempted student shall take an appropriate locally selected assessment, as determined by the student's ARD committee, in accordance with procedures developed by TEA. Student performance results on these alternate assessments must be reported to TEA. *19 TAC 101.5(c)*

LEP STUDENTS  
IN SPECIAL  
EDUCATION

Decisions regarding the selection of assessments for LEP students who receive special education services shall be made by the ARD committee, which includes a member of the language proficiency assessment committee (LPAC) to ensure that issues related to the student's language proficiency are duly considered. *19 TAC 1001.1009(a)*

An LEP student who receives special education services may be exempted from the English language proficiency assessments only if the ARD committee determines that these assessments cannot provide a meaningful measure of the student's annual growth in English language proficiency for reasons associated with the student's disability. *19 TAC 101.1009(c)*

The provisions at LEP STUDENTS AT OTHER GRADES apply to the assessment of academic skills and the state-developed alternative assessment of academic skills. *19 TAC 101.1009(d)*

An LEP student who receives special education services and whose parent or guardian has declined the services required by Education Code Chapter 29, Subchapter B [see EHBE], is not eligible for an exemption on the basis of limited English proficiency. *19 TAC 101.1009(e)*

STUDENTS  
WITH  
DYSLEXIA

TEA shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess the ability of and to be administered to each student who is determined to have dyslexia or a related disorder and who is an individual with a disability under 29 U.S.C. 705(20), for whom the assessment instruments, even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the committee established by the Board to determine the placement of students with dyslexia or related disorders. The committee shall determine whether any allowable modification is necessary in administering to a student an assessment instrument required under this provision. *Education Code 39.023(n)*



LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS	In grades 3-12, an LEP student, as defined by Education Code Chapter 29, Subchapter B, shall participate in the assessment of academic skills in accordance with Commissioner's rules at 19 TAC Chapter 101, subchapter AA. In grades 3-6, the LPAC [see EHBE] shall determine whether a nonexempt LEP student whose primary language is Spanish will take the assessment of academic skills in English or in Spanish. The decision as to the language of the assessment shall be based on the assessment that will provide the most appropriate measure of the student's academic progress. <i>19 TAC 101.5(d)</i>
ACADEMIC PROGRESS EVALUATION	An LEP student who is exempt from the administration of an assessment instrument who achieves reading proficiency in English as determined by the assessment system shall be administered the appropriate assessment instrument. <i>Education Code 39.027(e)</i>
TESTING IN SPANISH	Each LEP student whose primary language is Spanish, other than a student eligible for special education services, may be assessed using assessment instruments in Spanish for up to three years or assessment instruments in English. The LPAC shall determine which students are to be administered assessment instruments in Spanish.  <i>Education Code 39.023(l), (m)</i>
ENGLISH LANGUAGE PROFICIENCY TESTS	In kindergarten through grade 12, LEP students shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill the state requirements for the assessment of academic skills and federal requirements under the No Child Left Behind Act. <i>19 TAC 101.1001</i>
LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE	The LPAC shall select the appropriate assessment option for each LEP student in accordance with this policy at LEP STUDENTS AT THE EXIT LEVEL and LEP STUDENTS AT OTHER GRADES. Assessment decisions must be made on an individual student basis in accordance with administrative procedures established by TEA. The LPAC must document the reason for the postponement or exemption in the student's permanent record file. The District shall make a reasonable effort to determine a student's previous testing history. <i>19 TAC 101.1003</i>
EXEMPTIONS	A student may be exempted from the administration of the state assessment of academic skills: <ol style="list-style-type: none"> <li data-bbox="478 1447 1418 1582">1. For up to one year if the student is of limited English proficiency and has not demonstrated proficiency in English as determined by the assessment system developed to evaluate academic progress of an LEP student; or</li> <li data-bbox="478 1592 1395 1725">2. For an additional two years if the student received the one year exemption and is a recent unschooled immigrant or is in a grade for which no assessment instrument in the primary language of the student is available.</li> </ol> <p data-bbox="525 1765 1379 1866">"Recent unschooled immigrant" means an immigrant who initially enrolled in a school in the United States not more than 12 months before the date of the administration of an assessment of academic</p>

skills and who, as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum determined by the LPAC. [See EHBE] To the extent authorized by federal law, a child's prior enrollment in a school in the United States shall be determined on the basis of documents and records required for enrollment. [See FD]

*Education Code 39.027(a)(3), (4), (g)*

LEP STUDENTS  
AT THE EXIT  
LEVEL

LEP students are not eligible for an exemption from the exit-level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone one time the initial administration of the exit-level test. "Recent immigrant" means an immigrant who first enrolls in U.S. schools no more than 12 months before the administration of the test from which the postponement is sought. *19 TAC 101.1005*

LEP STUDENTS  
AT OTHER  
GRADES

In grades 3-6, the LPAC shall determine whether an LEP student is administered the assessment of academic skills in English or in Spanish. An LEP student may be administered a Spanish version of the assessment of academic skills for a maximum of three years. If the LEP student is an immigrant, the number of LEP exemptions and administrations of the assessment in Spanish must not exceed three.

IMMIGRANT  
STUDENTS

Certain immigrant LEP students who have had inadequate schooling outside the U.S. may be eligible for an exemption from the assessment of academic skills during a period not to exceed their first three school years of enrollment in U.S. schools. "Immigrant" is defined as a student who has resided outside the 50 United States for at least two consecutive years.

1. An immigrant LEP student who achieves a rating of advanced high on the state-administered reading proficiency tests in English during the student's first school year of enrollment in U.S. schools is not eligible for an exemption in the second or third school year of enrollment in U.S. schools. An immigrant LEP student who achieves a rating of advanced or advanced high on this assessment during the student's second school year of enrollment in U.S. schools is not eligible for an exemption in the third school year of enrollment in U.S. schools.
2. During the first school year of enrollment in U.S. schools, the immigrant student may be granted an LEP exemption if the LPAC determines that the student has not had the schooling outside the U.S. necessary to provide the foundation of learning that Texas schools require and measure on the assessment, whether the foundation be in knowledge of the English language or specific academic skills and concepts in the subjects assessed.
3. During the second and third school year of enrollment in U.S. schools, the immigrant student whose schooling outside the U.S. was inadequate and for whom a primary language assessment is not available may be granted an LEP exemption if the LPAC determines that the student lacks the academic language proficiency in English necessary for an assessment of academic skills in English to measure the student's academic progress in a valid, reliable manner.
4. During the second and third school year of enrollment in U.S. schools,

the immigrant student whose schooling outside the U.S. was inadequate and for whom a Spanish-version assessment is available is not eligible for an LEP exemption and must take the assessment in either English or Spanish unless:

- a. The student is in an English as a second language program that does not call for instruction in Spanish and the LPAC determines that the student lacks the language proficiency in English and the academic instruction and/or literacy in Spanish for the assessment in either English or Spanish to measure the student's academic progress in a valid, reliable manner; or
- b. The student is in a bilingual education program and the LPAC has documentation, including signed verification by the parent or guardian whenever possible, that there was an extensive period of time outside the U.S. in which the student did not attend school and that this absence of schooling resulted in such limited academic achievement and/or literacy that assessment in either English or Spanish is inappropriate as a measure for school accountability. The term "extensive period of time outside the U.S.," as used in this paragraph, shall be defined in the test administration materials. Students exempted under the above provisions shall be administered assessments in subjects and grades required by federal law and regulations as delineated in the test administration materials. Exempt students assessed only for federal accountability purposes shall not be subject to the grade advancement requirements under the Student Success Initiative.

An LEP student whose parent or guardian has declined the services required by Education Code Chapter 29, Subchapter B [see EHBE], is not eligible for an exemption under the above provisions. The student shall take the assessments of academic skills in English and the English Language Proficiency Assessments.

The District may administer the assessment of academic skills in Spanish to a student who is not identified as LEP but who participates in a two-way bilingual program if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress. However, the student may not be administered the Spanish-version assessment for longer than three years.

*19 TAC 101.1007*

FOREIGN  
EXCHANGE  
STUDENTS

A foreign exchange student who has waived in writing his or her intention to receive a Texas high school diploma may be excused from the exit-level assessment requirement. *19 TAC 101.7(a)(3)*

REPORTING  
RESULTS

TO THE PUBLIC

Overall student performance data, aggregated by ethnicity, sex, grade level,

subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers. *Education Code 39.030(b)*

TO THE BOARD	The Superintendent shall accurately report all test results with appropriate interpretations to the Board according to the schedule in the applicable test administration materials.
TO PARENTS AND STUDENTS	The District shall notify each of its students and his or her parent or guardian of test results, observing confidentiality requirements stated at CONFIDENTIALITY. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. [See BQ series, FD, and FL]  <i>19 TAC 101.81; No Child Left Behind Act, 20 U.S.C. 6311(h)(6)</i>
PARENTAL ACCESS	A parent is entitled to access to a copy of each state assessment instrument administered to the parent's child. This right of access does not apply, however, to those instruments or particular questions that are being field-tested by TEA. <i>Education Code 26.005, 26.006(a)(2)</i>
SECURITY	The statewide assessment program is a secure testing program. Procedures for maintaining security shall be specified in the appropriate test administration materials. Secure test materials must be accounted for before, during, and after each test administration. Only authorized personnel may have access to secure test materials. <i>19 TAC 101.61</i>
CONFIDENTIALITY	The contents of each test booklet and answer document are confidential in accordance with state and federal law. Individual student performance results are confidential and may be released only in accordance with the Family Education Rights and Privacy Act of 1974. <i>Education Code 39.030(b); 19 TAC 101.63</i> [See FL and GBA]
PENALTIES	Violation of security or confidential integrity of any test shall be prohibited. A person who engages in prohibited conduct may be subject to sanction of credentials.  Procedures for maintaining the security and confidential integrity of a test shall be specified in the appropriate test administration materials. Conduct that violates the security and confidential integrity of a test is defined as any departure from the test administration procedures established by the Commissioner. Conduct of this nature may include the following acts and omissions:  <ol style="list-style-type: none"><li>1. Duplicating secure examination materials;</li><li>2. Disclosing the contents of any portion of a secure test;</li><li>3. Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;</li><li>4. Changing or altering a response or answer of an examinee to a secure test item or prompt;</li><li>5. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;</li><li>6. Encouraging or assisting an individual to engage in the conduct</li></ol>

described in 1-5 above; or

7. Failing to report to an appropriate authority that an individual has engaged in conduct outlined in 1-6 above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidential integrity, and any person who fails to report such a violation are subject to the following penalties:

1. Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;
2. Issuance of an inscribed or non-inscribed reprimand;
3. Suspension of a Texas teacher certificate for a set term; or
4. Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication for a set term or permanently.

Any irregularities in test security or confidential integrity may also result in the invalidation of student results.

The Superintendent and campus principal shall develop procedures to ensure the security and confidential integrity of the tests and shall be responsible for notifying TEA in writing of conduct that violates the security or confidential integrity of a test. Failure to report can subject the person responsible to the applicable penalties specified above.

*19 TAC 101.65*

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UPDATE 75  
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ADOPTION OF  
READING  
INSTRUMENTS

The Commissioner shall adopt a list of reading instruments that the school District may use to diagnose student reading development and comprehension. The District-level committee may adopt a list of reading instruments for use in the District in addition to the reading instruments on the Commissioner's list. Each reading instrument adopted by the Commissioner or the District-level committee shall be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments shall provide for diagnosing the reading development and comprehension of students participating in a bilingual or special language program.

The District shall administer, at the kindergarten and first- and second-grade levels, a reading instrument on the list adopted by the Commissioner or by the District-level committee. The District shall administer the reading instrument in accordance with the Commissioner's recommendations.

REPORTS

The Superintendent shall report to the Commissioner and the Board the results of the reading instruments and shall report, in writing, to a student's parent or guardian the student's results on the reading instrument.

The results of reading instruments may not be used for purposes of appraisals, incentives, or accountability.

The reading instruments specified in this policy are required only if funds are appropriated for administering them. Funds, other than local funds, may be used to pay the cost of administering a reading instrument only if the instrument is on the list adopted by the Commissioner.

NOTICE TO  
PARENTS

The District shall notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The District shall make a good-faith effort to ensure that this notice is provided in person or by regular mail, is clear and easy to understand, and is written in English and in the parent or guardian's native language.

ACCELERATED  
READING  
INSTRUCTION  
PROGRAM

The District shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. [See ACCELERATED READING INSTRUCTION PROGRAM at EHBC(LEGAL)]

*Education Code 28.006*

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DATE ISSUED: 11/12/2001  
UPDATE 67  
EKC(LEGAL)-P

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**MATHEMATICS  
DIAGNOSIS**      The Commissioner shall develop and make available or contract for the development and dissemination of assessment instruments that the District may use to diagnose student mathematics skills.

The results of such assessment instruments may not be used for purposes of appraisals and incentives under Education Code Chapter 21 or accountability under Chapter 39.

*Education Code 28.007*

**END-OF-COURSE  
ASSESSMENT-  
ALGEBRA I**      The Commissioner shall develop a standardized end-of-course assessment instrument in Algebra I.

**SPECIAL  
EDUCATION  
STUDENTS**      The ARD committee of a student in a special education program shall determine whether any allowable modification is necessary in administering the student an end-of-course assessment or whether the student should be exempted.

*Education Code 39.023(j)*

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DEFINITION	For the purpose of this policy, "parent" is the person who is indicated on the student registration form at the campus. The signature of only one parent of a student is required for a charter created by petition or a cooperative program charter. <i>Education Code 12.051(1), 12.052(b), 12.053(b)</i>
POLICY	<p>The District shall adopt a campus charter and program charter policy, which shall specify the:</p> <ol style="list-style-type: none"><li>1. Process for approval of a campus charter or program charter;</li><li>2. Statutory requirements with which a campus charter or program charter must comply; and</li><li>3. Items that must be included in a charter application.</li></ol> <p><i>Education Code 12.058</i></p>
CREATION BY PETITION	<p>The Board may grant a charter to parents and teachers for a campus or a program on a campus if the Board is presented with a petition signed by:</p> <ol style="list-style-type: none"><li>1. The parents of a majority of the students at that campus; and</li><li>2. A majority of the classroom teachers at that campus.</li></ol> <p>The Board may not arbitrarily deny a charter.</p> <p><i>Education Code 12.052</i></p>
CREATION WITHOUT PETITION	<p>The Board may grant a charter for:</p> <ol style="list-style-type: none"><li>1. A new District campus; or</li><li>2. A program that is operated:<ol style="list-style-type: none"><li>a. By an entity that has entered into a contract with the District under Education Code 11.157 [see EEL] to provide educational services to the District through the campus or program; and</li><li>b. At a facility located in the boundaries of the District.</li></ol></li></ol>
ENROLLMENT	The District may not assign a student to the charter campus or program unless the student's parent or guardian has voluntarily enrolled the student.
REMOVAL	A student's parent or guardian may, at any time, remove the student from the campus or program and enroll the student at the campus to which the student would ordinarily be assigned.
TEACHER ASSIGNMENT	<p>The District may not assign to the campus or program a teacher who has signed a written statement that the teacher does not agree to that assignment.</p> <p><i>Education Code 12.0521</i></p>

COOPERATIVE  
CHARTER  
PROGRAM

The Board may grant a charter to parents and teachers at two or more campuses in the District for a cooperative charter program if the Board is presented with a petition signed by:

1. The parents of a majority of the students at each school; and
2. A majority of the classroom teachers at each school.

*Education Code 12.053*

STUDENT  
ELIGIBILITY

Eligibility criteria for admission of students to the charter campus or program must give priority on the basis of geographic and residency considerations. After priority is given on those bases, secondary consideration may be given to a student's age, grade level, or academic credentials, in general or in a specific area, as necessary for the type of program offered.

The campus or program may require an applicant to submit an application not later than a reasonable deadline the campus or program establishes.

*Education Code 12.065*

EXEMPTION

A campus or program for which a charter is granted is exempt from the instructional and academic rules and policies of the Board from which the campus or program is specifically exempted in the charter and retains the authority to operate under the charter only if students at the campus or in the program perform satisfactorily as provided by the charter. *Education Code 12.054*

CHARTER  
CONTRACT

A charter shall be in the form and substance of a written contract signed by the Board President and the chief operating officer of the campus or program for which the charter is granted. *Education Code 12.060*

Each charter shall:

1. Satisfy the requirements governing charter campuses and programs;
2. Include all information required to be in the content of the charter consistent with the information provided in the application and any modification the Board requires.

*Education Code 12.061*

CONTENT OF  
CHARTER

Each charter granted must:

1. Describe the educational program to be offered, which may be a general or specialized program;
2. Provide that continuation of the charter is contingent on satisfactory student performance on state-required assessment instruments and on compliance with other applicable accountability provisions;
3. Specify any basis, in addition to a basis specified in Education Code Chapter 12, Subchapter C, on which the charter may be placed on probation or revoked;
4. Prohibit discrimination in admission on the basis of national origin, ethnicity, race, religion, or disability;
5. Describe the governing structure of the campus or program;

6. Specify any procedure or requirement, in addition to those under Education Code Chapter 38, that the campus or program will follow to ensure the health and safety of students and employees;
7. Describe the manner in which an annual audit of financial and programmatic operations of the campus or program is to be conducted, including the manner in which the campus or program will provide information necessary for the district in which it is located to participate in PEIMS.

*Education Code 12.059*

REVISION

A charter created by petition or a cooperative charter program may be revised with Board approval and on a petition signed by a majority of the parents and a majority of the classroom teachers at the campus or in the program, as applicable.

A charter created without a petition may be revised with the approval of the board of trustees that granted the charter. The charter may be revised only before the first day of instruction or after the final day of instruction of a school year.

*Education Code 12.062*

APPLICABILITY OF LAWS

A charter campus or program is subject to federal and state laws and rules governing public schools, except that the charter campus or program is subject to the Education Code and rules adopted thereunder only to the extent that the code or rule specifically provides. *Education Code 12.055*

EDUCATION CODE

A charter campus or program has the powers granted to schools under the Education Code.

A charter campus or program is subject to:

1. Provisions of the Education Code establishing criminal offenses;
2. Prohibitions, restrictions, or requirements of the Education Code, or a rule adopted under the Education Code, relating to:
  - a. PEIMS, to the extent necessary to monitor compliance, as determined by the commissioner;
  - b. Criminal history records under Subchapter C, Chapter 22;
  - c. High school graduation under Section 28.025;
  - d. Special education programs under Subchapter A, Chapter 29;
  - e. Bilingual education under Subchapter B, Chapter 29;
  - f. Prekindergarten programs under Subchapter E, Chapter 29;
  - g. Extracurricular activities under Section 33.081 (i.e., "no pass-no play");
  - h. Health and safety under Chapter 38 (including immunizations, dyslexia and related disorders, child abuse reporting, protective eye devices, tobacco and alcohol use, steroid use, access to medical records, and referrals to outside counselors); and
  - i. Public school accountability under Subchapter B, C, D, and G, Chapter 39.

*Education Code 12.056*

OPEN

With respect to the operation of a campus or program charter, the governing body

MEETINGS AND PUBLIC INFORMATION ACTS of the charter campus or program is considered a governmental body for purposes of Government Code Chapters 551 (Open Meetings Act) and 552 (Public Information Act).

TEACHER RETIREMENT SYSTEM An employee of a charter campus or program who qualifies for membership in the Teacher Retirement System of Texas shall be covered under the system in the same manner and to the same extent as a qualified employee employed on a regularly operating campus or in a regularly operating program. This provision does not apply to an employee of a charter campus or program that is operated by an entity that has entered into a contract with the District to provide educational services through the charter campus or program.

LIABILITY The charter campus or program, and its employees and volunteers, are immune from liability to the same extent as the District, its employees, and volunteers, respectively.

*Education Code 12.057*

PLACEMENT ON PROBATION OR REVOCATION The Board may place on probation or revoke a charter it grants if the Board determines that the campus or program:

1. Committed a material violation of the charter;
2. Failed to satisfy generally accepted accounting standards of fiscal management;
3. Failed to comply with law governing a charter campus or program, another law, or a state agency rule.

The action the Board takes under any item above shall be based on the best interest of campus or program students, the severity of the violation, and any previous violation the campus or program has committed.

*Education Code 12.063*

PROCEDURE Each board that grants a charter shall adopt a procedure to be used for placing on probation or revoking a charter it grants.

This procedure must provide an opportunity for a hearing to the campus or program for which the charter is granted and to parents and guardians of students at the campus or in the program. A hearing must be held on the campus or on one of the campuses in the case of a cooperative charter program.

*Education Code 12.064*

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**currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

CREATION

In accordance with Section 12.058 of the Texas Education Code, the District shall provide school improvement opportunities for all its campuses and communities through the development and approval of campus and program charters that satisfy all of the state requirements and local criteria specified in the following sections. Schools and communities will have the opportunity to:

1. Request additional local autonomy in campus operations and decision making; and
2. Demonstrate innovative instructional programming and school restructuring by entering into a performance contract with the Board.

The Board may grant up to five charters in a calendar school year if the Board is presented a petition signed by the majority of parents and classroom teachers at a campus. A charter will be granted for a three-year period and will be reviewed annually to determine its effectiveness. During the third year of operation for newly granted charters, an application for renewal must be made within a renewal schedule established by the administration. The Board may also grant a charter for a school, through the approval of an education proposal focusing on specific needs as the Board may determine, that provides for the following:

1. Presentation of an educational contract that contains the plan for the establishment of a new campus, program, or cooperative campus charter such as a feeder system.
2. Documentation showing educator, site-based decision-making committee (not applicable if a campus does not exist or a campus is established by the Board) and community involvement in identifying needs.
3. Operation within the existing financial allocation for schools in the annual budget.

After the establishment of a proposed student population and staff, a petition signed by the majority of parents and classroom teachers must be submitted to the Board stating their intent to complete a campus, program, or cooperative campus charter school or program application. The Superintendent may then designate an administrator/staff member to assist the applicants in compiling needed information for their application.

DEFINITIONS

The terms used are defined as follows:

BOARD

1. The Board of Trustees of the Dallas Independent School District. The Board creates and/or approves a campus charter, program charter, or cooperative charter to meet educational needs of students.

CAMPUS  
CHARTER

2. A campus charter is one in which an entire campus petitions the Board to become a charter school. The parents of a majority of the school's students

and the majority of the school's classroom teachers must sign the petition submitted to the Board.

PROGRAM  
CHARTER

3. A program charter is an educational subunit of a campus, which occupies a portion of an existing District school. A District program charter is a written contract to serve a segment of the school's student body. The parents of a majority of the school's students and the majority of the school's classroom teachers must sign the petition submitted to the Board.

COOPERATIVE  
CAMPUS OR  
COOPERATIVE  
PROGRAM  
CHARTER

4. A cooperative campus or cooperative program charter is one that permanently operates on two or more campuses such as an attendance feeder pattern in the District. The petition submitted to the Board must be signed by the parents of a majority of the students at each school and the majority of the classroom teachers at each school.

CHARTER  
CONTRACT

A charter shall be in the form of a written contract promulgated by the Superintendent and signed by the chief operations officer of the campus and the Board President. The chief operations officer is defined as an individual temporarily designated by the petitioners and/or the site-based decision-making committee (if applicable) of the school in the proposed charter. The chief operations officer may be the existing school principal and/or designee. In cases of a cooperative proposal, a designation of a co-operations officer may be applicable.

Each charter must:

1. Satisfy the requirements of the law governing charter campuses and programs [see EL(LEGAL)];
2. Satisfy the following District policy requirements and criteria:
  - a. Evidence that the proposed charter has been reviewed and discussed by the site-based decision-making committee (not applicable if founder's proposed campus does not exist);
  - b. Contain a written statement from the campus site-based decision-making committee on the merits of the proposed charter (not applicable if founders' proposed campus does not exist); and
  - c. Establish a yearly date for reporting, reviewing, and renewal of the charter.
3. Satisfy District application requirements contained herein (please see Application Requirements, below).

APPLICATION

Annually, the Superintendent shall announce the charter school time line and application process for anyone expressing interest in establishing a campus charter, program charter, or cooperative charter. Applications and petition forms for campus, program, or cooperative charters shall be available in the Superintendent's or designee's office.

CONTENT OF  
APPLICATION

In addition to state requirements, each charter application must describe the educational program to be offered, which shall contain the following:

1. An implementation plan for a school centered education program of the District;
2. An implementation plan for campus improvement planning and staff development that identifies outstanding features in the proposed:

- a. Instructional program;
- b. Administrative structure; and
- c. School governance structure.

This may include request for exemption from any local regulation or policy that is identified as inhibiting the campus' ability to improve student performance.

3. Public relations and communications planning that include but are not limited to: staff communications, key information regarding student discipline, absences, grading, due process relating to religion/sex/race/ or sexual orientation issues;
4. A description of the foundation curriculum that must include: early childhood education, reading, language arts, mathematics, science/health and social studies;
5. A plan for multicultural/multilingual education;
6. A plan for the enrichment curriculum that includes but is not limited to: fine arts, physical education, and languages other than English;
7. A plan for honors development;
8. Plans for special education and Title I;
9. A plan for instructional materials that includes quality control for appropriate grade-level, multicultural and diversity to meet varied learning styles;
10. A plan for media services;
11. A plan for assessment of student progress and grading standards;
12. A budget and a plan for budgeting that comply with state and local requirements for financial accounting;
13. A plan for purchasing that complies with all bidding and purchasing laws and policies and includes training regarding requisition procedures for ordering and stocking all necessary supplies;
14. A facility and maintenance plan that includes routine maintenance as well as emergency procedures for managing potential danger to the health and safety of students and employees;
15. A procedure for transportation of students that records the names, addresses, and phone numbers of all students who are transported by bus and includes classification of students as to: 1) two-mile, 2) majority-to-minority, 3) Vanguard Academy, and 4) magnet or special education;
16. An administrative head who will be responsible for managing personnel, activity funds, budget, purchasing, and all other funds and other areas of management;
17. An approved plan for participation in the school lunch program, including the National School Meals Program;
18. A safety and security plan that includes a crisis plan, staff training, safety and security drills, and procedures for handling bomb and other safety threats;
19. A well-defined enrollment/withdrawal process and the maintenance of timely, accurate, and edited PEIMS student data elements that meet all state standards;
20. A plan to select quality staff consistent with the principles of fair employment practices, including affirmative action goals, state/federal



guidelines and court-ordered Singleton Guidelines, due process documentation requirements, contract nonrenewal and termination procedures;

21. A plan to meet all standards for system-wide testing for the preservation of security and confidentiality of the tests;
22. A textbook management system that meets all District and state standards including:
  - a. Teacher records,
  - b. Campus 301 ledger,
  - c. Records of books assigned to each student, and
  - d. Regularly scheduled book checks;
23. A published plan for students and parents regarding the use of homework as part of the instructional plan;
24. A plan for student activities and counseling; and
25. A plan for full participation in the District's accountability program.

#### APPLICATION REQUIREMENTS

In order to apply for a campus, program, or cooperative charter, the following timelines/guidelines shall be followed:

1. To be considered, the educational charter as stipulated in policy must be received by January 15 of the year preceding the proposed commencement of the charter.
2. Proposed charters must contain all the elements as stipulated in this policy under "CONTENT OF APPLICATION."
3. Proposals must be accompanied by valid and verifiable petitions signed by the majority of parents of children currently enrolled and classroom teachers of the campus or campuses involved. On a petition or a survey, only one family member's signature will be counted regardless of the number of children enrolled. A nonexisting campus proposal must be accompanied by a valid petitions signed by a majority of parents of school-age children residing in the area in which a school or program is proposed.
4. A description of the petition implementation process that delineates the legitimacy of parent and teacher signature participation.
5. Documentation must be submitted indicating that the site-based decision making committee (if applicable) reviewed and discussed the proposal. This documentation must include a statement on the merits of the proposed charter.
6. Prior to submission of a charter proposal, at least one public hearing at the school site must be held for the school(s) impacted. Evidence of such a hearing, to consist of a record of the date, place held, how the meeting was publicized and record of comments from the meeting must be submitted with the proposal.
7. Proposals shall be submitted to the Office of the General Superintendent, 3700 Ross Avenue, Dallas, Texas 75204 no later than January 15th and shall be time-stamped as they are received.

Following receipt of a complete proposed charter application, petition and record of a public hearing, the General Superintendent or designee shall review the application to determine if all elements are complete. If not, technical assistance shall be provided by returning the proposal to the applicants with information relating to missing elements.

If complete, the application shall be reviewed for compliance with District standards, educational soundness and fiscal feasibility by a panel appointed by the General Superintendent. The panel shall include representatives of central administrative staff, campus teachers, principals, parents, and other community members. Following review, the panel shall make a recommendation to the General Superintendent for his or her consideration.

Each proposal submitted during the application period must be reviewed within 45 days from the date of submission. No later than the February Committee of the Whole of the Board, the General Superintendent shall make a final recommendation to the Board for its consideration.

APPROVAL

Upon approval by the Board, the General Superintendent shall integrate the campus charter into the full instructional program of the District.

EVALUATION

The approval of a charter proposal by the Board will formalize a performance contract between proposing entities and the Board. Charter schools will be evaluated using the same standards, Texas' Academic Excellence Indicator System and the District's Effective Schools Model used with the regular comprehensive school programs. Failure of the charter school to demonstrate improvement in academic performance and the compliance with any accountability provision specified by the charter in two successive years may result in a revocation of the charter. The administration will provide technical assistance and support to ensure that charter schools staff and community members are given an ample opportunity to succeed.

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MISCELLANEOUS INSTRUCTIONAL POLICIES:  
TEACHING ABOUT CONTROVERSIAL ISSUES

EMB  
(LEGAL)

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EXEMPTION  
FROM  
INSTRUCTION

A parent or person standing in parental relation may remove the parent's child from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity.

LIMITATIONS

A parent or person standing in parental relation is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. This policy does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the District and TEA.

*Education Code 26.002, 26.010*

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MISCELLANEOUS INSTRUCTIONAL POLICIES:  
GRADUATION EXERCISES

EMC  
(LOCAL)

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ELEMENTARY SCHOOLS	Students who complete elementary school shall not be given certificates and shall not be referred to as graduating. No graduation exercises shall be held.
MIDDLE SCHOOLS	No graduation exercises shall be held for middle school students who complete the eighth grade, and no certificates shall be given.
HIGH SCHOOLS	Whenever possible, high school graduation exercises shall be held during the last two weeks of the spring semester.
GRADUATION CEREMONY	Only students who have completed all graduation requirements and passed all portions of the TAAS may participate in the graduation ceremony.  All special education students who have met graduation requirements determined by their admission, review, and dismissal (ARD) committee shall be able to participate in the graduation ceremonies.

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Dallas ISD  
057905

MISCELLANEOUS INSTRUCTIONAL POLICIES:  
CEREMONIES AND OBSERVANCES

EMD  
(LOCAL)

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The District shall follow accepted local, state, and national customs in regard to ceremonies and observances, and the Superintendent shall establish specific procedures to be followed throughout the District for ceremonies and observances.

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DATE ISSUED: 07/31/1985  
UPDATE 25  
EMD(LOCAL)-A

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Dallas ISD  
057905

CEREMONIES AND OBSERVANCES:  
FLAG DISPLAYS

EMDB  
(LOCAL)

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The flags of the United States and the State of Texas shall be properly displayed during school days in or near every school building. Students shall be instructed in flag etiquette and be guided in developing an attitude of respect for the flags of their nation and state. The principal in each school shall be responsible for displaying the flags.

Flags signifying state exemplary or recognized status should also be displayed.

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EMDB(LOCAL)-X

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Only the United States and Texas flags shall be flown on school staffs. The Texas flag shall be flown underneath the American flag. Flown out-of-doors, the Texas flag must be on flagpole or staff at least two and one-half times as long as the flag. It shall not be unfurled earlier than sunrise and shall be taken down not later than sunset. It shall be flown with the white stripe uppermost except in case of distress. When the flag is displayed against a wall, the blue field should be at the flag's own right (observer's left).

The custodians shall fly the American and Texas flags five days a week whenever the building is open during the summer months.

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UPDATE 25  
EMDB(REGULATION)-X

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MISCELLANEOUS INSTRUCTIONAL POLICIES:  
HUMAN SEXUALITY INSTRUCTION

EMH  
(LOCAL)

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HEALTH  
EDUCATION  
ADVISORY  
COUNCIL DUTIES

In addition to the duties described in EMH(LEGAL), the health education advisory council shall review and advise the District regarding the suitability of selected instructional materials.

CONTENT OF  
INSTRUCTION

The instruction must also:

1. Integrate content as part of a more comprehensive school health education and wellness program for elementary, middle, and high schools and, when appropriate, into other related subjects.
2. Increase knowledge about the relationship of human sexuality to wellness, pregnancy and parenting, and HIV transmission through intravenous drug use. Increase knowledge of related risk reduction skills.
3. Include universal precautions as a measure for disease prevention.

CLASSROOM  
INSTRUCTORS

Sexuality education and HIV and AIDS infection information shall be provided by staff who have completed the required staff development training. Staff may include regular classroom teachers in elementary grades and qualified health education or home economics teachers, nurses, counselors, or other similarly trained personnel in secondary schools.

INSTRUCTIONAL  
TIME

Sufficient classroom time shall be provided for sexuality education within health education and related subjects according to the recommendations of the advisory council.

COMMUNITY  
SPEAKERS

The involvement of speakers from the community provides a valuable asset to classroom instruction. Speakers shall:

1. Have knowledge about the subject;
2. Present age-appropriate information;
3. Adhere to District guidelines;
4. Avoid using the classroom as a platform to express their own values;
5. Seek prior approval from school administrators and the Student Support Team for content handouts and audiovisuals; and
6. Adhere to District guidelines for parental permission.

AUDIO VISUALS

If films, videos, and the like are used as a part of the instruction, they shall be reviewed for compliance with District guidelines by the Health Advisory Council or the campus Student Support Team in addition to the principal and media specialist. [See EFB(REGULATION)]

STAFF  
DEVELOPMENT

Staff shall receive instruction in how to avoid HIV and other infections. Staff who teach about sexuality and sexually transmitted diseases shall participate in District training for effective delivery of the curriculum.

PARENT

Parents may receive support materials for home instruction.



## MATERIALS

RESOURCE GUIDE *A Resource Guide for Administrators* shall be available and shall serve as  
FOR administrative regulations as approved by the General Superintendent.  
ADMINISTRATORS

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LDU-31-97

EMH(LOCAL)-X

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SECULAR  
PROGRAM

The District may instruct students in the study of comparative religion or the history of religion and its relationship to the advancement of civilization; the study of the Bible or of religion for its literary and historic qualities, when presented objectively as part of a secular program of education, is consistent with the First Amendment. *School Dist. of Abington v. Schempp*, 374 U.S. 203, 83 S. Ct. 1560 (1963).

ACADEMIC  
FREEDOM

The District shall not require teaching and learning to be tailored to the principles or prohibitions of any religious sect or dogma. The District shall not adopt programs or practices that aid or oppose any religion. *Epperson v. Arkansas*, 393 U.S. 97, 89 S. Ct. 266 (1968) (holding unconstitutional a prohibition against teaching evolution); *Edwards v. Aguillard*, 482 U.S. 578, 107 S. Ct. 2573 (1987) (holding unconstitutional a requirement that creationism be taught with evolution)

RELIGIOUS  
EXERCISES

The District shall not prescribe a religious exercise as part of the curricular activities of students even if the religious exercise is denominationally neutral or its observance on the part of the students is voluntary. *School Dist. of Abington v. Schempp*, 374 U.S. 203, 83 S. Ct. 1560 (1963) (holding unconstitutional a requirement of daily Bible readings and recitation of the Lord's Prayer); *Engel v. Vitale*, 370 U.S. 421, 82 S. Ct. 1261 (1962) (holding unconstitutional required recitation of state-adopted prayer)

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MISCELLANEOUS INSTRUCTIONAL POLICIES:  
RELIGION IN THE SCHOOLS

EMI  
(LOCAL)

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SEPARATION OF CHURCH AND STATE    A basic concept in American law is the right of religious liberty.

RELIGIOUS LIBERTY    "Congress shall make no law respecting the establishment of religion; or prohibiting the free exercise thereof..."

Here, significantly, in the first 16 words of the First Amendment to the Constitution is found the Magna Carta of religious liberty and its corollary, separation of church and state.

The General Superintendent shall establish administrative procedures to carry out the spirit of religious liberty rights spelled out in the First Amendment.

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS    The laws of the state of Texas provide for the exemption of students from health, health science, and disease instruction for religious reasons.

In addition, some religious faiths observe certain holy days which are not school holidays. Students belonging to such faiths shall have the opportunity to observe these holy days without affecting their school standing.

The General Superintendent shall establish the administrative procedures to satisfy the legal requirements and the intent of this policy.

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DATE ISSUED: 11/01/1982  
UPDATE 19  
EMI(LOCAL)-X

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**This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

RELIGIOUS  
LIBERTY AND  
SEPARATION OF  
CHURCH AND  
STATE

Principals in the District have the responsibility of administering policy concerning activities that occur in their schools. The following guidelines are provided school principals in administering policy matters concerning church-state separation:

1. Factual and objective teaching about religion shall be distinguished from the teaching of religion. For example, religion is often a factor to be considered in history, art, literature, or music. Teachers may explain the meaning of religious holidays as viewed by a religion's adherents and others, but may not recognize such holidays with religious observances.
2. No public school funds shall be used for an intended devotional display of religious symbols such as a Star of David, cross, crucifix, nativity scene, or a Buddhist statue. This statement is interpreted to prohibit the devotional display on school premises of any and all religious symbols normally construed as an aid to worship or for the purpose of proselytizing.
3. Reading from sacred scriptures is permitted for historical or literacy instructional purposes, but may not be used for influencing religious beliefs.
4. Neither instructional materials, including films, copies of religious texts, etc., nor assembly programs shall be used to promote or encourage nonreligion, sectarian religion, partisan religious viewpoints, religious groups, or sectarian religious activities. This shall not be construed to prevent persons engaged in religious work from speaking in school assemblies. In each case, however, the principal shall be certain that the speakers understand that remarks will not be of such nature as to promote or encourage a particular religion, religious groups, religious activity, or nonreligion. If a school program, once underway, comes in conflict with this policy, the principal shall interrupt and end such a program.
5. Religious music as part of a secular program or concert shall be permitted. School choruses, bands, orchestras, and other music groups may accept invitations to perform for nonschool religious functions only on condition that any member of the group may be excused at his/her request, without penalty.
6. Religious baccalaureate services shall not be a required school activity. Student representatives of graduating classes desiring to have baccalaureate services outside school hours may arrange with clergymen for services and for suitable facilities. Attendance of any such services shall be entirely optional with class members and school personnel acting as private individuals.
7. Teachers shall be judged solely on their professional competence and not on the basis of religious beliefs or associations. No person shall be barred from employment as a teacher because of membership or nonmembership

in a religious group. However, no distinctively religious garb may be worn when teaching in a school of the District.

## RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

### EXEMPTIONS

The laws of the state provide for the exemption of students from health, health science, and disease instruction for religious reasons. In high school a student electing a course involving physiology, biology, ROTC, or any other elected course shall not be exempt from full curriculum of the course involved, since the election will be on a free basis. An elementary student exempt from health instruction for religious reasons shall not be assigned to other classes such as inside and outside physical education, auditorium, or subject-matter courses. The principal may find it convenient to send such a student to the library or permit the student to sit in the homeroom as a study period.

### EXCUSED ABSENCES

Students belonging to religious faiths observing holy days that are not school holidays shall be excused upon advance written request of the parents.

### PROCEDURES FOR REPORTING AND RESOLVING RELIGIOUS LIBERTY GUIDELINE CONFLICTS

1. Individuals who suspect or perceive an incident of noncompliance with the Board policy or the administrative procedures regarding religious liberty shall first report the matter to the appropriate administrative supervisor within ten working days. The administrator shall respond within ten working days. If there is a question about the appropriate administrator, individuals shall call the School Operations Division.
2. If the matter cannot be resolved through the appropriate administrator, the individual shall complete a review form. The form shall be available at local schools or through the School Operations Division and shall be filed with the District Superintendent for review and appropriate action. Response shall be made within 15 working days.
3. If the matter is not resolved by the District Superintendent, the individual shall notify the General Superintendent in writing. The General Superintendent or a designee shall review the situation, with the advice of the network religious task force if deemed appropriate by the General Superintendent.
4. If the matter is not resolved by the General Superintendent or designee, the individual shall notify the Board President in writing, requesting a review of the situation by the appropriate Board committee.
5. If the matter is not resolved by the Board committee, it shall be forwarded, at the written request of the individual, to the full Board for consideration.

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DATE ISSUED: 05/24/1999  
LDU-21-99  
EMI(REGULATION)-X

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**manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]**

Dallas ISD  
057905

MISCELLANEOUS INSTRUCTIONAL POLICIES:  
STUDY OF RELIGION

EMI  
(EXHIBIT)

---

REQUEST FOR REVIEW OF A

POSSIBLE VIOLATION OF RELIGIOUS LIBERTY GUIDELINES

The Dallas Independent School District is committed to respecting the decisions of the courts as well as the intent of the First Amendment of the Constitution of the United States in regard to religious liberty and separation of church and state. Accordingly, Board policy EMI and administrative procedures at EMI (REGULATION) have been developed and are in effect in all schools and programs of the Dallas ISD. Any person who has a question about compliance with these policies and procedures should report the alleged violation to the appropriate principal or department head. A complainant who feels that the matter has not been satisfactorily resolved at that level may complete the following form. The steps for use in resolving conflicts are listed on the back of this sheet.

Incident (Please be specific): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Incident: \_\_\_\_\_

School/Department: \_\_\_\_\_

Date of conference with principal or department head: \_\_\_\_\_

Outcome of conference: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Typed or Printed Name: \_\_\_\_\_

Number and Street: \_\_\_\_\_

City/Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Fill out in duplicate  
Retain a copy and send the other to:  
District Superintendent  
DISD School Administration Building  
3700 Ross Avenue  
Dallas, Texas 75204

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DATE ISSUED: 05/24/1999  
LDU-21-99  
EMI(EXHIBIT)-X

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# 2005-2006 Compensation Resource Book

- Salary Handbook
- Stipend Handbook
- Compensation Guidelines



**Dallas  
Independent  
School  
District**

3700 Ross Avenue  
Dallas, TX 75204  
(972) 925-3700  
[www.dallasisd.org](http://www.dallasisd.org)

# BOARD OF TRUSTEES

## 2005-2006

Dallas  
Independent  
School  
District



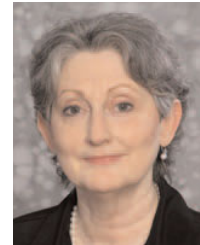
**Lois Parrott, Ph.D.**  
*President*  
District 3  
Northeast Dallas



**Ron Price**  
*1st Vice President*  
District 9  
South Dallas, Downtown



**Jerome Garza**  
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**Jack Lowe**  
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North and Near  
East Dallas



**Lew Blackburn, Ph.D.**  
District 5  
East Oak Cliff, West  
Dallas, Downtown and  
areas of Oak Lawn



**Hollis Brashear, P.E.**  
District 6  
Southwest Dallas



**Joe May**  
District 8  
Love Field, Northwest  
Dallas and Central Dallas



**Michael Hinojosa, Ed.D.**  
*General Superintendent*

The Dallas Independent School District, an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, disability, sexual orientation, and/or age in its educational programs and activities and employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act of 1975 (as amended), and board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

If you suspect discrimination, please contact: Mary McCants, Title IX Coordinator, at (972) 925-3250; Chris Moore, Section 504 Coordinator, at (214) 932-5212; or Employee Relations at (972) 925-4200. General questions about the district should be directed to Customer Service at (972) 925-5555.

3700 Ross Avenue • Dallas, TX 75204-5491  
(972) 925-3700 • [www.dallasisd.org](http://www.dallasisd.org)

# COMPENSATION RESOURCE BOOK

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## **2005-2006 COMPENSATION RESOURCE BOOK INTRODUCTION**

The Dallas Independent School District's compensation philosophy is to develop salaries, within budgetary capabilities, at target levels that attract, motivate and retain the highest quality personnel needed to accomplish the district's objectives. The district strives to lead within the public education market by hiring the most qualified instructional personnel. Furthermore, the district attempts to be a leader within the general business community by hiring the best personnel for other non-instructional positions.

The district uses a systematic, objective approach to handle the administration of compensation. It involves identifying the factors important for each job, comparing them to those of other jobs within the DISD, as well as the market, and then determining the appropriate compensation range or pay grade.

Several factors are used to determine the value of the job. These factors include skills, knowledge and the abilities required to perform the job, as well as, the level of responsibility placed on the role. The DISD job evaluation system takes into account such factors as education, experience, certifications, language skills, computer software skills, and decision-making skills required for the job.

### **About the DISD Compensation Resource Book**

This book is comprised of three main sections: the Salary Handbook, the Stipend Handbook, and the Compensation Guidelines. Related compensation forms are also included at the end of the book.

Any modifications to the Compensation Resource Book during the school year will only be updated and posted on the web version of the Compensation Resource Book.

### **About the DISD Salary Handbook**

The handbook outlines employee salaries offered by the DISD for the 2005-2006 school year. Salary schedules and pay grades are included. Information is organized by the district's three main groups of employee salary structures:

- Teachers/Related Instructional Personnel and Professional Support Employees (10-step schedule);
- Campus Leadership, Central and Technical Staff (16 grades); and
- Support Staff (39-salary grades and 23 steps).

The Board of Trustees approved the annual compensation plan on June 23, and August 25, 2005. As part of the district's salary considerations, input was obtained from the Coordinating Teacher Organization, the Coordinating Support Organization and the Dallas Schools Administrators Association.

The Board of Trustees adopts a new compensation plan each year, therefore, future salaries cannot be predicted using this handbook.

## **About the DISD Salary Handbook, continued**

Please use this handbook and information as a resource. There may be changes or revisions to the salary information as required. The DISD Compensation Department makes final determination regarding salary calculations. The Salary Handbook is not intended to create any contractual obligations or other legal rights, but is designed, instead, only as a guide in the administration of wages and salaries for the DISD employees.

## **About the DISD Stipend Handbook**

The Dallas Independent School District provides stipends for a variety of situations that support its objectives. This additional compensation is provided as part of the DISD's compensation administration program designed to attract, motivate and retain the highest quality personnel needed to accomplish the district's objectives. These stipends also support the district as it strives to lead within the public education market in hiring the most qualified instructional personnel, and within the general business community in hiring the best personnel for other non-instructional positions.

This handbook is a resource for the stipends available to the DISD employees.

## **About the DISD Compensation Guidelines**

These guidelines provide a general outline on procedures and practices related to the compensation functions for positions in the DISD. The booklet is not intended to be a legal document or to cover every possible situation.

This guide, issued in September 2005, supersedes all prior guidelines for compensation administration. The DISD reserves the right to change or revise these guidelines without notice when such action is deemed necessary.

Questions and/or requests for additional information should be directed to the Compensation Department.

## **Salary Policy Statement**

Salaries paid to employees of the DISD represent payment for services rendered and are consistent with the job classifications, as approved annually by the Board of Trustees. Compensation will be made without regard to race, creed, color, national origin, sex, age, or handicap.

# SALARY HANDBOOK

*Adopted by*

The Dallas Independent School District

Board of Trustees

*June 23, 2005*

***Amended August 25, 2005***

# POSITION CLASSIFICATION

**POSITION CLASSIFICATION SCHEDULE**  
TEACHER/RELATED INSTRUCTIONAL/PROFESSIONAL SUPPORT  
10-STEP SCHEDULE

<b>TEACHER</b>				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
6000	TEACHER CTU	6000.TEACHER.CTU.TEAC	TEACHER	10-STEP
6010	CATE TEACHER	6010.TEACHER.CATE.TEAC	TEACHER	10-STEP
6020	CATE CAREER PREP TEACHER	6020.TEACHER.CATE CAREER PREP	TEACHER	10-STEP
6030	CATE PEL TEACHER	6030.TEACHER.PRE EMPLOYMENT	TEACHER	10-STEP
6040	CATE FCSCP/AG SCI TEACHER	6040.TEACHER.CATE FCSCP/AG SCI	TEACHER	10-STEP
6050	VOCATIONAL ADJUSTMENT TEACHER	6050.TEACHER.VOCATIONAL ADJUST	TEACHER	10-STEP
6060	SPECIAL EDUCATION TEACHER	6060.TEACHER.SPECIAL ED	TEACHER	10-STEP
6061	SPEC ED/ADAPTIVE PE TEACHER	6061.TEACHER.SPEC ED/ADAPTIVE PE	TEACHER	10-STEP
6064	SPEC ED/HOSPITAL/HOMEBOUND TEACHER	6064.TEACHER.SPEC ED/HOSPITAL	TEACHER	10-STEP
6065	SPEC ED/ITINERANT VISION	6065.TEACHER.SPEC ED/ITINERANT	TEACHER	10-STEP
6066	SPEC ED/ITINERANT TEACHER	6066.TEACHER.SPEC ED/ITINERANT	TEACHER	10-STEP
60C0	ACADEMY/VANGUARD TEACHER	60C0.TEACHER.ACADEMY/VANGUARD	TEACHER	10-STEP
60D0	FINE ARTS TEACHER	60D0.TEACHER.FINE ARTS.TEAC	TEACHER	10-STEP
60E0	BASIC SKILLS TEACHER	60E0.TEACHER.BASIC SKILLS.TEAC	TEACHER	10-STEP
60F0	BILINGUAL TEACHER	60F0.TEACHER.BILINGUAL.TEAC	TEACHER	10-STEP
60G0	DUTY FREE TEACHER	60G0.TEACHER.DUTY FREE.TEAC	TEACHER	10-STEP
60H0	ESOL TEACHER	60H0.TEACHER.ESOL.TEAC	TEACHER	10-STEP
60I0	ALTERNATIVE EDUCATION TEACHER	60I0.TEACHER.ALTERNATIVE ED	TEACHER	10-STEP
60J0	TAG TEACHER	60J0.TEACHER.TAG.TEAC	TEACHER	10-STEP
60K0	PRE-K TEACHER	60K0.TEACHER.PRE-K.TEAC	TEACHER	10-STEP
60KB	PRE-K BILINGUAL TEACHER	60KB.TEACHER.PRE-K BILINGUAL	TEACHER	10-STEP
60M0	READING IMPROVEMENT TEACHER	60M0.TEACHER.READING IMPROV	TEACHER	10-STEP
60N0	TUTOR TEACHER	60N0.TEACHER.TUTOR	TEACHER	10-STEP
60P0	NEWCOMER TEACHER	60P0.TEACHER.NEWCOMER.TEAC	TEACHER	10-STEP
60Q0	SIS - MS - M3 TEACHER	60Q0.TEACHER.SIS - MS - M3.TEAC	TEACHER	10-STEP
60R0	SIS - ES - J9 TEACHER	60R0.TEACHER.SIS - ES - J9.TEAC	TEACHER	10-STEP
60S0	MAGNET TEACHER	60S0.TEACHER.MAGNET.TEAC	TEACHER	10-STEP
60T0	SPECIAL TEACHER	60T0.TEACHER.SPECIAL.TEAC	TEACHER	10-STEP
60U0	SIS - ES - K9 TEACHER	60U0.TEACHER.SIS - ES - K9.TEAC	TEACHER	10-STEP
60V0	SIS - HS - M8 TEACHER	60V0.TEACHER.SIS - HS - M8.TEAC	TEACHER	10-STEP
60W0	ESL TEACHER	60W0.TEACHER.ESL.TEAC	TEACHER	10-STEP
60X0	READING DEMO/COMPUTER TEACHER	60X0.TEACHER.READING	TEACHER	10-STEP
60Z0	HONORS TEACHER	60Z0.TEACHER.HONORS.TEAC	TEACHER	10-STEP
6100	CLUSTER LEAD TEACHER	6100.COORDINATOR.CLUSTER	TEACHER	10-STEP
6120	CATE DCP TEACHER	6120.TEACHER.CATE DCP.TEAC	TEACHER	10-STEP
6150	TITLE I TEACHER	6150.TEACHER.TITLE I.TEAC	TEACHER	10-STEP
615E	ESL TITLE I TEACHER	615E.TEACHER.ESL TITLE 1.TEAC	TEACHER	10-STEP
6160	5-6 TEACHER	6160.TEACHER.5-6.TEAC	TEACHER	10-STEP
6180	BILINGUAL TITLE 1 TEACHER	6180.TEACHER.BILINGUAL TITLE 1	TEACHER	10-STEP
6190	INSTRUMENTAL TEACHER	6190.TEACHER.INSTRUMENTAL MUS	TEACHER	10-STEP
61F0	BILINGUAL 5-6 GRADE TEACHER	61F0.TEACHER.BILINGUAL 5-6 GRADE	TEACHER	10-STEP
61W0	ESL 5-6 TEACHER	61W0.TEACHER.ESL 5-6.TEAC	TEACHER	10-STEP
6200	ROTC HS TEACHER	6200.TEACHER.ROTC HS.TEAC	TEACHER	10-STEP
6210	ROTC MS TEACHER	6210.TEACHER.ROTC MS.TEAC	TEACHER	10-STEP
6235	FRESHMAN SLC TEACHER	6235.TEACHER.FRESHMAN SLC.TEAC	TEACHER	10-STEP
6290	CATE - MS TEACHER	6290.TEACHER.CATE - MS.TEAC	TEACHER	10-STEP
6300	HEAD COACH TEACHER	6300.TEACHER.HEAD COACH.TEAC	TEACHER	10-STEP



**POSITION CLASSIFICATION SCHEDULE**  
 TEACHER/RELATED INSTRUCTIONAL/PROFESSIONAL SUPPORT  
 10-STEP SCHEDULE

<b>TEACHER, CONTINUED</b>				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
6310	ITINERANT TEACHER	6310.TEACHER.ITINERANT.TEAC	TEACHER	10-STEP
63AC	AC TEACHER	63AC.TEACHER.AC.TEAC	TEACHER	10-STEP
6400	COMPENSATORY EDUCATION TEACHER	6400.TEACHER.COMPENSATORY ED	TEACHER	10-STEP
6410	GED TEACHER	6410.TEACHER.GED.TEAC	TEACHER	10-STEP
6420	CATE PRESCHOOL TEACHER	6420.TEACHER.CATE PRESCHOOL	TEACHER	10-STEP

<b>RELATED INSTRUCTIONAL</b>				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
4335	EARLY CHILDHOOD SPECIALIST	4335.SPECIALIST I.EARLY CHILD	RELATED INSTRUCTIONAL	10-STEP
4490	DRUG PREVENTION SPECIALIST	4490.SPECIALIST.DRUG PREVENT	RELATED INSTRUCTIONAL	10-STEP
4525	INSTRUCTIONAL TECHNOLOGY SPECIALIST	4525.SPECIALIST.INSTRUCTIONAL	RELATED INSTRUCTIONAL	10-STEP
4580	READING SPECIALIST	4580.SPECIALIST.READING.ADMN	RELATED INSTRUCTIONAL	10-STEP
6710	AUDIOLOGIST	6710.AUDIOLOGIST.N/A.APSY	RELATED INSTRUCTIONAL	10-STEP
6720	PSYCHOLOGY INTERN	6720.INTERN.PSYCHOLOGY.PSYL	RELATED INSTRUCTIONAL	10-STEP
6750	STAFF DEGREED NURSE	6750.NURSE.STAFF DEGREED.NURS	RELATED INSTRUCTIONAL	10-STEP
6755	NURSE	6755.NURSE.N/A.NURS	RELATED INSTRUCTIONAL	10-STEP
6775	INSTRUCTIONAL SPECIALIST	6775.SPECIALIST.INSTRUCTIONAL	RELATED INSTRUCTIONAL	10-STEP
6785	MEDIA SPECIALIST	6785.SPECIALIST.MEDIA.LIBR	RELATED INSTRUCTIONAL	10-STEP
6795	Y A C SPECIALIST II	6795.SPECIALIST.Y A C.YAC	RELATED INSTRUCTIONAL	10-STEP
6820	HEAD TRAINER	6820.TRAINER.HEAD.THER	RELATED INSTRUCTIONAL	10-STEP
6825	TRAINER	6825.TRAINER.N/A.THER	RELATED INSTRUCTIONAL	10-STEP
6930	MOBILITY THERAPIST	6930.THERAPIST.MOBILITY.THER	RELATED INSTRUCTIONAL	10-STEP
6945	SPEECH THERAPIST ASSISTANT	6945.THERAPIST ASSISTANT	RELATED INSTRUCTIONAL	10-STEP

<b>PROFESSIONAL SUPPORT</b>				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
2760	AREA LEAD COUNSELOR	2760.COUNSELOR.AREA LEAD.ADMN	PROFESSIONAL SUPPORT	10-STEP
6870	COUNSELOR	6870.COUNSELOR.N/A.COUN	PROFESSIONAL SUPPORT	10-STEP
6880	EDUCATIONAL DIAGNOSTICIAN	6880.DIAGNOSTICIAN.EDUCATIONAL	PROFESSIONAL SUPPORT	10-STEP
6885	BOARD CERTIFIED PSYCHIATRIST	6885.PSYCHIATRIST.BOARD CERT	PROFESSIONAL SUPPORT	10-STEP
6890	LICENSED SPECIAL SCHOOL PSYCHOLOGIST	6890.PSYCHOLOGIST.LICENSED	PROFESSIONAL SUPPORT	10-STEP
6895	LICENSED PSYCHOLOGIST	6895.PSYCHOLOGIST.LICENSED.PSY	PROFESSIONAL SUPPORT	10-STEP
6910	SOCIAL WORKER	6910.SOCIAL WORKER.N/A.ADMN	PROFESSIONAL SUPPORT	10-STEP
6920	VISITING TEACHER	6920.TEACHER.VISITING.ADMN	PROFESSIONAL SUPPORT	10-STEP
6935	OCCUPATIONAL THERAPIST	6935.THERAPIST.OCCUPATIONAL	PROFESSIONAL SUPPORT	10-STEP
6940	SPEECH THERAPIST ASSISTANT	6940.THERAPIST.SPEECH.TEAC	PROFESSIONAL SUPPORT	10-STEP

**POSITION CLASSIFICATION SCHEDULE**  
**CAMPUS LEADERSHIP/CENTRAL STAFF/TECHNICAL STAFF**  
**16-GRADE SCHEDULE**

**CAMPUS LEADERSHIP**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
2010	PRINCIPAL – HIGH SCHOOL	2010.PRINCIPAL.HS.PRIN	CAMPUS LEADERSHIP	9
2011	PRINCIPAL – MIDDLE SCHOOL	2011.PRINCIPAL.MS.PRIN	CAMPUS LEADERSHIP	8
2012	PRINCIPAL – ELEMENTARY SCHOOL	2012.PRINCIPAL.ES.PRIN	CAMPUS LEADERSHIP	8
2013	PRINCIPAL – MAGNET/METRO	2013.PRINCIPAL.MAGNET/METRO.PRIN	CAMPUS LEADERSHIP	9
2030	ASSISTANT PRINCIPAL – HIGH SCHOOL	2030.PRINCIPAL ASSISTANT.HS.APRN	CAMPUS LEADERSHIP	7
2031	ASSISTANT PRINCIPAL – MIDDLE	2031.PRINCIPAL ASSISTANT.MS.APRN	CAMPUS LEADERSHIP	6
2032	ASSISTANT PRINCIPAL – ELEMENTARY	2032.PRINCIPAL ASSISTANT.ES.APRN	CAMPUS LEADERSHIP	6
2033	ASSISTANT PRINCIPAL – MAGNET	2033.PRINCIPAL ASSISTANT.MAGNET	CAMPUS LEADERSHIP	7
2050	DEAN OF INSTRUCTION – HS	2050.DEAN OF INSTRUCTION.HS.DEAN	CAMPUS LEADERSHIP	7
2051	DEAN OF INSTRUCTION – MIDDLE	2051.DEAN OF INSTRUCTION.MS.DEAN	CAMPUS LEADERSHIP	6
2052	DEAN OF INSTRUCTION – ELEMENTARY	2052.DEAN OF INSTRUCTION.ES.DEAN	CAMPUS LEADERSHIP	6
2053	DEAN OF INSTRUCTION – MAGNET	2053.DEAN OF INSTRUCTION.MAGNET	CAMPUS LEADERSHIP	7

**CENTRAL STAFF**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
1000	GENERAL SUPERINTENDENT	1000.SUPERINTENDENT.GENERAL.ADMN	CENTRAL STAFF	16
1200	DEPUTY SUPERINTENDENT	1200.SUPERINTENDENT.DEPUTY.ADMN	CENTRAL STAFF	14
1210	DEPUTY SUPERINTENDENT	1210.SUP.DEPUTY (BUSINES SERVICES)	CENTRAL STAFF	14
1300	SPECIAL ASSIST TO SUPERINTENDENT	1300.SUP.SPECIAL ASSIST.	CENTRAL STAFF	10
1400	ASSOCIATE SUPERINTENDENT	1400.SUPERINTENDENT.ASSOCIATE	CENTRAL STAFF	10,11,12
1410	ASSOCIATE SUPERINTENDENT	1410.SUP.ASSOCIATE (CFO)	CENTRAL STAFF	12
1420	ASSOCIATE SUP.PROCUREMENT	1420.SUP.ASSOCIATE (PURCHASING)	CENTRAL STAFF	12
1475	CHIEF OF POLICE	1475.CHIEF.POLICE.ADMN	CENTRAL STAFF	11
1500	ASSISTANT SUPERINTENDENT	1500.SUP.ASSISTANT.ADMN	CENTRAL STAFF	10,11
1510	AREA SUPERINTENDENT	1510.SUPERINTENDENT.AREA.ADMN	CENTRAL STAFF	11
1600	DIVISION EXECUTIVE	1600.DIVISION.EXECUTIVE.ADMN	CENTRAL STAFF	10,11
1660	DIVISION MANAGER	1660.DIVISION.MANAGER.ADMN	CENTRAL STAFF	9,10
1680	EXECUTIVE ASST TO GENERAL SUP	1680.SUP.EXECUTIVE ASST.	CENTRAL STAFF	9
1700	GENERAL COUNSEL	1700.COUNSEL.GENERAL.ADMN	CENTRAL STAFF	12
2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN	CENTRAL STAFF	5,6,7,8,9,10
2175	ASSISTANT CHIEF OF POLICE	2175.ASSISTANT CHIEF.POLICE.ADMN	CENTRAL STAFF	9
2200	DIRECTOR	2200.DIRECTOR.N/A.ADMN	CENTRAL STAFF	6,7,8
2210	DIRECTOR (PROCUREMENT)	2210.DIRECTOR.PURCHASING.ADMN	CENTRAL STAFF	7
2210	DIRECTOR	2210.DIRECTOR.PURCHASING.ADMN	CENTRAL STAFF	6
2220	PROJECT DIRECTOR	2220.DIRECTOR.PROJECTS.ADMN	CENTRAL STAFF	5
2230	ASSISTANT ATHLETIC DIRECTOR	2230.DIRECTOR.ASSISTANT ATHLETIC	CENTRAL STAFF	7
2295	DEPUTY CHIEF OF POLICE	2295.DEPUTY CHIEF.POLICE.ADMN	CENTRAL STAFF	8
2310	TREASURER	2310.PRINCIPAL.N/A.PRIN	CENTRAL STAFF	9
2410	COMMUNICATIONS MANAGER	2410.MANAGER.COMMUNICATIONS	CENTRAL STAFF	9
2510	OPERATIONS EXECUTIVE	2510.OPERATIONS.EXECUTIVE.ADMN	CENTRAL STAFF	8
2512	PROCESS IMPROVEMENT EXECUTIVE	2512.PERFORMANCE.IMPROVE.EXE	CENTRAL STAFF	8
2610	SCHOOL ATTORNEY	2610.ATTORNEY.SCHOOL.ADMN	CENTRAL STAFF	9
2710	COORDINATOR	2710.COORDINATOR.N/A.ADMN	CENTRAL STAFF	5,6
2711	FIELD OPERATIONS COORDINATOR	2711.COORDINATOR.FIELD (APPROVER)	CENTRAL STAFF	6
2720	PURCHASING COORDINATOR	2720.COORDINATOR.PURCHASING.ADMN	CENTRAL STAFF	5
2730	AREA COORDINATOR	2730.COORDINATOR.AREA.ADMN	CENTRAL STAFF	6

**POSITION CLASSIFICATION SCHEDULE**  
**CAMPUS LEADERSHIP/CENTRAL STAFF/TECHNICAL STAFF**  
**16-GRADE SCHEDULE**

**CENTRAL STAFF, CONTINUED**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
2740	CENTRAL STAFF COORDINATOR	2740.COORDINATOR.CENTRAL STAFF	CENTRAL STAFF	7
2760	LEAD AREA COUNSELOR	2760.COUNSELOR.AREA LEAD.ADMN	CENTRAL STAFF	5
2795	POLICE LIEUTENANT	2795.LIEUTENANT.POLICE.ADMN	CENTRAL STAFF	7
3230	ACCOUNTING SUPERVISOR II	3230.SUPERVISOR II.ACCOUNTING.ADMN	CENTRAL STAFF	6
3330	ACCOUNTING SUPERVISOR I	3330.SUPERVISOR I.ACCOUNTING.ADMN	CENTRAL STAFF	5
3600	AFTER SCHOOL SUPERVISOR	3600.SUPERVISOR.AFTER SCHOOL	CENTRAL STAFF	6
3605	AUDIT SUPERVISOR	3605.SUPERVISOR.AUDIT.ADMN	CENTRAL STAFF	6
3610	BUDGET SUPERVISOR	3610.SUPERVISOR.BUDGET.ADMN	CENTRAL STAFF	6
3615	CENTRAL OPERATIONS SUPERVISOR	3615.SUPERVISOR.CENTRAL OPER	CENTRAL STAFF	6
3617	COUNSELING SUPERVISOR	3617.SUPERVISOR.COUNSELING.ADMN	CENTRAL STAFF	6
3620	EMPLOYMENT SUPERVISOR	3620.SUPERVISOR.EMPLOYMENT.ADMN	CENTRAL STAFF	7
3625	GRANTS SUPERVISOR	3625.SUPERVISOR.GRANTS.ADMN	CENTRAL STAFF	4,6
3640	INVESTIGATIONS SUPERVISOR	3640.SUPERVISOR.INVESTIGATIONS	CENTRAL STAFF	7
3645	LIBRARY/MEDIA SUPERVISOR	3645.SUPERVISOR.LIBRARY/MEDIA	CENTRAL STAFF	5
3670	PSYCHOLOGIST SUPERVISOR	3670.SUPERVISOR.PSYCHOLOGIST	CENTRAL STAFF	5
3680	RECORDS SUPERVISOR	3680.SUPERVISOR.RECORDS.ADMN	CENTRAL STAFF	6
3690	TEXTBOOKS SUPERVISOR	3690.SUPERVISOR.TEXTBOOK.ADMN	CENTRAL STAFF	6
4055	SPECIALIST IV	4055.SPECIALIST IV.N/A.ADMN	CENTRAL STAFF	5,6
4120	EVALUATION SPECIALIST III	4120.SPECIALIST III.EVALUATION.ADMN	CENTRAL STAFF	6
4150	MULTILANGUAGE SPECIALIST III	4150.SPECIALIST III.MULTILANGUAGE	CENTRAL STAFF	5
4180	YOUTH AND FAMILY SPECIALIST III	4180.SPECIALIST III.YOUTH/FAMILY	CENTRAL STAFF	5
4205	SPECIALIST II	4205.SPECIALIST II.N/A.ADMN	CENTRAL STAFF	3,4,6
4210	ADULT BASIC EDUCATION SPECIALIST II	4210.SPECIALIST II.ABE.ADMN	CENTRAL STAFF	5
4215	AFTER SCHOOL SPECIALIST II	4215.SPECIALIST II.AFTER SCHOOL	CENTRAL STAFF	5
4220	BUDGET SPECIALIST II	4220.SPECIALIST II.BUDGET.ADMN	CENTRAL STAFF	5
4225	CAREER & TECHNOLOGY SPECIALIST II	4225.SPECIALIST II.CATE.ADMN	CENTRAL STAFF	6
4230	CONSTRUCTION SPECIALIST II	4230.SPECIALIST II.CONSTRUCTION	CENTRAL STAFF	5
4235	EARLY CHILDHOOD SPECIALIST II	4235.SPECIALIST II.EARLY CHILDHOOD	CENTRAL STAFF	5
4245	MULTILANGUAGE SPECIALIST II	4245.SPECIALIST II.MULTILANGUAGE	CENTRAL STAFF	4
4250	QUALITY CONTROL SPECIALIST II	4250.SPECIALIST II.QUALITY CONTROL	CENTRAL STAFF	5
4255	RISK MANAGEMENT SPECIALIST II	4250.SPECIALIST II.QUALITY CONTROL	CENTRAL STAFF	5,6
4260	STUDENT DISCIPLINE SPECIALIST II	4260.SPECIALIST II.STUDENT DISCIPL	CENTRAL STAFF	5
4265	TRAINING SPECIALIST II	4265.SPECIALIST II.TRAINING.ADMN	CENTRAL STAFF	5
4270	TRANSPORTATION SPECIALIST II	4270.SPECIALIST II.TRANSPORTATION	CENTRAL STAFF	5
4275	YOUTH AND FAMILY SPECIALIST II	4275.SPECIALIST II.YOUTH/FAMILY.ADMN	CENTRAL STAFF	4
4305	SPECIALIST I	4305.SPECIALIST I.N/A.ADMN	CENTRAL STAFF	3,5
4310	ADULT BASIC EDUCATION SPECIALIST I	4310.SPECIALIST I.ABE.ADMN	CENTRAL STAFF	4
4315	AFTER SCHOOL SPECIALIST I	4315.SPECIALIST I.AFTER SCHOOL.ADMN	CENTRAL STAFF	4
4320	BUDGET SPECIALIST I	4320.SPECIALIST I.BUDGET.ADMN	CENTRAL STAFF	4
4325	CAREER & TECHNOLOGY SPECIALIST I	4325.SPECIALIST I.CATE.ADMN	CENTRAL STAFF	4
4330	CONSTRUCTION SPECIALIST I	4330.SPECIALIST I.CONSTRUCTION	CENTRAL STAFF	4
4335	EARLY CHILDHOOD SPECIALIST I	4335.SPECIALIST I.EARLY CHILDHOOD	CENTRAL STAFF	4
4340	EVALUATION SPECIALIST I	4340.SPECIALIST I.EVALUATION.ADMN	CENTRAL STAFF	5
4345	MULTILANGUAGE SPECIALIST I	4345.SPECIALIST I.MULTILANGUAGE	CENTRAL STAFF	3
4350	QUALITY CONTROL SPECIALIST I	4350.SPECIALIST I.QUALITY CONTROL	CENTRAL STAFF	4
4355	RISK MANAGEMENT SPECIALIST I	4335.SPECIALIST I.EARLY CHILDHOOD	CENTRAL STAFF	4

**POSITION CLASSIFICATION SCHEDULE**  
**CAMPUS LEADERSHIP/CENTRAL STAFF/TECHNICAL STAFF**  
**16-GRADE SCHEDULE**

**CENTRAL STAFF, CONTINUED**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
4360	STUDENT DISCIPLINE SPECIALIST I	4360.SPECIALIST I.STUDENT DISCIPLI	CENTRAL STAFF	4
4365	TRAINING SPECIALIST I	4365.SPECIALIST I.TRAINING.ADMN	CENTRAL STAFF	4
4370	TRANSPORTATION SPECIALIST I	4370.SPECIALIST I.TRANSPORTATION	CENTRAL STAFF	4
4375	YOUTH AND FAMILY SPECIALIST I	4375.SPECIALIST I.YOUTH/FAMILY.ADMN	CENTRAL STAFF	3
4409	SENIOR EMPLOYMENT SPECIALIST	4409.SPECIALIST.SENIOR AC.ADMN	CENTRAL STAFF	6
4410	ALTERNATIVE CERTIFICATION SPECIALIST	4410.SPECIALIST.AC.ADMN	CENTRAL STAFF	5
4415	ADVANCED ACADEMIC SPECIALIST	4415.SPECIALIST.ADV ACADEMICS	CENTRAL STAFF	5
4420	ALTERNATIVE PROGRAM SPECIALIST	4420.SPECIALIST.ALT PROGRAM.	CENTRAL STAFF	5
4425	AREA SENIOR SPECIALIST	4425.SPECIALIST.AREA SENIOR.ADMN	CENTRAL STAFF	5
4430	AREA SPECIALIST	4430.SPECIALIST.AREA.ADMN	CENTRAL STAFF	5
4435	ASSETS SPECIALIST	4435.SPECIALIST.ASSETS.ADMN	CENTRAL STAFF	5
4440	BENEFITS SPECIALIST	4440.SPECIALIST.BENEFITS.ADMN	CENTRAL STAFF	5
4445	BOARD SPECIALIST	4445.SPECIALIST.BOARD.ADMN	CENTRAL STAFF	5
4450	BROADCAST SPECIALIST	4450.SPECIALIST.BROADCAST.ADMN	CENTRAL STAFF	5
4455	CERTIFICATION SPECIALIST	4455.SPECIALIST.CERTIFICATION.ADMN	CENTRAL STAFF	4
4460	CRISIS PREVENTION SPECIALIST	4460.SPECIALIST.CRISIS PREVENTION	CENTRAL STAFF	5
4465	CURRICULUM SPECIALIST	4465.SPECIALIST.CURRICULUM.ADMN	CENTRAL STAFF	5
4470	CUSTOMER SERVICE CTR SPECIALIST	4470.SPECIALIST.CUSTOMER SERVICE	CENTRAL STAFF	4,5
4475	DISTRICT ENGAGEMENT SPECIALIST	4475.SPECIALIST.DISTRICT ENGAGE.	CENTRAL STAFF	4
4480	DISTRICTWIDE SPECIALIST	4480.SPECIALIST.DISTRICT ACTIVITY	CENTRAL STAFF	4
4490	DRUG ABUSE PREVENTION SPECIALIST	4490.SPECIALIST.DRUG PREVENTION	CENTRAL STAFF	5
4495	EMPLOYMENT SPECIALIST	4495.SPECIALIST.EMPLOYMENT.ADMN	CENTRAL STAFF	6
4500	ENVIRONMENTAL SPECIALIST	4500.SPECIALIST.ENVIRONMENTAL	CENTRAL STAFF	6
4505	EQUITY/SCHOOL CHOICE SPECIALIST	4505.SPECIALIST.EQUITYSCHOOL	CENTRAL STAFF	5
4510	EXTENDED DAY/YEAR SPECIALIST	4510.RECEPTIONIST.N/A.OFIS	CENTRAL STAFF	6
4515	HEALTH SPECIALIST	4515.SPECIALIST.HEALTH.ADMN	CENTRAL STAFF	5
4520	HRIS SPECIALIST	4520.SPECIALIST.HRIS.ADMN	CENTRAL STAFF	5
4525	INSTRUCTIONAL TECH SPECIALIST	4525.SPECIALIST.INSTRUCTIONAL TECH	CENTRAL STAFF	4
4530	JROTC SPECIALIST	4530.SPECIALIST.JROTC.ADMN	CENTRAL STAFF	5,6
4535	LEAVES OF ABSENCE SPECIALIST	4535.SPECIALIST.LEAVE.ADMN	CENTRAL STAFF	5
4545	MEDIA AND EVENT SPECIALIST	4545.SPECIALIST.MEDIA AND EVENT	CENTRAL STAFF	5
4550	MWBE SPECIALIST	4550.SPECIALIST.MWBE.ADMN	CENTRAL STAFF	5
4555	NEW TEACHER SPECIALIST	4555.SPECIALIST.NEW TEACHER.ADMN	CENTRAL STAFF	5
4560	PRODUCTION SPECIALIST	4560.SPECIALIST.PRODUCTION.ADMN	CENTRAL STAFF	5
4575	PURCHASING SPECIALIST	4575.SPECIALIST.PURCHASING.ADMN	CENTRAL STAFF	5
4580	READING SPECIALIST	4580.SPECIALIST.READING.ADMN	CENTRAL STAFF	5
4585	RECONNECTION SPECIALIST	4585.SPECIALIST.RECONNECTION.ADMN	CENTRAL STAFF	4
4590	RECORDS SPECIALIST	4590.SPECIALIST.RECORDS.ADMN	CENTRAL STAFF	4
4595	SOCIAL STUDIES SPECIALIST	4595.SPECIALIST.SOCIAL STUDIES.ADMN	CENTRAL STAFF	4
4600	SPECIAL EDUCATION SPECIALIST	4600.SPECIALIST.SPECIAL EDUCATION	CENTRAL STAFF	4
4605	SPECIAL PROJECTS SPECIALIST	4605.SPECIALIST.SPECIAL PROJECTS	CENTRAL STAFF	4
4610	TEXTBOOK SPECIALIST	4610.SPECIALIST.TEXTBOOK.ADMN	CENTRAL STAFF	4
4615	USI SPECIALIST	4615.SPECIALIST.USI.ADMN	CENTRAL STAFF	5
4675	POLICE DETECTIVE	4675.DETECTIVE.POLICE.ADMN	CENTRAL STAFF	6
4685	POLICE SERGEANT	4685.SERGEANT.POLICE.ADMN	CENTRAL STAFF	5
4705	ACCOUNTANT III	4705.ACCOUNTANT III.N/A.ADMN	CENTRAL STAFF	5

**POSITION CLASSIFICATION SCHEDULE**  
 CAMPUS LEADERSHIP/CENTRAL STAFF/TECHNICAL STAFF  
 16-GRADE SCHEDULE

**CENTRAL STAFF, CONTINUED**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
4710	ACCOUNTANT II	4710.ACCOUNTANT II.N/A.ADMN	CENTRAL STAFF	4
4715	ACCOUNTANT I	4715.ACCOUNTANT I.N/A.ADMN	CENTRAL STAFF	3
4720	EVALUATION ANALYST	4720.ANALYST II.EVALUATION.TECH	CENTRAL STAFF	6
4760	COMPENSATION ANALYST	4760.ANALYST.COMPENSATION.ADMN	CENTRAL STAFF	6
4815	SENIOR ANALYST	4815.ANALYST.SENIOR.TECH	CENTRAL STAFF	5
4885	SENIOR AUDITOR	4885.AUDITOR.SENIOR.ADMN	CENTRAL STAFF	5
4890	AUDITOR	4890.AUDITOR.N/A.ADMN	CENTRAL STAFF	4
4901	SENIOR BUYER	4901.BUYER.SENIOR (PURCHASING)	CENTRAL STAFF	5
4906	PURCHASING BUYER	4906.BUYER.PURCHASING - APPROVAL	CENTRAL STAFF	4
4911	CONTRACT ADMINISTRATOR	4911.CONTRACT.ADMIN (PURCHASING)	CENTRAL STAFF	6
4920	VIDEO ENGINEER	4920.ENGINEER.VIDEO.ADMN	CENTRAL STAFF	6
4930	INVESTIGATOR	4930.INVESTIGATOR.N/A.ADMN	CENTRAL STAFF	5
4935	COMMUNITY LIAISON	4935.LIAISON.COMMUNITY.ADMN	CENTRAL STAFF	3
4936	SENIOR PARALEGAL	4936.PARALEGAL.SENIOR.ADMN	CENTRAL STAFF	5
4940	PARALEGAL	4940.PARALEGAL.N/A.ADMN	CENTRAL STAFF	3
4941	EXECUTIVE PLANNER	4941.PLANNER.EXECUTIVE.ADMN	CENTRAL STAFF	6
4950	OMBUDSMAN	4950.OMBUDSMAN.N/A.ADMN	CENTRAL STAFF	4
4955	RECRUITER	4955.RECRUITER.N/A.ADMN	CENTRAL STAFF	4
5110	TRAINING BUDGET ASSISTANT	5110.ASSISTANT.BUDGET.OFIS	CENTRAL STAFF	3
6150	TITLE I TEACHER	6150.TEACHER.TITLE I.TEAC	CENTRAL STAFF	3
6755	STAFF NURSE (NON-DEGREED)	6755.NURSE.N/A.NURS	CENTRAL STAFF	4
6770	CAMPUS SPECIALIST	6770.SPECIALIST.CAMPUS.INSS	CENTRAL STAFF	6
6860	SOCIAL SERVICES ADVISOR	6860.ADVISOR.SOCIAL SERVICES.ADMN	CENTRAL STAFF	4
6900	PROFESSIONAL REGISTRAR—HIGH	6900.REGISTRAR.PROFESSIONAL.ADMN	CENTRAL STAFF	4
7250	CUSTODIAL SPECIALIST	7250.CUSTODIAL.SPECIALIST.ADMN	CENTRAL STAFF	4
8150	MAINTENANCE SPECIALIST II	8150.SPECIALIST II.MAINTENANCE.ADMN	CENTRAL STAFF	7
8150	MAINTENANCE SPECIALIST II	8150.SPECIALIST II.MAINTENANCE.ADMN	CENTRAL STAFF	5
8160	MAINTENANCE SPECIALIST I	8160.SPECIALIST I.MAINTENANCE.ADMN	CENTRAL STAFF	3
8170	FACILITIES SPECIALIST	8170.SPECIALIST.FACILITY.ADMN	CENTRAL STAFF	4
8560	GRAPHICS SUPERVISOR	8560.SUPERVISOR.GRAPHICS.ADMN	CENTRAL STAFF	5
9020	FOOD SERVICES ADMIN TRAINEE	9020.TRAINEE.ADMINISTRATIVE FOOD	CENTRAL STAFF	3
9220	FOOD SERVICES SPECIALIST II	9220.SPECIALIST II.FOOD SERVICE.ADMN	CENTRAL STAFF	5
9230	FOOD SERVICES SPECIALIST I	9230.SPECIALIST I.FOOD SERVICE.ADMN	CENTRAL STAFF	4

**TECHNICAL STAFF**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
3635	HELP DESK SUPERVISOR	3635.SUPERVISOR.HELP DESK.TECH	TECHNICAL STAFF	5
4060	EVALUATION SPECIALIST IV	4060.SPECIALIST IV.EVALUATION	TECHNICAL STAFF	7
4120	EVALUATION SPECIALIST III	4120.SPECIALIST III.EVALUATION	TECHNICAL STAFF	6
4240	EVALUATION SPECIALIST II	4240.SPECIALIST II.EVALUATION.ADM	TECHNICAL STAFF	5
4340	EVALUATION SPECIALIST I	4340.SPECIALIST I.EVALUATION.ADM	TECHNICAL STAFF	5
4620	WEB SPECIALIST	4620.SPECIALIST.WEB.TECH	TECHNICAL STAFF	6
4720	EVALUATION ANALYST II	4720.ANALYST II.EVALUATION.TECH	TECHNICAL STAFF	6
4740	EVALUATION ANALYST I	4740.ANALYST I.EVALUATION.TECH	TECHNICAL STAFF	5
4765	EXECUTIVE ANALYST	4765.ANALYST.EXECUTIVE.TECH	TECHNICAL STAFF	6
4770	EXECUTIVE NETWORK ANALYST	4770.ANALYST.EXECUTIVE NETWORK	TECHNICAL STAFF	7

**POSITION CLASSIFICATION SCHEDULE**  
 CAMPUS LEADERSHIP/CENTRAL STAFF/TECHNICAL STAFF  
 16-GRADE SCHEDULE

**TECHNICAL STAFF, CONTINUED**

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
4775	EXECUTIVE SYSTEMS ANALYST	4775.ANALYST.EXECUTIVE SYSTEMS	TECHNICAL STAFF	7
4780	PRINCIPAL ANALYST	4780.ANALYST.PRINCIPAL.TECH	TECHNICAL STAFF	6
4785	PRINCIPAL DESKTOP ANALYST	4785.ANALYST.PRINCIPAL DESKTOP	TECHNICAL STAFF	6
4790	PRINCIPAL SYSTEMS ANALYST	4790.ANALYST.PRINCIPAL SYSTEMS	TECHNICAL STAFF	6
4795	PRINCIPAL PROGRAMMER ANALYST	4795.ANALYST.PRINCIPAL PROGRAM	TECHNICAL STAFF	6
4805	SENIOR PROGRAMMER ANALYST	4805.ANALYST.SENIOR PROGRAMMER	TECHNICAL STAFF	5
4810	PROGRAMMER ANALYST	4810.ANALYST.PROGRAMMER.TECH	TECHNICAL STAFF	4
4815	SENIOR ANALYST	4815.ANALYST.SENIOR.TECH	TECHNICAL STAFF	5
4820	SENIOR SYSTEMS ANALYST	4820.ANALYST.SENIOR SYSTEMS	TECHNICAL STAFF	5
4825	SYSTEMS ANALYST	4825.ANALYST.SYSTEMS.TECH	TECHNICAL STAFF	4
4830	TELECOMMUNICATIONS ANALYST	4830.ANALYST.TELECOMMUNICATION	TECHNICAL STAFF	5
4870	SENIOR DATABASE ADMINISTRATOR	4870.ADMINISTRATOR.SENIOR DATA	TECHNICAL STAFF	6
4919	PRINCIPAL ARCHITECT/ENGINEER	4919.ENGINEER.PRIN ARCHITECT	TECHNICAL STAFF	8
4920	VIDEO ENGINEER	4920.ENGINEER.VIDEO.ADMN	TECHNICAL STAFF	6
4941	EXECUTIVE PLANNER	4941.PLANNER.EXECUTIVE.ADMN	TECHNICAL STAFF	6
4945	FACILITIES PLANNER	4945.PLANNER.FACILITY.TECH	TECHNICAL STAFF	6
4960	EVALUATION TECHNICIAN	4960.TECHNICIAN.EVALUATION.TECH	TECHNICAL STAFF	4
4965	HELP DESK TECHNICIAN	4965.TECHNICIAN.HELP DESK.TECH	TECHNICAL STAFF	4
4970	PRINCIPAL NETWORK TECHNICIAN	4970.TECHNICIAN.PRINCIPAL NET	TECHNICAL STAFF	6
4975	SENIOR NETWORK TECHNICIAN	4975.TECHNICIAN.SENIOR NETWORK	TECHNICAL STAFF	5
4980	NETWORK TECHNICIAN	4980.TECHNICIAN.NETWORK.TECH	TECHNICAL STAFF	4
4985	SENIOR DESKTOP TECHNICIAN	4985.TECHNICIAN.SENIOR DESKTOP	TECHNICAL STAFF	5
9190	FOOD SERVICES PROGRAMMER	9190.PROGRAMMER.FOOD SERVICE	TECHNICAL STAFF	4

## POSITION CLASSIFICATION SCHEDULE

### SUPPORT STAFF 39-GRADE SCHEDULE

TEACHER ASSISTANTS				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
5655	CAMPUS MONITOR	5655.MONITOR.SCHOOL.PARA	PARAPROFESSIONAL	7
56C0	TEACHER ASSISTANT	5680.TEACHER ASSISTANT.I.AIDE	PARAPROFESSIONAL	7,10,12, 18,19
56F0	TEACHER ASSISTANT	56C0.TEACHER ASSISTANT.ACADEMY	PARAPROFESSIONAL	7,10,12, 18,19
56G0	TEACHER ASSISTANT	56F0.TEACHER ASSIST.BILINGUAL/ESL	PARAPROFESSIONAL	7,10,12, 18,19
56H0	TEACHER ASSISTANT	56G0.TEACHER ASSIST.DUTY FREE	PARAPROFESSIONAL	7,10,12, 18,19
56K0	TEACHER ASSISTANT	56H0.TEACHER ASSISTANT.ESOL.AIDE	PARAPROFESSIONAL	7,10,12, 18,19
56KB	TEACHER ASSISTANT	56K0.TEACHER ASSISTANT.PRE-K.	PARAPROFESSIONAL	7,10,12, 18,19
56M0	TEACHER ASSISTANT	56KB.TEACHER ASSIST.PRE-K BIL	PARAPROFESSIONAL	7,10,12, 18,19
56Q0	TEACHER ASSISTANT	56M0.TEACHER ASSIST.READ IMPROV	PARAPROFESSIONAL	7,10,12, 18,19
56R0	TEACHER ASSISTANT	56Q0.TEACHER ASSIST.SIS - MS - M3	PARAPROFESSIONAL	7,10,12, 18,19
56R0	TEACHER ASSISTANT	56R0.TEACHER ASSIST.PROG REMED	PARAPROFESSIONAL	7,10,12, 18,19
56T0	TEACHER ASSISTANT	56R0.TEACHER ASSISTANT.SIS - ES	PARAPROFESSIONAL	7,10,12, 18,19
56U0	TEACHER ASSISTANT	56T0.TEACHER ASSIST.PROG REMED	PARAPROFESSIONAL	7,10,12, 18,19
56V0	TEACHER ASSISTANT	56U0.TEACHER ASSISTANT.SIS - ES	PARAPROFESSIONAL	7,10,12, 18,19
58L0	TEACHER ASSISTANT	5715.TEACHER ASSISTANT.TITLE 1	PARAPROFESSIONAL	7,10,12, 18,19
5670	TEACHER ASSISTANT	5660.TEACHER ASSISTANT.III.AIDE	PARAPROFESSIONAL	7,10,12, 18,19
5670	TEACHER ASSISTANT	6230.TEACHER ASSISTANT.TITLE I	PARAPROFESSIONAL	7,10,12, 18,19
5680	TEACHER ASSISTANT	5670.TEACHER ASSISTANT.II.AIDE	PARAPROFESSIONAL	7,10,12, 18,19
5715	TEACHER ASSISTANT	56V0.TEACHER ASSISTANT.SIS - HS	PARAPROFESSIONAL	7,10,12, 18,19
6210	TEACHER ASSISTANT	58L0.TEACHER ASSIST.SPECIAL ED	PARAPROFESSIONAL	7,10,12, 18,19
6230	TEACHER ASSISTANT	6210.TEACHER ASSISTANT.N/A.AIDE	PARAPROFESSIONAL	7,10,12, 18,19
BILINGUAL/DEAF EDUCATION				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
5640	PARAPROFESSIONAL	5640.INTERPRETER.II.AIDE	DEAF EDUCATION	33
5645	PARAPROFESSIONAL	5645.INTERPRETER.I.AIDE	DEAF EDUCATION	32
5670	PARAPROFESSIONAL	5670.TEACHER ASSISTANT.II.AIDE	DEAF EDUCATION	32
5915	PARAPROFESSIONAL	5915.PARAPROFESSIONAL II.BIL	DEAF EDUCATION	34
5925	PARAPROFESSIONAL	5925.PARAPROFESSIONAL DEAF.AIDE	DEAF EDUCATION	34
OFFICE SUPPORT STAFF				
<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
5009	EXECUTIVE ADMINISTRATIVE ASSISTANT	5009.ADMINISTRATIVE.EXEC ASSIST	SUPPORT STAFF	37
5010	ADMINISTRATIVE ASSISTANT V	5010.ASSISTANT V.ADMINISTRATIVE	SUPPORT STAFF	32
5030	ADMINISTRATIVE ASSISTANT IV	5030.ASSISTANT IV.ADMINISTRATIVE	SUPPORT STAFF	29
5050	ADMINISTRATIVE ASSISTANT III	5050.ASSISTANT III.ADMINISTRATIVE	SUPPORT STAFF	20
5051	ACCOUNTING ASSISTANT III	5051.ASSISTANT III.ACCOUNTING.OFIS	SUPPORT STAFF	32
5070	ADMINISTRATIVE ASSISTANT II	5070.ASSISTANT II.ADMINISTRATIVE	SUPPORT STAFF	13
5071	ACCOUNTING ASSISTANT II	5071.ASSISTANT II.ACCOUNTING.OFIS	SUPPORT STAFF	29

## POSITION CLASSIFICATION SCHEDULE

### SUPPORT STAFF 39-GRADE SCHEDULE

#### OFFICE SUPPORT STAFF, CONTINUED

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
5090	ADMINISTRATIVE ASSISTANT I	5090.ASSISTANT I.ADMINISTRATIVE.	SUPPORT STAFF	8
5091	ACCOUNTING ASSISTANT I	5091.ASSISTANT I.ACCOUNTING.OFIS	SUPPORT STAFF	20
5120	BUYER ASSISTANT	5120.ASSIST.BUYER (PURCHASING).	SUPPORT STAFF	32
5130	COMPUTER OPERATOR II	5130.COMPUTER II.OPERATOR.OFIS	SUPPORT STAFF	32
5140	COMPUTER OPERATOR I	5140.COMPUTER I.OPERATOR.OFIS	SUPPORT STAFF	29
5142	TEXTBOOK CUSTODIAN	5142.CUSTODIAN.TEXTBOOK.OFIS	SUPPORT STAFF	20
5160	AREA OFFICE MANAGER	5160.OFFICE MANAGER.AREA.OFIS	SUPPORT STAFF	32
5170	RECEPTIONIST	5170.RECEPTIONIST.N/A.OFIS	SUPPORT STAFF	6
5190	OPERATIONS SUPERVISOR I	5190.SUPERVISOR I.OPERATIONS.	SUPPORT STAFF	32
5210	SWITCHBOARD OPERATOR	5210.SWITCHBOARD.OPERATOR.OFIS	SUPPORT STAFF	6
5250	DATA TECHNICIAN IV	5250.TECHNICIAN IV.DATA.OFIS	SUPPORT STAFF	32
5250	DATA TECHNICIAN IV	5250.TECHNICIAN IV.DATA.OFIS	SUPPORT STAFF	32
5260	DATA TECHNICIAN III	5260.TECHNICIAN III.DATA.OFIS	SUPPORT STAFF	29
5270	DATA TECHNICIAN II	5270.TECHNICIAN II.DATA.OFIS	SUPPORT STAFF	20
5280	DATA TECHNICIAN I	5280.TECHNICIAN I.DATA.OFIS	SUPPORT STAFF	13
5410	OFFICE MANAGER – HIGH SCHOOL	5410.OFFICE MANAGER.HS.S/CL	SUPPORT STAFF	32
5410	OFFICE MANAGER – HS (MANN/METRO)	5410.OFFICE MANAGER.HS.S/CL	SUPPORT STAFF	32
5430	OFFICE MANAGER – MIDDLE SCHOOL	5430.OFFICE MANAGER.MS.S/CL	SUPPORT STAFF	29
5450	OFFICE MANAGER – ELEMENTARY SCHOOL	5450.OFFICE MANAGER.ES.S/CL	SUPPORT STAFF	29
5510	FINANCIAL CLERK	5510.CLERK.FINANCIAL HS.S/CL	SUPPORT STAFF	21
5540	OFFICE ASSISTANT (SCHOOL CLERK)	5540.CLERK.SCHOOL.S/CL	SUPPORT STAFF	7
5540	OFFICE ASSISTANT (SCHOOL CLERK)	5540.CLERK.SCHOOL.S/CL	SUPPORT STAFF	8
5550	DATA CONTROLLER – HIGH SCHOOL- METRO	5550.CONTROLLER.DATA HS.S/CL	SUPPORT STAFF	20
5550	DATA CONTROLLER – HIGH SCHOOL	5550.CONTROLLER.DATA HS.S/CL	SUPPORT STAFF	21
5560	DATA CONTROLLER – MIDDLE SCHOOL	5560.CONTROLLER.DATA MS.S/CL	SUPPORT STAFF	21
5570	DATA CONTROLLER – ELEMENTARY SCHOOL	5570.CONTROLLER.COMP RECORD	SUPPORT STAFF	21
5580	SUPPORT REGISTRAR – MIDDLE SCHOOL	5580.REGISTRAR.MS.S/CL	SUPPORT STAFF	14
5590	SUPPORT REGISTRAR – HIGH SCHOOL	5590.REGISTRAR.HS.S/CL	SUPPORT STAFF	30
5630	MEDIA ASSISTANT	5630.ASSISTANT.MEDIA.OFIS	SUPPORT STAFF	8
7225	MILITARY SUPPLY CUSTODIAN	7225.CUSTODIAN.MILITARY SUPPLY	SUPPORT STAFF	32

#### SUPPORT SUPERVISORS

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
5005	ADMINISTRATIVE ASST TO THE GENERAL SUP	5005.ADMIN.ASST TO GENERAL SUPT	SUPERVISORS-EXEMPT	39
5175	OPERATIONS SUPERVISOR IV	5175.SUPERVISOR IV.OPERATIONS	SUPERVISORS-EXEMPT	39
5180	OPERATIONS SUPERVISOR III	5180.SUPERVISOR III.OPERATIONS	SUPERVISORS-EXEMPT	38
5185	OPERATIONS SUPERVISOR II	5185.SUPERVISOR II.OPERATIONS	SUPERVISORS-EXEMPT	35
8250	FIELD SUPERVISOR	8250.SUPERVISOR.FIELD OPER	SUPERVISORS-EXEMPT	38
8255	GENERAL MAINTENANCE SUPERVISOR	8255.SUPERVISOR.GENERAL MAIN	SUPERVISORS-EXEMPT	39
8540	SERVICE CENTER SUPERVISOR II	8540.SUPERVISOR II.SERVICE CTR	SUPERVISORS-EXEMPT	38
8650	GRAPHICS DESIGNER	8650.GRAPHICS.DESIGNER.GRAP	SUPERVISORS-EXEMPT	38

#### SECURITY

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
5610	YOUTH ACTION CENTER SECURITY ADVISOR	5610.ADVISOR I.SECURITY - YAC.YAC	SECURITY	35
5930	ADVISOR PARAPROFESSIONAL (SECURITY)	5930.PARAPROFESSIONAL.ADVISOR	SECURITY	21
8565	SECURITY SUPERVISOR	8565.SUPERVISOR.SECURITY.SECU	SECURITY	17
8675	CAMPUS OFFICER	8675.OFFICER.CAMPUS.SECU	SECURITY	11
8680	SCHOOL POLICE OFFICER	8680.OFFICER.SCHOOL POLICE.SECU	SECURITY	36



## POSITION CLASSIFICATION SCHEDULE

### SUPPORT STAFF 39-GRADE SCHEDULE

#### MAINTENANCE OPERATIONS

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
7000	FACILITY SUPERVISOR V (FORMER MULTI SKILLS)	7000.SUPERVISOR.FACILITY V.CUST	MAINTENANCE	31
7010	FACILITY SUPERVISOR IV (FORMER MULTI SKILLS)	7010.SUPERVISOR.FACILITY IV.CUST	MAINTENANCE	27
7020	FACILITY SUPERVISOR III	7020.SUPERVISOR.FACILITY III.CUST	MAINTENANCE	16
7020	FACILITY SUPERVISOR III (FORMER MULTI SKILLS)	7020.SUPERVISOR.FACILITY III.CUST	MAINTENANCE	24
7040	FACILITY SUPERVISOR II	7040.SUPERVISOR.FACILITY II.CUST	MAINTENANCE	15
7040	FACILITY SUPERVISOR II (FORMER MULTI SKILLS)	7040.SUPERVISOR.FACILITY II.CUST	MAINTENANCE	22
7060	FACILITY SUPERVISOR I	7060.SUPERVISOR.FACILITY I.CUST	MAINTENANCE	13
7060	FACILITY SUPERVISOR I (FORMER MULTI SKILLS)	7060.SUPERVISOR.FACILITY I.CUST	MAINTENANCE	20
7100	CUSTODIAL LEADPERSON V	7100.LEADPERSON.CUSTODIAL V	MAINTENANCE	16
7100	CUSTODIAL LEADPERSON V (FORMER MULTI SKILLS)	7100.LEADPERSON.CUSTODIAL V	MAINTENANCE	22
7110	CUSTODIAL LEADPERSON IV	7110.LEADPERSON.CUSTODIAL IV	MAINTENANCE	15
7110	CUSTODIAL LEADPERSON IV (FORMER MULTI SKILLS)	7110.LEADPERSON.CUSTODIAL IV	MAINTENANCE	20
7120	CUSTODIAL LEADPERSON III	7120.LEADPERSON.CUSTODIAL III	MAINTENANCE	13
7120	CUSTODIAL LEADPERSON III (FORMER MULTI SKILLS)	7120.LEADPERSON.CUSTODIAL III	MAINTENANCE	19
7130	CUSTODIAL LEADPERSON II	7130.LEADPERSON.CUSTODIAL II.	MAINTENANCE	11
7130	CUSTODIAL LEADPERSON II (FORMER MULTI SKILLS)	7130.LEADPERSON.CUSTODIAL II	MAINTENANCE	17
7150	CUSTODIAL LEADPERSON I	7150.LEADPERSON.CUSTODIAL I.CUST	MAINTENANCE	9
7150	CUSTODIAL LEADPERSON I (FORMER MULTI SKILLS)	7150.LEADPERSON.CUSTODIAL I.CUST	MAINTENANCE	16
7210	CUSTODIAN	7210.CUSTODIAN.N/A.CUST	MAINTENANCE	2
7210	CUSTODIAN (FORMER MULTI-SKILLS)	7210.CUSTODIAN.N/A.CUST	MAINTENANCE	4
7240	CUSTODIAL FLOATER	7240.CUSTODIAL.FLOATER.CUST	MAINTENANCE	19
7600	CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	MAINTENANCE	24
7600	CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	MAINTENANCE	26
7600	LICENSED CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	MAINTENANCE	30
7600	SENIOR CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	MAINTENANCE	30
7600	LICENSED SENIOR CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	MAINTENANCE	32
7610	CRAFTSPERSON APPRENTICE	7610.CRAFTSPERSON.APPRENTICE	MAINTENANCE	13
7820	LABORER	7820.LABORER.UTILITIES.MAIN	MAINTENANCE	2
8050	MAINTENANCE DRIVER	8050.DRIVER.MAINTENANCE.MAIN	MAINTENANCE	5
8100	GROUNDS CREW LEADPERSON	8100.GROUNDS CREW.LEADPERSON	MAINTENANCE	19
8120	PLANT OPERATOR	8120.OPERATOR.PLANT.MAIN	MAINTENANCE	19
8120	PLANT OPERATOR (FORMER MULTI SKILLS)	8120.OPERATOR.PLANT.MAIN	MAINTENANCE	27
8300	MAINTENANCE SUPERVISOR	8300.SUPERVISOR.MAINTENANCE	MAINTENANCE	35
8300	LICENSED MAINTENANCE SUPERVISOR	8300.SUPERVISOR.MAINTENANCE	MAINTENANCE	37
8350	SENIOR TELECOMMUNICATIONS TECH	8350.TECHNICIAN.SR TELECOM	MAINTENANCE	30
8355	TELECOMMUNICATIONS TECHNICIAN	8355.TECHNICIAN.TELECOM	MAINTENANCE	26
8580	PARKING LOT ATTENDANT	8580.ATTENDANT.PARKING LOT.CUST	MAINTENANCE	1
N/A	CUSTODIAL LEAD INTERN	N/A	MAINTENANCE	19

## POSITION CLASSIFICATION SCHEDULE

### SUPPORT STAFF 39-GRADE SCHEDULE

#### GRAPHICS

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
8657	GRAPHICS IV	8657.GRAPHICS.LEVEL IV.GRAP	GRAPHICS	34
8658	GRAPHICS III	8658.GRAPHICS.LEVEL III.GRAP	GRAPHICS	24
8659	GRAPHICS II	8659.GRAPHICS.LEVEL II.GRAP	GRAPHICS	13
8660	GRAPHICS I	8660.GRAPHICS.LEVEL I.GRAP	GRAPHICS	5

#### SERVICE CENTER

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
8550	SERVICE CENTER SUPERVISOR	8550.SUPERVISOR I.SERVICE CTR.	SERVICE CENTER	33
8570	SERVICE CENTER ASSISTANT SUPERVISOR	8570.SUPERVISOR.ASSISTANT SC.	SERVICE CENTER	31
8620	DRIVER HELPER	8620.DRIVER.HELPER.MAIN	SERVICE CENTER	5
8630	TRUCK DRIVER LEADPERSON	8630.DRIVER.TRUCK - LEADPERSON	SERVICE CENTER	24
8635	TRUCK DRIVER	8635.DRIVER.TRUCK.MAIN	SERVICE CENTER	20
8670	SECURITY GUARD	8670.GUARD.SECURITY.SECU	SERVICE CENTER	13
8690	SERVICE CENTER REPAIRPERSON	8690.REPAIR PERSON.SERVICE CTR	SERVICE CENTER	24
8695	SERVICE CENTER UTILITY PERSON	8695.UTILITY PERSON.SERVICE CTR	SERVICE CENTER	9
8740	WAREHOUSE LEADPERSON	8740.WAREHOUSE PERSON.LEAD	SERVICE CENTER	26
8745	WAREHOUSEPERSON	8745.WAREHOUSE PERSON.N/A.MAIN	SERVICE CENTER	22
9240	TRUCK DRIVER PERSON (FOOD SERVICES)	9240.WAREHOUSE PERSON.LEAD.FOOD	SERVICE CENTER	26

#### FOOD SERVICES

<u>JOB CODE</u>	<u>POSITION TITLE</u>	<u>ORACLE NAME</u>	<u>EMPLOYEE GROUP</u>	<u>GRADE</u>
9090	SCHOOL CAFETERIA SUPERVISOR V PLUS	9090.PARA.SUP.LEVEL V PLUS.FOOD	FOOD SERVICE	30
9100	SCHOOL CAFETERIA SUPERVISOR V	9100.PARA.SUPERVISOR LEVEL V.FOOD	FOOD SERVICE	28
9110	SCHOOL CAFETERIA SUPERVISOR IV	9110.PARA.SUPERVISOR LEVEL IV.FOOD	FOOD SERVICE	25
9120	SCHOOL CAFETERIA SUPERVISOR III	9120.PARA.SUPERVISOR LEVEL III.FOOD	FOOD SERVICE	23
9130	SCHOOL CAFETERIA SUPERVISOR II	9130.PARA.SUPERVISOR LEVEL II.FOOD	FOOD SERVICE	20
9140	SCHOOL CAFETERIA SUPERVISOR I	9140.PARA.SUPERVISOR LEVEL I	FOOD SERVICE	19
9160	FOOD SERVICES MANAGER TRAINEE	9160.TRAINEE.SUPERVISOR.FOOD	FOOD SERVICE	15
9210	FOOD SERVICES TECHNICIAN	9210.TECHNICIAN.FOOD SERVICE	FOOD SERVICE	5
9280	FOOD SERVICES ASSISTANT	9280.ASSISTANT.FOOD SERVICE	FOOD SERVICE	3

**TEACHERS  
RELATED INSTRUCTIONAL PERSONNEL  
PROFESSIONAL SUPPORT EMPLOYEES**

# 2005-2006 TEXAS STATE MINIMUM SALARY SCHEDULE

## CLASSROOM TEACHERS, FULL-TIME LIBRARIANS, COUNSELORS AND SCHOOL NURSES

The proposed state base salary schedule below applies only to classroom teachers, full-time librarians, full-time counselors, and full-time nurses. There is no state minimum salary for any other position.

Section 21.401 of the Texas Education Code specifies that an educator employed under a 10-month contract must provide a minimum of 187 days of service.

**Prepared by the Texas Education Agency for the 2005-06 School Year  
Monthly Salary Based on the Standard 10-Month Contract  
To be Proposed as Part of Amendments to 19 TAC 153.1022**

<b>EXPERIENCE CYS*</b>	<b>MONTHLY AMOUNTS</b>	<b>ANNUAL AMOUNTS**</b>
0	2,482	24,820
1	2,541	25,410
2	2,599	25,990
3	2,658	26,580
4	2,782	27,820
5	2,906	29,060
6	3,030	30,300
7	3,145	31,450
8	3,254	32,540
9	3,357	33,570
10	3,454	34,540
11	3,546	35,460
12	3,634	36,340
13	3,715	37,150
14	3,793	37,930
15	3,866	38,660
16	3,936	39,360
17	4,001	40,010
18	4,063	40,630
19	4,122	41,220
20 AND OVER	4,177	41,770

# POSITION SCHEDULE

## TEACHER PERSONNEL

BELOW ARE TITLES FOR POSITIONS INCLUDED IN THIS SECTION. FOR THESE POSITIONS, PLEASE USE THE FOLLOWING PAGES AS A REFERENCE REGARDING SALARIES.

NOTE: AS NEW/REVISED JOB CODES AND/OR POSITION TITLES ARE APPROVED, THIS INFORMATION WILL BE UPDATED AND REPLACED.

JOB CODE	JOB NAME	ORACLE JOB NAME
6000	TEACHER CTU	6000.TEACHER.CTU.TEAC
6010	CATE TEACHER	6010.TEACHER.CATE.TEAC
6020	CATE CAREER PREP TEACHER	6020.TEACHER.CATE CAREER PREP.TEAC
6030	CATE PEL TEACHER	6030.TEACHER.PRE EMPLOYMENT.TEAC
6040	CATE FCSCP/AG SCI TEACHER	6040.TEACHER.CATE FCSCP/AG SCI.TEAC
6050	VOCATIONAL ADJUSTMENT TEACHER	6050.TEACHER.VOCATIONAL ADJUSTMENT.TEAC
6060	SPECIAL EDUCATION TEACHER	6060.TEACHER.SPECIAL EDUCATION.TEAC
6061	SPEC ED/ADAPTIVE PE TEACHER	6061.TEACHER.SPEC ED/ADAPTIVE PE.TEAC
6064	SPEC ED/HOSPITAL/HOMEBOUND TEACHER	6064.TEACHER.SPEC ED/HOSPITAL/HOMEBOUND.TEAC
6065	SPEC ED/ITINERANT VISION	6065.TEACHER.SPEC ED/ITINERANT VISION.TEAC
6066	SPEC ED/ITINERANT TEACHER	6066.TEACHER.SPEC ED/ITINERANT.TEAC
60C0	ACADEMY/VANGUARD TEACHER	60C0.TEACHER.ACADEMY/VANGUARD.TEAC
60D0	FINE ARTS TEACHER	60D0.TEACHER.FINE ARTS.TEAC
60E0	BASIC SKILLS TEACHER	60E0.TEACHER.BASIC SKILLS.TEAC
60F0	BILINGUAL TEACHER	60F0.TEACHER.BILINGUAL.TEAC
60G0	DUTY FREE TEACHER	60G0.TEACHER.DUTY FREE.TEAC
60H0	ESOL TEACHER	60H0.TEACHER.ESOL.TEAC
60I0	ALTERNATIVE EDUCATION TEACHER	60I0.TEACHER.ALTERNATIVE EDUCATION.TEAC
60J0	TAG TEACHER	60J0.TEACHER.TAG.TEAC
60K0	PRE-K TEACHER	60K0.TEACHER.PRE-K.TEAC
60KB	PRE-K BILINGUAL TEACHER	60KB.TEACHER.PRE-K BILINGUAL.TEAC
60M0	READING IMPROVEMENT TEACHER	60M0.TEACHER.READING IMPROVEMENT.TEAC
60N0	TUTOR TEACHER	60N0.TEACHER.TUTOR.P
60P0	NEWCOMER TEACHER	60P0.TEACHER.NEWCOMER.TEAC
60Q0	SIS - MS - M3 TEACHER	60Q0.TEACHER.SIS - MS - M3.TEAC
60R0	SIS - ES - J9 TEACHER	60R0.TEACHER.SIS - ES - J9.TEAC
60S0	MAGNET TEACHER	60S0.TEACHER.MAGNET.TEAC
60T0	SPECIAL TEACHER	60T0.TEACHER.SPECIAL.TEAC
60U0	SIS - ES - K9 TEACHER	60U0.TEACHER.SIS - ES - K9.TEAC
60V0	SIS - HS - M8 TEACHER	60V0.TEACHER.SIS - HS - M8.TEAC
60W0	ESL TEACHER	60W0.TEACHER.ESL.TEAC
60X0	READING DEMO/COMPUTER TEACHER	60X0.TEACHER.READING DEMO/COMPUTER.TEAC
60Z0	HONORS TEACHER	60Z0.TEACHER.HONORS.TEAC
6100	CLUSTER LEAD TEACHER	6100.COORDINATOR.CLUSTER.TEAC
6120	CATE DCP TEACHER	6120.TEACHER.CATE DCP.TEAC
6150	TITLE I TEACHER	6150.TEACHER.TITLE I.TEAC
615E	ESL TITLE I TEACHER	615E.TEACHER.ESL TITLE 1.TEAC
6160	5-6 TEACHER	6160.TEACHER.5-6.TEAC
6180	BILINGUAL TITLE 1 TEACHER	6180.TEACHER.BILINGUAL TITLE 1.TEAC
6190	INSTRUMENTAL TEACHER	6190.TEACHER.INSTRUMENTAL MUSIC.TEAC
61F0	BILINGUAL 5-6 GRADE TEACHER	61F0.TEACHER.BILINGUAL 5-6 GRADE.TEAC
61W0	ESL 5-6 TEACHER	61W0.TEACHER.ESL 5-6.TEAC
6200	ROTC HS TEACHER	6200.TEACHER.ROTC HS.TEAC
6210	ROTC MS TEACHER	6210.TEACHER.ROTC MS.TEAC
6235	FRESHMAN SLC TEACHER	6235.TEACHER.FRESHMAN SLC.TEAC
6290	CATE - MS TEACHER	6290.TEACHER.CATE - MS.TEAC
6300	HEAD COACH TEACHER	6300.TEACHER.HEAD COACH.TEAC
6310	ITINERANT TEACHER	6310.TEACHER.ITINERANT.TEAC
63AC	AC TEACHER	63AC.TEACHER.AC.TEAC
6400	COMPENSATORY EDUCATION TEACHER	6400.TEACHER.COMPENSATORY EDUCATION.TEAC
6410	GED TEACHER	6410.TEACHER.GED.TEAC
6420	CATE PRESCHOOL TEACHER	6420.TEACHER.CATE PRESCHOOL.TEAC

# SALARY SCHEDULE

## TEACHER POSITIONS

THE BASE SCHEDULES ARE 187/193-DAYS. EXTENDED-DAY SCHEDULES FOR 195, 202, 205, 207, 215, AND 226 DAYS ARE BASED ON THE 187-DAY SCHEDULES FOR EACH OF THE DEGREES LISTED BELOW. (NOTE: CYS INDICATES CREDITABLE YEARS OF SERVICE FOR ALL SALARY SCHEDULES.) ALL SALARIES REFLECTED ON THESE SCHEDULES ARE AN ANNUAL, 100 PERCENT FULL-TIME EQUIVALENT (FTE) ASSIGNMENT. PART-TIME TEACHER SALARIES WOULD BE A REFLECTION OF THE EMPLOYEE'S FTE PERCENT OF THAT ASSIGNMENT.

BACHELOR'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		187/193	195	202	205	207	215	226
1	0-2	39,150	40,825	42,290	42,918	43,337	45,012	47,315
2	3-6	40,650	42,389	43,911	44,563	44,998	46,737	49,128
3	7-9	42,550	44,370	45,963	46,646	47,101	48,921	51,424
4	10-12	44,450	46,352	48,016	48,729	49,204	51,106	53,720
5	13-16	46,176	48,151	49,880	50,621	51,115	53,090	55,806
6	17-19	48,236	50,300	52,105	52,879	53,395	55,459	58,296
7	20-22	49,781	51,911	53,774	54,573	55,105	57,235	60,163
8	23-26	51,841	54,059	55,999	56,831	57,385	59,603	62,653
9	27-28	53,953	56,261	58,281	59,146	59,723	62,032	65,205
10	29-30	55,292	57,657	59,727	60,614	61,206	63,571	66,823
OVER MAX	31+	56,114	58,515	60,615	61,515	62,115	64,516	67,817
PAY GRADE		001B	0M1B	0N1B	0P1B	0V1B	0R1B	0U1B

MASTER'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		187/193	195	202	205	207	215	226
1	0-2	40,150	41,868	43,371	44,015	44,444	46,162	48,524
2	3-6	42,150	43,953	45,531	46,207	46,658	48,461	50,941
3	7-9	43,950	45,830	47,475	48,180	48,651	50,531	53,116
4	10-12	45,970	47,937	49,657	50,395	50,887	52,853	55,557
5	13-16	48,442	50,514	52,328	53,105	53,623	55,695	58,545
6	17-19	50,811	52,985	54,887	55,702	56,245	58,419	61,408
7	20-22	53,180	55,455	57,446	58,299	58,868	61,143	64,271
8	23-26	55,755	58,140	60,227	61,122	61,718	64,103	67,383
9	27-28	59,875	62,436	64,678	65,638	66,279	68,840	72,362
10	29-30	61,369	63,994	66,292	67,276	67,933	70,558	74,168
OVER MAX	31+	62,282	64,946	67,278	68,277	68,943	71,608	75,271
PAY GRADE		001M	0M1M	0N1M	0P1M	0V1M	0R1M	0U1M

DOCTORATE DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		187/193	195	202	205	207	215	226
1	0-2	42,150	43,953	45,531	46,207	46,658	48,461	50,941
2	3-6	44,150	46,039	47,691	48,400	48,872	50,761	53,358
3	7-9	46,050	48,020	49,744	50,483	50,975	52,945	55,654
4	10-12	48,442	50,514	52,328	53,105	53,623	55,695	58,545
5	13-16	50,811	52,985	54,887	55,702	56,245	58,419	61,408
6	17-19	53,180	55,455	57,446	58,299	58,868	61,143	64,271
7	20-22	55,755	58,140	60,227	61,122	61,718	64,103	67,383
8	23-26	58,639	61,148	63,343	64,283	64,911	67,419	70,869
9	27-28	61,987	64,639	66,959	67,954	68,617	71,268	74,915
10	29-30	63,532	66,250	68,628	69,647	70,327	73,045	76,782
OVER MAX	31+	64,478	67,236	69,650	70,684	71,374	74,132	77,925
PAY GRADE		001D	0M1D	0N1D	0P1D	0V1D	0R1D	0U1D

# POSITION SCHEDULE

## RELATED INSTRUCTIONAL PERSONNEL

BELOW ARE TITLES FOR POSITIONS INCLUDED IN THIS SECTION. FOR THESE POSITIONS, PLEASE USE THE FOLLOWING PAGES AS A REFERENCE REGARDING SALARIES.

NOTE: AS NEW/REVISED JOB CODES AND/OR POSITION TITLES ARE APPROVED, THIS INFORMATION WILL BE UPDATED AND REPLACED.

JOB CODE	JOB NAME	ORACLE JOB NAME
4335	EARLY CHILDHOOD SPECIALIST	4335.SPECIALIST I.EARLY CHILDHOOD.ADMN
4490	DRUG PREVENTION SPECIALIST	4490.SPECIALIST.DRUG PREVENTION.ADMN
4525	INSTRUCTIONAL TECHNOLOGY SPECIALIST	4525.SPECIALIST.INSTRUCTIONAL TECHNOLOGY.ADMN
4580	READING SPECIALIST	4580.SPECIALIST.READING.ADMN
6710	AUDIOLOGIST	6710.AUDIOLOGIST.N/A.APSY
6720	PSYCHOLOGY INTERN	6720.INTERN.PSYCHOLOGY.PSYL
6750	STAFF DEGREED NURSE	6750.NURSE.STAFF DEGREED.NURS
6755	NURSE	6755.NURSE.N/A.NURS
6775	INSTRUCTIONAL SPECIALIST	6775.SPECIALIST.INSTRUCTIONAL.INSS
6785	MEDIA SPECIALIST	6785.SPECIALIST.MEDIA.LIBR
6795	YAC SPECIALIST II	6795.SPECIALIST.Y A C.YAC
6820	HEAD TRAINER	6820.TRAINER.HEAD.THER
6825	TRAINER	6825.TRAINER.N/A.THER
6930	MOBILITY THERAPIST	6930.THERAPIST.MOBILITY.THER
6945	SPEECH THERAPIST ASSISTANT	6945.THERAPIST ASSISTANT.SPEECH.TEAC

## SALARY SCHEDULE

### RELATED INSTRUCTIONAL PERSONNEL

THE BASE SCHEDULES ARE 185/187/193-DAYS. EXTENDED-DAY SCHEDULES FOR 195, 200, 205, 215, 217, AND 226 DAYS ARE BASED ON THE 185-DAY SCHEDULES FOR EACH OF THE DEGREES LISTED BELOW. ALL SALARIES REFLECTED ON THESE SCHEDULES ARE AN ANNUAL, 100 PERCENT FULL-TIME EQUIVALENT (FTE) ASSIGNMENT. PART-TIME TEACHER SALARIES WOULD BE A REFLECTION OF THE EMPLOYEE'S FTE PERCENT OF THAT ASSIGNMENT. (NOTE: CYS INDICATES CREDITABLE YEARS OF SERVICE FOR ALL SALARY SCHEDULES.)

BACHELOR'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		185/187/193	195	200	205	215	217	226
1	0-2	39,150	41,266	42,324	43,382	45,499	45,922	47,826
2	3-6	40,650	42,847	43,946	45,045	47,242	47,681	49,659
3	7-9	42,550	44,850	46,000	47,150	49,450	49,910	51,980
4	10-12	44,450	46,853	48,054	49,255	51,658	52,139	54,301
5	13-16	46,176	48,672	49,920	51,168	53,664	54,163	56,410
6	17-19	48,236	50,843	52,147	53,451	56,058	56,580	58,926
7	20-22	49,781	52,472	53,817	55,163	57,854	58,392	60,814
8	23-26	51,841	54,643	56,044	57,445	60,248	60,808	63,330
9	27-28	53,953	56,869	58,328	59,786	62,702	63,285	65,910
10	29-30	55,292	58,281	59,775	61,270	64,258	64,856	67,546
OVER MAX	31+	56,114	59,147	60,664	62,180	65,214	65,820	68,550
PAY GRADE		S50B S00B S85 LSBA			S51B	S08B S63B OPEB		S09B

MASTER'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		185/187/193	195	200	205	215	217	226
1	0-2	40,150	42,320	43,405	44,491	46,661	47,095	49,048
2	3-6	42,150	44,428	45,568	46,707	48,985	49,441	51,491
3	7-9	43,950	46,326	47,514	48,701	51,077	51,552	53,690
4	10-12	45,970	48,455	49,697	50,940	53,425	53,922	56,158
5	13-16	48,442	51,060	52,370	53,679	56,297	56,821	59,178
6	17-19	50,811	53,558	54,931	56,304	59,051	59,600	62,072
7	20-22	53,180	56,055	57,492	58,929	61,804	62,379	64,966
8	23-26	55,755	58,769	60,276	61,783	64,796	65,399	68,112
9	27-28	59,875	63,111	64,730	66,348	69,584	70,232	73,145
10	29-30	61,369	64,686	66,345	68,003	71,321	71,984	74,970
OVER MAX	31+	62,282	65,649	67,332	69,015	72,382	73,055	76,085
PAY GRADE		S50M OPAM S00M LSMA	S06M		S51M S07M	OPEM S63M S08M		S09M



**SALARY SCHEDULE**  
**RELATED INSTRUCTIONAL PERSONNEL, CONTINUED**

<b>DOCTORATE DEGREE</b>									
<b>STEP</b>	<b>CYS</b>	<b>LENGTH OF CONTRACT/DAYS</b>							
		<b>185/187/193</b>	<b>195</b>	<b>200</b>	<b>205</b>	<b>215</b>	<b>217</b>	<b>226</b>	<b>226 PSY INTERN</b>
1	0-2	42,150	44,428	45,568	46,707	48,985	49,441	51,491	26,968
2	3-6	44,150	46,536	47,730	48,923	51,309	51,787	53,935	28,189
3	7-9	46,050	48,539	49,784	51,028	53,518	54,015	56,256	29,350
4	10-12	48,442	51,060	52,370	53,679	56,297	56,821	59,178	30,811
5	13-16	50,811	53,558	54,931	56,304	59,051	59,600	62,072	32,258
6	17-19	53,180	56,055	57,492	58,929	61,804	62,379	64,966	33,705
7	20-22	55,755	58,769	60,276	61,783	64,796	65,399	68,112	35,278
8	23-26	58,639	61,809	63,394	64,978	68,148	68,782	71,635	37,039
9	27-28	61,987	65,338	67,013	68,688	72,039	72,709	75,725	39,084
10	29-30	63,532	66,966	68,683	70,400	73,834	74,521	77,612	40,028
OVER MAX	31+	64,478	67,963	69,706	71,449	74,934	75,631	78,768	40,661
<b>PAY GRADE</b>		<b>S50D LSDA</b>			<b>S51D</b>	<b>S08D</b>		<b>S13 S09D</b>	<b>S86</b>

# POSITION SCHEDULE

## PROFESSIONAL SUPPORT EMPLOYEES

BELOW ARE TITLES FOR POSITIONS INCLUDED IN THIS SECTION. FOR THESE POSITIONS, PLEASE USE THE FOLLOWING PAGES AS A REFERENCE REGARDING SALARIES.

NOTE: AS NEW/REVISED JOB CODES AND/OR POSITION TITLES ARE APPROVED, THIS INFORMATION WILL BE UPDATED AND REPLACED.

### 185-DAY BASE SCHEDULE

JOB CODE	JOB NAME	ORACLE JOB NAME
2760	AREA LEAD COUNSELOR	2760.COUNSELOR.AREA LEAD.ADMN
6870	COUNSELOR	6870.COUNSELOR.N/A.COUN
6880	EDUCATIONAL DIAGNOSTICIAN	6880.DIAGNOSTICIAN.EDUCATIONAL.DIAG
6885	BOARD CERTIFIED PSYCHIATRIST	6885.PSYCHIATRIST.BOARD CERTIFIED.PSYL
6890	LICENSED SPECIAL SCHOOL PSYCHOLOGIST	6890.PSYCHOLOGIST.LICENSED SPECIAL SCHOOL.
6895	LICENSED PSYCHOLOGIST	6895.PSYCHOLOGIST.LICENSED.PSYL
6910	SOCIAL WORKER	6910.SOCIAL WORKER.N/A.ADMN
6920	VISITING TEACHER	6920.TEACHER.VISITING.ADMN
6935	OCCUPATIONAL THERAPIST	6935.THERAPIST.OCCUPATIONAL.THER

### 187-DAY BASE SCHEDULE

JOB CODE	JOB NAME	ORACLE JOB NAME
6940	SPEECH THERAPIST	6940.THERAPIST.SPEECH.TEAC

# SALARY SCHEDULE

## PROFESSIONAL SUPPORT EMPLOYEES/185-DAY SCHEDULES

THE BASE SCHEDULES ARE 185 DAYS. EXTENDED-DAY SCHEDULES FOR 195, 200, 205, 215, 217, AND 226 DAYS ARE BASED ON THE 185-DAY SCHEDULES FOR EACH OF THE DEGREES LISTED BELOW. ALL SALARIES REFLECTED ON THESE SCHEDULES ARE AN ANNUAL, 100 PERCENT FULL-TIME EQUIVALENT (FTE) ASSIGNMENT. PART-TIME TEACHER SALARIES WOULD BE A REFLECTION OF THE EMPLOYEE'S FTE PERCENT OF THAT ASSIGNMENT. (NOTE: CYS INDICATES CREDITABLE YEARS OF SERVICE FOR ALL SALARY SCHEDULES.)

BACHELOR'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		185	195	200	205	215	217	226
1	0-2	41,150	43,374	44,486	45,599	47,823	48,268	50,270
2	3-6	42,650	44,955	46,108	47,261	49,566	50,027	52,102
3	7-9	44,550	46,958	48,162	49,366	51,774	52,256	54,423
4	10-12	46,450	48,961	50,216	51,472	53,982	54,485	56,744
5	13-16	48,176	50,780	52,082	53,384	55,988	56,509	58,853
6	17-19	50,236	52,951	54,309	55,667	58,382	58,925	61,369
7	20-22	51,781	54,580	55,979	57,379	60,178	60,738	63,257
8	23-26	53,841	56,751	58,206	59,662	62,572	63,154	65,773
9	27-28	55,953	58,977	60,490	62,002	65,026	65,631	68,353
10	29-30	57,292	60,389	61,937	63,486	66,583	67,202	69,989
OVER MAX	31+	58,205	61,351	62,924	64,497	67,644	68,273	71,104
PAY GRADE		OCAB ODAB	OCBB	OCCB	ODDB	OCFB ODFB		OCGB

MASTER'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		185	195	200	205	215	217	226
1	0-2	42,150	44,428	45,568	46,707	48,985	49,441	51,491
2	3-6	44,150	46,536	47,730	48,923	51,309	51,787	53,935
3	7-9	45,950	48,434	49,676	50,918	53,401	53,898	56,134
4	10-12	47,970	50,563	51,859	53,156	55,749	56,268	58,601
5	13-16	50,442	53,169	54,532	55,895	58,622	59,167	61,621
6	17-19	52,811	55,666	57,093	58,520	61,375	61,946	64,515
7	20-22	55,180	58,163	59,654	61,145	64,128	64,725	67,409
8	23-26	57,755	60,877	62,438	63,999	67,121	67,745	70,555
9	27-28	61,875	65,220	66,892	68,564	71,909	72,578	75,588
10	29-30	63,369	66,794	68,507	70,220	73,645	74,330	77,413
OVER MAX	31+	64,373	67,853	69,592	71,332	74,812	75,508	78,639
PAY GRADE		OCAM ODAM	OCBM	OCCM	OCDM ODDM	OCFM ODFM	OCHM ODHM	OCGM ODGM

DOCTORATE DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		185	195	200	205	215	217	226
1	0-2	44,150	46,536	47,730	48,923	51,309	51,787	53,935
2	3-6	46,150	48,645	49,892	51,139	53,634	54,133	56,378
3	7-9	48,050	50,647	51,946	53,245	55,842	56,361	58,699
4	10-12	50,442	53,169	54,532	55,895	58,622	59,167	61,621
5	13-16	52,811	55,666	57,093	58,520	61,375	61,946	64,515
6	17-19	55,180	58,163	59,654	61,145	64,128	64,725	67,409
7	20-22	57,755	60,877	62,438	63,999	67,121	67,745	70,555
8	23-26	60,639	63,917	65,556	67,195	70,472	71,128	74,078
9	27-28	63,987	67,446	69,175	70,905	74,363	75,055	78,168
10	29-30	65,532	69,074	70,845	72,617	76,159	76,867	80,055
OVER MAX	31+	66,569	70,167	71,966	73,766	77,364	78,084	81,322
PAY GRADE		OCAD ODAD	OCBD ODBD	OCCD	OCDD ODDD	OCFD ODFD	OCHD	ODGD

# SALARY SCHEDULE

## PROFESSIONAL SUPPORT EMPLOYEES/187-DAY SPEECH THERAPISTS SCHEDULES

THE BASE SCHEDULES ARE 187/193-DAYS. EXTENDED-DAY SCHEDULES FOR 195, 202, 205, 207, 215, AND 226 DAYS ARE BASED ON THE 187-DAY SCHEDULES FOR EACH OF THE DEGREES LISTED BELOW. (NOTE: CYS INDICATES CREDITABLE YEARS OF SERVICE FOR ALL SALARY SCHEDULES.)

BACHELOR'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		187/193	195	202	205	207	215	226
1	0-2	41,150	42,910	44,451	45,111	45,551	47,311	49,732
2	3-6	42,650	44,475	46,071	46,755	47,211	49,036	51,545
3	7-9	44,550	46,456	48,124	48,838	49,315	51,221	53,841
4	10-12	46,450	48,437	50,176	50,921	51,418	53,405	56,137
5	13-16	48,176	50,237	52,040	52,813	53,329	55,390	58,223
6	17-19	50,236	52,385	54,266	55,072	55,609	57,758	60,713
7	20-22	51,781	53,996	55,935	56,765	57,319	59,534	62,580
8	23-26	53,841	56,144	58,160	59,024	59,599	61,903	65,070
9	27-28	55,953	58,347	60,441	61,339	61,937	64,331	67,622
10	29-30	57,292	59,743	61,888	62,807	63,419	65,870	69,241
OVER MAX	31+	58,205	60,695	62,874	63,808	64,430	66,920	70,344
PAY GRADE		OSAB	OSBB		OSDB			

MASTER'S DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		187/193	195	202	205	207	215	226
1	0-2	42,150	43,953	45,531	46,207	46,658	48,461	50,941
2	3-6	44,150	46,039	47,691	48,400	48,872	50,761	53,358
3	7-9	45,950	47,916	49,636	50,373	50,864	52,830	55,533
4	10-12	47,970	50,022	51,818	52,587	53,100	55,153	57,974
5	13-16	50,442	52,600	54,488	55,297	55,837	57,995	60,962
6	17-19	52,811	55,070	57,047	57,894	58,459	60,719	63,825
7	20-22	55,180	57,541	59,606	60,491	61,082	63,442	66,688
8	23-26	57,755	60,226	62,388	63,314	63,932	66,403	69,800
9	27-28	61,875	64,522	66,838	67,831	68,493	71,140	74,779
10	29-30	63,369	66,080	68,452	69,469	70,146	72,857	76,585
OVER MAX	31+	64,373	67,127	69,537	70,569	71,258	74,012	77,798
PAY GRADE		OSAM	OSBM		OSDM			

DOCTORATE DEGREE								
STEP	CYS	LENGTH OF CONTRACT/DAYS						
		187/193	195	202	205	207	215	226
1	0-2	44,150	46,039	47,691	48,400	48,872	50,761	53,358
2	3-6	46,150	48,124	49,852	50,592	51,086	53,060	55,775
3	7-9	48,050	50,106	51,904	52,675	53,189	55,245	58,071
4	10-12	50,442	52,600	54,488	55,297	55,837	57,995	60,962
5	13-16	52,811	55,070	57,047	57,894	58,459	60,719	63,825
6	17-19	55,180	57,541	59,606	60,491	61,082	63,442	66,688
7	20-22	57,755	60,226	62,388	63,314	63,932	66,403	69,800
8	23-26	60,639	63,233	65,503	66,476	67,124	69,719	73,286
9	27-28	63,987	66,724	69,120	70,146	70,831	73,568	77,332
10	29-30	65,532	68,336	70,789	71,840	72,541	75,344	79,199
OVER MAX	31+	66,569	69,417	71,909	72,977	73,689	76,537	80,452
PAY GRADE		OSAD			OSDD			

**CAMPUS LEADERSHIP  
CENTRAL STAFF  
TECHNICAL STAFF**

**SALARY SCHEDULE FOR CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF**

EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE		
					MIN	MID	MAX
<b>CAMPUS LEADERSHIP</b>							
9	2010	PRINCIPAL – HIGH SCHOOL	2010.PRINCIPAL.HS.PRIN	217	68,845	97,938	126,263
	2013	PRINCIPAL – MAGNET/METRO	2013.PRINCIPAL.MAGNET/METRO.PRIN	226	71,700	102,000	131,500
8	2012	PRINCIPAL – ELEMENTARY SCHOOL	2012.PRINCIPAL.ES.PRIN	217	62,315	86,608	111,188
	2011	PRINCIPAL – MIDDLE SCHOOL	2011.PRINCIPAL.MS.PRIN				
7	2030	ASSISTANT PRINCIPAL – HIGH SCHOOL	2030.PRINCIPAL.ASSISTANT.HS.APRN	207	50,010	70,985	92,234
	2033	ASSISTANT PRINCIPAL – MAGNET	2033.PRINCIPAL.ASSISTANT.MAGNET/METRO				
	2050	DEAN OF INSTRUCTION – HS	2050.DEAN OF INSTRUCTION.HS.DEAN				
	2053	DEAN OF INSTRUCTION – MAGNET	2053.DEAN OF INSTRUCTION.MAGNET/METRO				
6	2031	ASSISTANT PRINCIPAL – MIDDLE	2031.PRINCIPAL.ASSISTANT.MS.APRN	207	42,682	60,177	77,762
	2051	DEAN OF INSTRUCTION – MIDDLE	2051.DEAN OF INSTRUCTION.MS.DEAN				
	2032	ASSISTANT PRINCIPAL – ELEMENTARY	2032.PRINCIPAL.ASSISTANT.ES.APRN				
	2052	DEAN OF INSTRUCTION – ELEMENTARY	2052.DEAN OF INSTRUCTION.ES.DEAN				
<b>CENTRAL STAFF</b>							
16	1000	GENERAL SUPERINTENDENT	1000.SUPERINTENDENT.GENERAL.ADMN	226	192,600	285,000	378,800
15	N/A	NO CURRENT POSITIONS	N/A	TBD	N/A	N/A	N/A
14	1200	DEPUTY SUPERINTENDENT	1200.SUPERINTENDENT.DEPUTY.ADMN	226	132,100	191,500	251,800
	1210	DEPUTY SUPERINTENDENT	1210.SUPERINTENDENT.DEPUTY (BUSINESS SERVICES)	226	132,100	191,500	251,800
13	N/A	NO CURRENT POSITIONS	N/A	TBD	N/A	N/A	N/A
12	1400	ASSOCIATE SUPERINTENDENT	1400.SUPERINTENDENT.ASSOCIATE.ADMN	226	100,400	142,600	184,800
	1410	ASSOCIATE SUPERINTENDENT	1410.SUPERINTENDENT.ASSOCIATE (CFO).ADMN				
	1420	ASSOCIATE SUPERINTENDENT PROCUREMENT	1420.SUPERINTENDENT.ASSOCIATE (PURCHASING)				
	1700	GENERAL COUNSEL	1700.COUNSEL.GENERAL.ADMN				
11	1400	ASSOCIATE SUPERINTENDENT	1400.SUPERINTENDENT.ASSOCIATE.ADMN	226	90,500	126,000	161,600
	1475	CHIEF OF POLICE	1475.CHIEF.POLICE.ADMN				
	1500	ASSISTANT SUPERINTENDENT	1500.SUPERINTENDENT.ASSISTANT.ADMN				
	1510	AREA SUPERINTENDENT	1510.SUPERINTENDENT.AREA.ADMN				
	1600	DIVISION EXECUTIVE	1600.DIVISION.EXECUTIVE.ADMN				
10	1300	SPECIAL ASSISTANT TO THE GENERAL SUPERINTENDENT	1300.SUPERINTENDENT.SPECIAL.ASSISTANT.ADMN	226	81,200	114,000	146,000
	1400	ASSOCIATE SUPERINTENDENT	1400.SUPERINTENDENT.ASSOCIATE.ADMN				
	1500	ASSISTANT SUPERINTENDENT	1500.SUPERINTENDENT.ASSISTANT.ADMN				
	1600	DIVISION EXECUTIVE	1600.DIVISION.EXECUTIVE.ADMN				
	1660	DIVISION MANAGER	1660.DIVISION.MANAGER.ADMN				
	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN				
9	1660	DIVISION MANAGER	1660.DIVISION.MANAGER.ADMN	226	71,700	102,000	131,500
	1680	EXECUTIVE ASSISTANT TO GENERAL SUPERINTENDENT	1680.SUPERINTENDENT.EXECUTIVE.ASSISTANT				
	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN				
	2175	ASSISTANT CHIEF OF POLICE	2175.ASSISTANT.CHIEF.POLICE.ADMN				
	2310	TREASURER	2310.PRINCIPAL.N/A.PRIN				
	2410	COMMUNICATION MANAGER	2410.MANAGER.COMMUNICATIONS.ADMN				
	2610	SCHOOL ATTORNEY	2610.ATTORNEY.SCHOOL.ADMN				
8	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN	226	64,900	90,200	155,800
	2200	DIRECTOR	2200.DIRECTOR.N/A.ADMN				
	2295	DEPUTY CHIEF OF POLICE	2295.DEPUTY.CHIEF.POLICE.ADMN				
	2510	OPERATIONS EXECUTIVE	2510.OPERATIONS.EXECUTIVE.ADMN				
	2512	PROCESS IMPROVEMENT EXECUTIVE	2512.PROCESS.IMPROVEMENT.EXECUTIVE				
7	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN	226	54,600	77,500	100,700
	2200	DIRECTOR	2200.DIRECTOR.N/A.ADMN				

**SALARY SCHEDULE FOR CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF**

EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE						
					MIN	MID	MAX				
<b>CENTRAL STAFF, CONTINUED</b>											
7	2210	DIRECTOR (PROCUREMENT)	2210.DIRECTOR.PURCHASING.ADMN	226	54,600	77,500	100,700				
	2230	ASSISTANT ATHLETIC DIRECTOR	2230.DIRECTOR.ASSISTANT ATHLETIC.ADMN								
	2740	CENTRAL STAFF COORDINATOR	2740.COORDINATOR.CENTRAL STAFFING.ADMN								
	2795	POLICE LIEUTENANT	2795.LIEUTENANT.POLICE.ADMN								
	3620	EMPLOYMENT SUPERVISOR	3620.SUPERVISOR.EMPLOYMENT.ADMN								
	3640	INVESTIGATIONS SUPERVISOR	3640.SUPERVISOR.INVESTIGATIONS.ADMN								
	8150	MAINTENANCE SPECIALIST II	8150.SPECIALIST II.MAINTENANCE.ADMN								
6	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN	226	46,600	65,700	84,900				
	2200	DIRECTOR	2200.DIRECTOR.N/A.ADMN								
	2210	DIRECTOR	2210.DIRECTOR.PURCHASING.ADMN								
	2710	COORDINATOR	2710.COORDINATOR.N/A.ADMN								
	2711	FIELD OPERATIONS COORDINATOR	2711.COORDINATOR.FIELD OPER (APPROVER)								
	2730	AREA COORDINATOR	2730.COORDINATOR.AREA.ADMN								
	3230	ACCOUNTING SUPERVISOR II	3230.SUPERVISOR II.ACCOUNTING.ADMN								
	3600	AFTER SCHOOL SUPERVISOR	3600.SUPERVISOR.AFTER SCHOOL.ADMN								
	3605	AUDIT SUPERVISOR	3605.SUPERVISOR.AUDIT.ADMN								
	3610	BUDGET SUPERVISOR	3610.SUPERVISOR.BUDGET.ADMN								
	3615	CENTRAL OPERATIONS SUPERVISOR	3615.SUPERVISOR.CENTRAL OPERATIONS.ADMN								
	3617	COUNSELING SUPERVISOR	3617.SUPERVISOR.COUNSELING.ADMN								
	3625	GRANTS SUPERVISOR	3625.SUPERVISOR.GRANTS.ADMN								
	3680	RECORDS SUPERVISOR	3680.SUPERVISOR.RECORDS.ADMN								
	3690	TEXTBOOKS SUPERVISOR	3690.SUPERVISOR.TEXTBOOK.ADMN								
	4055	SPECIALIST IV	4055.SPECIALIST IV.N/A.ADMN								
	4120	EVALUATION SPECIALIST III	4120.SPECIALIST III.EVALUATION.ADMN								
	4205	SPECIALIST II	4205.SPECIALIST II.N/A.ADMN								
	4225	CAREER & TECHNOLOGY SPECIALIST II	4225.SPECIALIST II.CATE.ADMN								
	4255	RISK MANAGEMENT SPECIALIST II	4255.SPECIALIST II.QUALITY CONTROL.ADMN								
	4409	SENIOR EMPLOYMENT SPECIALIST	4409.SPECIALIST.SENIOR AC.ADMN								
	4410	ALTERNATIVE CERTIFICATION SPECIALIST	4410.SPECIALIST.AC.ADMN								
	4495	EMPLOYMENT SPECIALIST	4495.SPECIALIST.EMPLOYMENT.ADMN								
	4500	ENVIRONMENTAL SPECIALIST	4500.SPECIALIST.ENVIRONMENTAL.ADMN								
	4510	EXTENDED DAY/YEAR SPECIALIST	4510.RECEPTIONIST.N/A.OFIS								
	4530	JROTC SPECIALIST	4530.SPECIALIST.JROTC.ADMN								
	4675	POLICE DETECTIVE	4675.DETECTIVE.POLICE.ADMN								
	4760	COMPENSATION ANALYST	4760.ANALYST.COMPENSATION.ADMN								
4720	EVALUATION ANALYST	4720.ANALYST II.EVALUATION.TECH									
4911	CONTRACT ADMINISTRATOR	4911.CONTRACT.ADMINISTRATOR (PURCHASING)									
4920	VIDEO ENGINEER	4920.ENGINEER.VIDEO.ADMN									
4941	EXECUTIVE PLANNER	4941.PLANNER.EXECUTIVE.ADMN									
6770	CAMPUS SPECIALIST	6770.SPECIALIST.CAMPUS.INSS	195	40,208	56,688	73,254					
5	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN	226	40,100	55,400	72,500				
	2220	PROJECT DIRECTOR	2220.DIRECTOR.PROJECTS.ADMN								
	2710	COORDINATOR	2710.COORDINATOR.N/A.ADMN								
	2720	PURCHASING COORDINATOR	2720.COORDINATOR.PURCHASING.ADMN								
	2760	LEAD AREA COUNSELOR	2760.COUNSELOR.AREA LEAD.ADMN								
	3330	ACCOUNTING SUPERVISOR I	3330.SUPERVISOR I.ACCOUNTING.ADMN								
	3645	LIBRARY/MEDIA SUPERVISOR	3645.SUPERVISOR.LIBRARY/MEDIA.ADMN								
	3670	PSYCHOLOGIST SUPERVISOR	3670.SUPERVISOR.PSYCHOLOGIST.ADMN								
	4055	SPECIALIST IV	4055.SPECIALIST IV.N/A.ADMN								
	4150	MULTILANGUAGE SPECIALIST III	4150.SPECIALIST III.MULTILANGUAGE.ADMN								
	4180	YOUTH AND FAMILY SPECIALIST III	4180.SPECIALIST III.YOUTH/FAMILY.ADMN								
	4210	ADULT BASIC EDUCATION SPECIALIST II	4210.SPECIALIST II.ABE.ADMN								
	4215	AFTER SCHOOL SPECIALIST II	4215.SPECIALIST II.AFTER SCHOOL.ADMN								
	4220	BUDGET SPECIALIST II	4220.SPECIALIST II.BUDGET.ADMN								
	4230	CONSTRUCTION SPECIALIST II	4230.SPECIALIST II.CONSTRUCTION.ADMN								
	4235	EARLY CHILDHOOD SPECIALIST II	4235.SPECIALIST II.EARLY CHILDHOOD.ADMN								
	4250	QUALITY CONTROL SPECIALIST II	4250.SPECIALIST II.QUALITY CONTROL.ADMN								
	4255	RISK MANAGEMENT SPECIALIST II	4255.SPECIALIST II.RISK MANAGEMENT.ADMN								
	4260	STUDENT DISCIPLINE SPECIALIST II	4260.SPECIALIST II.STUDENT DISCIPLINE.ADMN					195	34,600	47,801	62,555
	4265	TRAINING SPECIALIST II	4265.SPECIALIST II.TRAINING.ADMN					226	40,100	55,400	72,500

**SALARY SCHEDULE FOR CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF**

EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE						
					MIN	MID	MAX				
<b>CENTRAL STAFF, CONTINUED</b>											
5	4270	TRANSPORTATION SPECIALIST II	4270.SPECIALIST II.TRANSPORTATION.ADMN	226	40,100	55,400	72,500				
	4305	SPECIALIST I	4305.SPECIALIST I.N/A.ADMN								
	4340	EVALUATION SPECIALIST I	4340.SPECIALIST I.EVALUATION.ADMN								
	4410	ALTERNATIVE CERTIFICATION SPECIALIST	4410.SPECIALIST.AC.ADMN								
	4415	ADVANCED ACADEMIC SPECIALIST	4415.SPECIALIST.ADVANCED ACADEMICS.ADMN								
	4420	ALTERNATIVE PROGRAM SPECIALIST	4420.SPECIALIST.ALTERNATIVE PROGRAM.ADMN								
	4425	AREA SENIOR SPECIALIST	4425.SPECIALIST.AREA SENIOR.ADMN								
	4430	AREA SPECIALIST	4430.SPECIALIST.AREA.ADMN								
	4435	ASSETS SPECIALIST	4435.SPECIALIST.ASSETS.ADMN								
	4440	BENEFITS SPECIALIST	4440.SPECIALIST.BENEFITS.ADMN								
	4445	BOARD SPECIALIST	4445.SPECIALIST.BOARD.ADMN								
	4450	BROADCAST SPECIALIST	4450.SPECIALIST.BROADCAST.ADMN								
	4460	CRISIS PREVENTION SPECIALIST	4460.SPECIALIST.CRISIS PREVENTION.ADMN								
	4465	CURRICULUM SPECIALIST	4465.SPECIALIST.CURRICULUM.ADMN								
	4470	CUSTOMER SERVICE CENTER SPECIALIST II	4470.SPECIALIST.CUSTOMER SERVICE.ADMN								
	4490	DRUG ABUSE PREVENTION SPECIALIST	4490.SPECIALIST.DRUG PREVENTION.ADMN					215	38,148	52,704	68,971
								226	40,100	55,400	72,500
	4505	EQUITY/SCHOOL CHOICE SPECIALIST	4505.SPECIALIST.EQUITY/SCHOOL CHOICE.ADMN	226	40,100	55,400	72,500				
	4515	HEALTH SPECIALIST	4515.SPECIALIST.HEALTH.ADMN	195	34,600	47,801	62,555				
				226	40,100	55,400	72,500				
	4520	HRIS SPECIALIST	4520.SPECIALIST.HRIS.ADMN	226	40,100	55,400	72,500				
	4530	JROTC SPECIALIST	4530.SPECIALIST.JROTC.ADMN								
	4535	LEAVES OF ABSENCE SPECIALIST	4535.SPECIALIST.LEAVE.ADMN								
	4545	MEDIA AND EVENT SPECIALIST	4545.SPECIALIST.MEDIA AND EVENT.ADMN								
	4550	MWBE SPECIALIST	4550.SPECIALIST.MWBE.ADMN								
	4555	NEW TEACHER SPECIALIST	4555.SPECIALIST.NEW TEACHER.ADMN								
	4560	PRODUCTION SPECIALIST	4560.SPECIALIST.PRODUCTION.ADMN								
	4575	PURCHASING SPECIALIST	4575.SPECIALIST.PURCHASING.ADMN								
	4580	READING SPECIALIST	4580.SPECIALIST.READING.ADMN								
	4615	USI SPECIALIST	4615.SPECIALIST.USI.ADMN								
	4685	POLICE SERGEANT	4685.SERGEANT.POLICE.ADMN								
	4705	ACCOUNTANT III	4705.ACCOUNTANT III.N/A.ADMN								
4815	SENIOR ANALYST	4815.ANALYST.SENIOR.TECH									
4885	SENIOR AUDITOR	4885.AUDITOR.SENIOR.ADMN									
4901	SENIOR BUYER	4901.BUYER.SENIOR (PURCHASING).ADMN									
4930	INVESTIGATOR	4930.INVESTIGATOR.N/A.ADMN									
4936	SENIOR PARALEGAL	4936.PARALEGAL.SENIOR.ADMN									
8150	MAINTENANCE SPECIALIST II	8150.SPECIALIST II.MAINTENANCE.ADMN									
8560	GRAPHICS SUPERVISOR	8560.SUPERVISOR.GRAPHICS.ADMN									
9220	FOOD SERVICES SPECIALIST II	9220.SPECIALIST II.FOOD SERVICE.ADMN									
4	3625	GRANTS SUPERVISOR	3625.SUPERVISOR.GRANTS.ADMN	226	34,400	47,500	60,600				
	4105	SPECIALIST III	4105.SPECIALIST III.N/A.ADMN	215	32,726	45,188	57,650				
				226	34,400	47,500	60,600				
	4205	SPECIALIST II	4205.SPECIALIST II.N/A.ADMN	226	34,400	47,500	60,600				
	4245	MULTILANGUAGE SPECIALIST II	4245.SPECIALIST II.MULTILANGUAGE.ADMN								
	4250	QUALITY CONTROL SPECIALIST II	4250.SPECIALIST II.QUALITY CONTROL.ADMN								
	4275	YOUTH AND FAMILY SPECIALIST II	4275.SPECIALIST II.YOUTH/FAMILY.ADMN								
	4310	ADULT BASIC EDUCATION SPECIALIST I	4310.SPECIALIST I.ABE.ADMN								
	4315	AFTER SCHOOL SPECIALIST I	4315.SPECIALIST I.AFTER SCHOOL.ADMN								
	4320	BUDGET SPECIALIST I	4320.SPECIALIST I.BUDGET.ADMN								
	4325	CAREER & TECHNOLOGY SPECIALIST I	4325.SPECIALIST I.CATE.ADMN								
	4330	CONSTRUCTION SPECIALIST I	4330.SPECIALIST I.CONSTRUCTION.ADMN								
	4335	EARLY CHILDHOOD SPECIALIST I	4335.SPECIALIST I.EARLY CHILDHOOD.ADMN					205	31,204	43,086	54,969
				226	34,400	47,500	60,600				
	4350	QUALITY CONTROL SPECIALIST I	4350.SPECIALIST I.QUALITY CONTROL.ADMN	226	34,400	47,500	60,600				
	4355	RISK MANAGEMENT SPECIALIST I	4355.SPECIALIST I.EARLY CHILDHOOD.ADMN								
	4360	STUDENT DISCIPLINE SPECIALIST I	4360.SPECIALIST I.STUDENT DISCIPLINE.ADMN	185	28,159	38,883	49,606				
226				34,400	47,500	60,600					
4365	TRAINING SPECIALIST I	4365.SPECIALIST I.TRAINING.ADMN	185	28,159	38,883	49,606					
			226	34,400	47,500	60,600					
4370	TRANSPORTATION SPECIALIST I	4370.SPECIALIST I.TRANSPORTATION.ADMN	226	34,400	47,500	60,600					



**SALARY SCHEDULE FOR CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF**

EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE					
					MIN	MID	MAX			
<b>CENTRAL STAFF, CONTINUED</b>										
4	4455	CERTIFICATION SPECIALIST	4455.SPECIALIST.CERTIFICATION.ADMN	226	34,400	47,500	60,600			
	4470	CUSTOMER SERVICE CENTER SPECIALIST I	4470.SPECIALIST.CUSTOMER SERVICE.ADMN							
	4475	DISTRICT ENGAGEMENT SPECIALIST	4475.SPECIALIST.DISTRICT ENGAGEMENT.ADMN							
	4480	DISTRICTWIDE SPECIALIST	4480.SPECIALIST.DISTRICTWIDE ACTIVITIES.ADMN	205	31,204	43,086	54,969			
				226	34,400	47,500	60,600			
	4525	INSTRUCTIONAL TECHNOLOGY SPECIALIST	4525.SPECIALIST.INSTRUCTIONAL TECHNOLOGY.ADMN	226	34,400	47,500	60,600			
	4565	EQUITY AND SCHOOL CHOICE SPECIALIST	4505.SPECIALIST.EQUITY/SCHOOL CHOICE.ADMN							
	4590	RECORDS SPECIALIST	4590.SPECIALIST.RECORDS.ADMN							
	4585	RECONNECTION SPECIALIST	4585.SPECIALIST.RECONNECTION.ADMN							
	4595	SOCIAL STUDIES SPECIALIST	4595.SPECIALIST.SOCIAL STUDIES.ADMN	205	31,204	43,086	54,969			
				226	34,400	47,500	60,600			
	4600	SPECIAL EDUCATION SPECIALIST	4600.SPECIALIST.SPECIAL EDUCATION.ADMN	226	34,400	47,500	60,600			
	4605	SPECIAL PROJECTS SPECIALIST	4605.SPECIALIST.SPECIAL PROJECTS.ADMN							
	4610	TEXTBOOK SPECIALIST	4610.SPECIALIST.TEXTBOOK.ADMN							
	4710	ACCOUNTANT II	4710.ACCOUNTANT II.N/A.ADMN							
	4890	AUDITOR	4890.AUDITOR.N/A.ADMN							
	4906	PURCHASING BUYER	4906.BUYER.PURCHASING - APPROVAL.ADMN	226	34,400	47,500	60,600			
								4950	OMBUDSMAN	4950.OMBUDSMAN.N/A.ADMN
								4955	RECRUITER	4955.RECRUITER.N/A.ADMN
	6755	STAFF NURSE (NON-DEGREED)	6755.NURSE.N/A.NURS	185	28,159	38,883	49,606			
6860	SOCIAL SERVICES ADVISOR	6860.ADVISOR.SOCIAL SERVICES.ADMN	185	28,159	38,883	49,606				
6900	PROFESSIONAL REGISTRAR – HIGH SCHOOL	6900.REGISTRAR.PROFESSIONAL.ADMN	205	31,204	43,086	54,969				
7250	CUSTODIAL SPECIALIST	7250.CUSTODIAL.SPECIALIST.ADMN	226	34,400	47,500	60,600				
8170	FACILITIES SPECIALIST	8170.SPECIALIST.FACILITY.ADMN	226	34,400	47,500	60,600				
9230	FOOD SERVICES SPECIALIST I	9230.SPECIALIST I.FOOD SERVICE.ADMN	226	34,400	47,500	60,600				
3	4205	SPECIALIST III	4205.SPECIALIST II.N/A.ADMN	226	29,900	41,000	50,000			
	4305	SPECIALIST I	4305.SPECIALIST I.N/A.ADMN	205	27,122	37,190	45,354			
				226	29,900	41,000	50,000			
	4345	MULTILANGUAGE SPECIALIST I	4345.SPECIALIST I.MULTILANGUAGE.ADMN	226	29,900	41,000	50,000			
	4375	YOUTH AND FAMILY SPECIALIST I	4375.SPECIALIST I.YOUTH/FAMILY.ADMN							
	4715	ACCOUNTANT I	4715.ACCOUNTANT I.N/A.ADMN							
	4935	COMMUNITY LIAISON	4935.LIAISON.COMMUNITY.ADMN	185	24,476	33,562	40,929			
				226	29,900	41,000	50,000			
	4940	PARALEGAL	4940.PARALEGAL.N/A.ADMN	226	29,900	41,000	50,000			
	5110	TRAINING BUDGET ASSISTANT	5110.ASSISTANT.BUDGET.OFIS	205	27,122	37,190	45,354			
	6150	TITLE I TEACHER	6150.TEACHER.TITLE I.TEAC	185	24,476	33,562	40,929			
8160	MAINTENANCE SPECIALIST I	8160.SPECIALIST I.MAINTENANCE.ADMN	226	29,900	41,000	50,000				
9020	FOOD SERVICES ADMINISTRATIVE TRAINEE	9020.TRAINEE.ADMINISTRATIVE FOOD SERVICE.FOOD	226	29,900	41,000	50,000				
2	N/A	NO CURRENT POSITIONS	N/A	TBD	N/A					
1	N/A	NO CURRENT POSITIONS	N/A	TBD	N/A					
<b>TECHNICAL STAFF</b>										
8	2110	EXECUTIVE DIRECTOR	2110.DIRECTOR.EXECUTIVE.ADMN	226	64,900	90,200	115,800			
	2200	DIRECTOR	2200.DIRECTOR.N/A.ADMN							
	4919	PRINCIPAL ARCHITECT/ENGINEER	4919.ENGINEER.PRINCIPAL ARCHITECT.TECH							
7	2200	DIRECTOR	2200.DIRECTOR.N/A.ADMN	226	54,600	77,500	100,700			
	4060	EVALUATION SPECIALIST IV	4060.SPECIALIST IV.EVALUATION.ADMN							
	4770	EXECUTIVE NETWORK ANALYST	4770.ANALYST.EXECUTIVE NETWORK.TECH							
	4775	EXECUTIVE SYSTEMS ANALYST	4775.ANALYST.EXECUTIVE SYSTEMS.TECH							
	4800	SENIOR EVALUATION ANALYST	4800.ANALYST.SENIOR EVALUATION.TECH							
6	4120	EVALUATION SPECIALIST III	4120.SPECIALIST III.EVALUATION.ADMN	226	46,600	65,700	84,900			
	4620	WEB SPECIALIST	4620.SPECIALIST.WEB.TECH							
	4720	EVALUATION ANALYST II	4720.ANALYST II.EVALUATION.TECH							
	4761	HRIS DATA/BUDGET ANALYST	4761.ANALYST.HRIS DATA/BUDGET.ADMN							
	4765	EXECUTIVE ANALYST	4765.ANALYST.EXECUTIVE.TECH							
	4780	PRINCIPAL ANALYST	4780.ANALYST.PRINCIPAL.TECH							
	4785	PRINCIPAL DESKTOP ANALYST	4785.ANALYST.PRINCIPAL DESKTOP.TECH							

**SALARY SCHEDULE FOR CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF**

EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE		
					MIN	MID	MAX
<b>TECHNICAL STAFF, CONTINUED</b>							
6	4790	PRINCIPAL SYSTEMS ANALYST	4790.ANALYST.PRINCIPAL SYSTEMS.TECH	226	46,600	65,700	84,900
	4795	PRINCIPAL PROGRAMMER ANALYST	4795.ANALYST.PRINCIPAL PROGRAMMER.TECH				
	4797	HRIS RESEARCH ANALYST	4797.ANALYST.HRIS RESEARCH.TECH				
	4915	ELECTRICAL ENGINEER	4915.ENGINEER.ELECTRICAL.TECH				
	4945	FACILITIES PLANNER	4945.PLANNER.FACILITY.TECH				
	4970	PRINCIPAL NETWORK TECHNICIAN	4970.TECHNICIAN.PRINCIPAL NETWORK.TECH				
5	4240	EVALUATION SPECIALIST II	4240.SPECIALIST II.EVALUATION.ADMN	226	40,100	55,400	72,500
	4340	EVALUATION SPECIALIST I	4340.SPECIALIST I.EVALUATION.ADMN				
	4720	EVALUATION ANALYST II	4720.ANALYST II.EVALUATION.TECH				
	4740	EVALUATION ANALYST I	4740.ANALYST I.EVALUATION.TECH				
	4805	SENIOR PROGRAMMER ANALYST	4805.ANALYST.SENIOR PROGRAMMER.TECH				
	4815	SENIOR ANALYST	4815.ANALYST.SENIOR.TECH				
	4820	SENIOR SYSTEMS ANALYST	4820.ANALYST.SENIOR SYSTEMS.TECH				
	4830	TELECOMMUNICATIONS ANALYST	4830.ANALYST.TELECOMMUNICATIONS.TECH				
	4925	ARCHITECT/ENGINEER INTERN	4925.INTERN.ARCHITECT/ENGINEER.TECH				
	4975	SENIOR NETWORK TECHNICIAN	4975.TECHNICIAN.SENIOR NETWORK.TECH				
	4985	SENIOR DESKTOP TECHNICIAN	4985.TECHNICIAN.SENIOR DESKTOP.TECH				
8700	DESKTOP TECHNICIAN III	8700.TECHNICIAN III.DESKTOP.TECH					
4	3635	HELP DESK SUPERVISOR	3635.SUPERVISOR.HELP DESK.TECH	226	34,400	47,500	60,600
	4810	PROGRAMMER ANALYST	4810.ANALYST.PROGRAMMER.TECH				
	4825	SYSTEMS ANALYST	4825.ANALYST.SYSTEMS.TECH				
	4942	AREA PLANNER	4942.PLANNER.AREA.TECH				
	4960	EVALUATION TECHNICIAN	4960.TECHNICIAN.EVALUATION.TECH				
	4965	HELP DESK TECHNICIAN	4965.TECHNICIAN.HELP DESK.TECH				
	4980	NETWORK TECHNICIAN	4980.TECHNICIAN.NETWORK.TECH				
	8710	DESKTOP TECHNICIAN II	8710.TECHNICIAN II.DESKTOP.TECH				
	8720	DESKTOP TECHNICIAN I	8720.TECHNICIAN I.DESKTOP.TECH				
9190	FOOD SERVICES PROGRAMMER	9190.PROGRAMMER.FOOD SERVICE.TECH					

# SALARY SCHEDULE

## CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF

THE MOST COMMON SCHEDULES FOR CAMPUS LEADERSHIP ARE 217-DAY AND 207-DAY SCHEDULES. THE MOST COMMON SCHEDULE FOR CENTRAL AND TECHNICAL STAFF IS THE 226-DAY SCHEDULE. FOR THOSE THAT WORK ON OTHER CONTRACT TERMS AVAILABLE IN THE DISTRICT, PLEASE REFER TO THE CHART THAT REFLECTS THE LENGTH OF DAYS INCLUDED IN YOUR JOB ASSIGNMENT/EMPLOYMENT AGREEMENT WITH THE DISD.

GRADE	LENGTH OF CONTRACT/226 DAYS				
	MIN	1Q	MID	3Q	MAX
1	22,800	25,650	28,500	31,350	34,200
2	26,300	29,800	33,300	36,850	40,400
3	29,900	35,450	41,000	45,500	50,000
4	34,400	40,950	47,500	54,050	60,600
5	40,100	47,750	55,400	63,950	72,500
6	46,600	56,150	65,700	75,300	84,900
7	54,600	66,050	77,500	89,100	100,700
8	64,900	77,550	90,200	103,000	115,800
9	71,700	86,850	102,000	116,750	131,500
10	81,200	97,600	114,000	130,000	146,000
11	90,500	108,250	126,000	143,800	161,600
12	100,400	121,500	142,600	163,700	184,800
13	114,500	139,700	164,900	189,600	214,300
14	132,100	161,800	191,500	221,650	251,800
15	157,300	194,250	231,200	267,500	303,800
16	192,600	238,800	285,000	331,900	378,800

GRADE	LENGTH OF CONTRACT/217 DAYS				
	MIN	1Q	MID	3Q	MAX
1	21,892	24,629	27,365	30,102	32,838
2	25,253	28,613	31,974	35,383	38,791
3	28,709	34,038	39,367	43,688	48,009
4	33,030	39,319	45,608	51,898	58,187
5	38,503	45,848	53,194	61,403	69,613
6	44,744	53,914	63,084	72,301	81,519
7	52,426	63,420	74,414	85,552	96,690
8	62,315	74,462	86,608	98,898	111,188
9	68,845	83,391	97,938	112,101	126,263
10	77,966	93,713	109,460	124,823	140,186
11	86,896	103,939	120,982	138,073	155,165
12	96,402	116,662	136,921	157,181	177,441
13	109,940	134,137	158,333	182,050	205,766
14	126,839	155,357	183,874	212,823	241,773
15	151,036	186,514	221,993	256,847	291,702
16	184,930	229,290	273,650	318,683	363,715

GRADE	LENGTH OF CONTRACT/215 DAYS				
	MIN	1Q	MID	3Q	MAX
1	21,690	24,402	27,113	29,824	32,535
2	25,020	28,350	31,679	35,056	38,434
3	28,445	33,725	39,004	43,285	47,566
4	32,726	38,957	45,188	51,419	57,650
5	38,148	45,426	52,704	60,837	68,971
6	44,332	53,417	62,502	71,635	80,768
7	51,942	62,835	73,728	84,763	95,799
8	61,741	73,775	85,810	97,987	110,164
9	68,210	82,623	97,035	111,067	125,100
10	77,248	92,850	108,451	123,673	138,894
11	86,095	102,981	119,867	136,801	153,735
12	95,513	115,586	135,659	155,732	175,805
13	108,927	132,900	156,874	180,372	203,869
14	125,670	153,925	182,179	210,862	239,544
15	149,644	184,795	219,947	254,480	289,013
16	183,226	227,177	271,128	315,746	360,363

GRADE	LENGTH OF CONTRACT/207 DAYS				
	MIN	1Q	MID	3Q	MAX
1	20,883	23,494	26,104	28,714	31,325
2	24,089	27,295	30,500	33,752	37,004
3	27,386	32,470	37,553	41,675	45,796
4	31,508	37,507	43,507	49,506	55,505
5	36,729	43,736	50,742	58,574	66,405
6	42,682	51,429	60,177	68,969	77,762
7	50,010	60,497	70,985	81,609	92,234
8	59,444	71,030	82,617	94,341	106,065
9	65,672	79,548	93,425	106,935	120,445
10	74,373	89,395	104,416	119,071	133,726
11	82,892	99,149	115,407	131,711	148,014
12	91,959	111,285	130,612	149,938	169,264
13	104,874	127,955	151,037	173,660	196,284
14	120,994	148,197	175,400	203,016	230,631
15	144,076	177,919	211,763	245,011	278,259
16	176,408	218,724	261,040	303,997	346,954

# SALARY SCHEDULE

## CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF, CONTINUED

GRADE	LENGTH OF CONTRACT/205 DAYS				
	MIN	1Q	MID	3Q	MAX
1	20,681	23,267	25,852	28,437	31,022
2	23,856	27,031	30,206	33,426	36,646
3	27,122	32,156	37,190	41,272	45,354
4	31,204	37,145	43,086	49,028	54,969
5	36,374	43,313	50,252	58,008	65,763
6	42,270	50,933	59,595	68,303	77,011
7	49,527	59,913	70,299	80,821	91,343
8	58,869	70,344	81,819	93,429	105,040
9	65,038	78,780	92,522	105,902	119,281
10	73,655	88,531	103,407	117,920	132,434
11	82,091	98,191	114,292	130,438	146,584
12	91,071	110,210	129,350	148,489	167,628
13	103,861	126,719	149,577	171,982	194,387
14	119,825	146,765	173,706	201,054	228,403
15	142,684	176,200	209,717	242,644	275,571
16	174,704	216,611	258,518	301,060	343,602

GRADE	LENGTH OF CONTRACT/195 DAYS				
	MIN	1Q	MID	3Q	MAX
1	19,673	22,132	24,591	27,050	29,509
2	22,692	25,712	28,732	31,795	34,858
3	25,799	30,587	35,376	39,259	43,142
4	29,681	35,333	40,985	46,636	52,288
5	34,600	41,200	47,801	55,178	62,555
6	40,208	48,448	56,688	64,971	73,254
7	47,111	56,990	66,869	76,878	86,887
8	55,998	66,913	77,827	88,872	99,916
9	61,865	74,937	88,009	100,736	113,462
10	70,062	84,212	98,363	112,168	125,973
11	78,086	93,402	108,717	124,075	139,434
12	86,628	104,834	123,040	141,246	159,451
13	98,794	120,538	142,281	163,593	184,905
14	113,980	139,606	165,232	191,247	217,261
15	135,723	167,605	199,487	230,808	262,128
16	166,181	206,044	245,907	286,374	326,841

GRADE	LENGTH OF CONTRACT/185 DAYS				
	MIN	1Q	MID	3Q	MAX
1	18,664	20,997	23,330	25,663	27,996
2	21,529	24,394	27,259	30,165	33,071
3	24,476	29,019	33,562	37,246	40,929
4	28,159	33,521	38,883	44,244	49,606
5	32,825	39,087	45,350	52,348	59,347
6	38,146	45,963	53,781	61,639	69,498
7	44,695	54,067	63,440	72,936	82,431
8	53,126	63,481	73,836	84,314	94,792
9	58,692	71,094	83,496	95,570	107,644
10	66,469	79,894	93,319	106,416	119,513
11	74,082	88,612	103,142	117,712	132,283
12	82,186	99,458	116,730	134,002	151,274
13	93,728	114,356	134,985	155,204	175,423
14	108,135	132,447	156,759	181,439	206,119
15	128,763	159,010	189,257	218,971	248,686
16	157,659	195,478	233,296	271,688	310,080

**SUPPORT STAFF**

**SALARY SCHEDULE FOR SUPPORT STAFF**  
EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE		
					MIN	MID	MAX
<b>PARAPROFESSIONAL</b>							
7	VARIOUS	TEACHER ASSISTANT I (NON-HIGHLY QUALIFIED)	SEE POSITION CLASSIFICATION SCHEDULE	185	17,542	22,183	28,260
	5655	SCHOOL MONITOR	5655.MONITOR.SCHOOL.PARA				
10	VARIOUS	TEACHER ASSISTANT II (NON-HIGHLY QUALIFIED)	SEE POSITION CLASSIFICATION SCHEDULE	215	20,954	26,6293	34,138
12	VARIOUS	TEACHER ASSISTANT II (NON-HIGHLY QUALIFIED)	SEE POSITION CLASSIFICATION SCHEDULE	185	18,677	23,731	30,342
18	VARIOUS	TEACHER ASSISTANT III (NON-HIGHLY QUALIFIED)	SEE POSITION CLASSIFICATION SCHEDULE	185	20,121	25,697	32,916
				195	21,182	27,060	34,668
				205	22,242	28,422	36,421
				215	23,303	29,784	38,173
				225	24,364	31,1463	39,924
19	VARIOUS	TEACHER ASSISTANT IV (HIGHLY QUALIFIED)	SEE POSITION CLASSIFICATION SCHEDULE	185	20,710	26,453	33,888
				195	21,802	27,856	35,693
				205	22,895	29,259	37,498
				215	23,987	30,662	39,303
				225	25,080	32,065	41,108
<b>DEAF EDUCATION</b>							
28	VARIOUS	BILINGUAL/DEAF EDUCATION PARAPROFESSIONAL III (HIGHLY QUALIFIED), DEAF INTERPRETER I (NON-HIGHLY QUALIFIED)	SEE POSITION CLASSIFICATION SCHEDULE	185	22,017	27,457	34,473
32	5645	DEAF INTERPRETER II (NON-HIGHLY QUALIFIED)	5645.INTERPRETER.I.AIDE	185	23,692	30,719	39,558
				205	26,063	33,849	43,643
				225	28,434	36,980	47,730
33	5640	DEAF INTERPRETER III (NON-HIGHLY QUALIFIED)	5640.INTERPRETER.II.AIDE	185	24,947	32,280	41,145
34	5915	DEAF INTERPRETER IV (HIGHLY QUALIFIED)	5915.PARAPROFESSIONAL.II.BILINGUAL/DEAF	185	25,378	32,858	41,902
				205	28,068	36,357	46,378
				225	30,758	39,856	50,854
<b>OFFICE SUPPORT STAFF</b>							
6	5170	RECEPTIONIST	5170.RECEPTIONIST.N/A.OFIS	225	20,786	26,433	33,816
	5210	SWITCHBOARD OPERATOR	5210.SWITCHBOARD.OPERATOR.OFIS				
7	5540	OFFICE ASSISTANT (SCHOOL CLERK)	5540.CLERK.SCHOOL.S/CL	205	19,248	24,390	31,124
				217	20,271	25,715	32,843
8	5090	ADMINISTRATIVE ASSISTANT I	5090.ASSISTANT.I.ADMINISTRATIVE.OFIS	185	17,955	22,751	29,056
	5630	MEDIA ASSISTANT	5630.ASSISTANT.MEDIA.OFIS				
	5540	OFFICE ASSISTANT (SCHOOL CLERK)	5540.CLERK.SCHOOL.S/CL				
	5090	ADMINISTRATIVE ASSISTANT I	5090.ASSISTANT.I.ADMINISTRATIVE.OFIS				
13	5070	ADMINISTRATIVE ASSISTANT II	5070.ASSISTANT.II.ADMINISTRATIVE.OFIS	225	22,760	29,083	36,886
	5280	DATA TECHNICIAN I	5280.TECHNICIAN.I.DATA.OFIS				
14	5580	SUPPORT REGISTRAR – MS	5580.REGISTRAR.MS.S/CL	195	20,250	25,898	33,185
	5550	DATA CONTROLLER – HS- METRO	5550.CONTROLLER.DATA HS.S/CL	217	23,882	30,737	39,003
20	5091	ACCOUNTING ASSISTANT I	5091.ASSISTANT.I.ACCOUNTING.OFIS	225	24,697	31,806	40,376
	5050	ADMINISTRATIVE ASSISTANT III	5050.ASSISTANT.III.ADMINISTRATIVE.OFIS				
	5270	DATA TECHNICIAN II	5270.TECHNICIAN.II.DATA.OFIS				
	5142	TEXTBOOK CUSTODIAN	5142.CUSTODIAN.TEXTBOOK.OFIS				
21	5570	DATA CONTROLLER – ELEMENTARY	5570.CONTROLLER.COMPUTER.RECORD.CRC	195	21,972	28,196	36,194
	5560	DATA CONTROLLER – MIDDLE SCHOOL	5560.CONTROLLER.DATA.MS.S/CL	200	22,490	28,874	37,077
	5550	DATA CONTROLLER – HIGH SCHOOL	5550.CONTROLLER.DATA.HS.S/CL	205	23,008	29,552	37,960
	5510	FINANCIAL CLERK	5510.CLERK.FINANCIAL.HS.S/CL	215	24,044	30,907	39,725
29	5450	OFFICE MANAGER – ELEMENTARY	5450.OFFICE.MANAGER.ES.S/CL	200	23,806	30,741	39,529
	5430	OFFICE MANAGER – MIDDLE SCHOOL	5430.OFFICE.MANAGER.MS.S/CL	205	24,357	31,467	40,474
	5071	ACCOUNTING ASSISTANT II	5071.ASSISTANT.II.ACCOUNTING.OFIS	225	26,561	34,364	44,251
	5030	ADMINISTRATIVE ASSISTANT IV	5030.ASSISTANT.IV.ADMINISTRATIVE.OFIS				
	5140	COMPUTER OPERATOR I	5140.COMPUTER.I.OPERATOR.OFIS				
	5260	DATA TECHNICIAN III	5260.TECHNICIAN.III.DATA.OFIS				
30	5590	SUPPORT REGISTRAR – HIGH SCHOOL	5590.REGISTRAR.HS.S/CL	195	23,575	30,350	38,634
	5250	DATA TECHNICIAN IV	5250.TECHNICIAN.IV.DATA.OFIS	195	24,877	32,285	41,601
32	5410	OFFICE MANAGER – HIGH SCHOOL	5410.OFFICE.MANAGER.HS.S/CL	215	27,248	35,415	45,686
	5051	ACCOUNTING ASSISTANT III	5051.ASSISTANT.III.ACCOUNTING.OFIS				

**SALARY SCHEDULE FOR SUPPORT STAFF**  
EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE		
					MIN	MID	MAX
<b>OFFICE SUPPORT STAFF, CONTINUED</b>							
32	5410	OFFICE MANAGER – HIGH SCHOOL (MANN'S/METRO)	5410.OFFICE MANAGER.HS.S/CL	217	27,485	35,728	46,095
	5010	ADMINISTRATIVE ASSISTANT V	5010.ASSISTANT V.ADMINISTRATIVE.OFIS	225	28,434	36,980	47,730
	5051	ACCOUNTING ASSISTANT III	5051.ASSISTANT III.ACCOUNTING.OFIS				
	5160	AREA OFFICE MANAGER	5160.OFFICE MANAGER.AREA.OFIS				
	5120	BUYER ASSISTANT	5120.ASSISTANT.BUYER (PURCHASING).OFIS				
	5130	COMPUTER OPERATOR II	5130.COMPUTER II.OPERATOR.OFIS				
	5250	DATA TECHNICIAN IV	5250.TECHNICIAN IV.DATA.OFIS				
	5190	OPERATIONS SUPERVISOR I	5190.SUPERVISOR I.OPERATIONS.OFIS				
	7225	MILITARY SUPPLY CUSTODIAN	7225.CUSTODIAN.MILITARY SUPPLY.CUST				
35	N/A	NO CURRENT POSITIONS	N/A	225	33,167	43,276	56,308
37	5009	EXECUTIVE ADMINISTRATIVE ASSIST	5009.ADMINISTRATIVE.EXECUTIVE ASSISTANT	225	37,900	49,572	64,887
<b>SUPPORT SUPERVISORS</b>							
35	5185	OPERATIONS SUPERVISOR II	5185.SUPERVISOR II.OPERATIONS.OFIS	225	32,847	42,752	54,722
38	8250	FIELD SUPERVISOR	8250.SUPERVISOR.FIELD OPERATIONS.MAIN	225	39,805	52,437	67,360
	8650	GRAPHICS DESIGNER	8650.GRAPHICS.DESIGNER.GRAP				
	5180	OPERATIONS SUPERVISOR III	5180.SUPERVISOR III.OPERATIONS.OFIS				
	8540	SERVICE CENTER SUPERVISOR II	8540.SUPERVISOR II.SERVICE CENTER.MAIN				
39	5005	ADMINISTRATIVE ASSISTANT TO THE GENERAL SUPERINTENDENT	5005.ADMINISTRATIVE.ASST TO GENERAL SUPT.OFIS	225	43,353	57,264	73,625
	8255	GENERAL MAINTENANCE SUPERVISOR	8255.SUPERVISOR.GENERAL MAINTENANCE				
	5175	OPERATIONS SUPERVISOR IV	5175.SUPERVISOR IV.OPERATIONS.OFIS				
<b>SECURITY</b>							
11	8675	CAMPUS OFFICER	8675.OFFICER.CAMPUS.SECU	235	23,025	29,629	38,067
17	8565	SECURITY SUPERVISOR	8565.SUPERVISOR.SECURITY.SECU	235	24,972	31,366	39,401
21	5930	ADVISOR PARA (SECURITY)	5930.PARAPROFESSIONAL.ADVISOR.SECU	185	20,935	26,841	34,429
35	5610	YAC SECURITY ADVISOR	5610.ADVISOR I.SECURITY - YAC.YAC	185	27,322	35,465	45,307
36	8680	SCHOOL POLICE OFFICER	8680.OFFICER.SCHOOL POLICE.SECU	235	35,208		43,674
<b>MAINTENANCE OPERATIONS</b>							
1	8580	PARKING LOT ATTENDANT	8580.ATTENDANT.PARKING LOT.CUST	185	9.60		
2	7210	CUSTODIAN	7210.CUSTODIAN.N/A.CUST	260	10.57	13.47	16.99
	7820	LABORER	7820.LABORER.UTILITIES.MAIN				
4	7210	CUSTODIAN (FORMER MULTI-SKILLS)	7210.CUSTODIAN.N/A.CUST	260	11.11	14.01	17.55
5	8050	MAINTENANCE DRIVER	8050.DRIVER.MAINTENANCE.MAIN	260	11.31	14.47	18.32
9	7150	CUSTODIAL LEADPERSON I	7150.LEADPERSON.CUSTODIAL I.CUST	260	11.92	15.26	19.33
11	7130	CUSTODIAL LEADPERSON II	7130.LEADPERSON.CUSTODIAL II.CUST	260	12.16	15.67	20.16
13	7610	CRAFTSPERSON APPRENTICE	7610.CRAFTSPERSON.APPRENTICE.MAIN	260	12.51	16.03	20.36
	7120	CUSTODIAL LEADPERSON III	7120.LEADPERSON.CUSTODIAL III.CUST				
	7060	FACILITY SUPERVISOR I	7060.SUPERVISOR.FACILITY I.CUST				
15	7110	CUSTODIAL LEADPERSON IV	7110.LEADPERSON.CUSTODIAL IV.CUST	260	12.78	16.45	20.87
	7040	FACILITY SUPERVISOR II	7040.SUPERVISOR.FACILITY II.CUST				
16	7100	CUSTODIAL LEADPERSON V	7100.LEADPERSON.CUSTODIAL V.CUST	260	13.02	16.77	21.29
	7150	CUSTODIAL LEADPERSON I (FORMER MULTI SKILLS)	7150.LEADPERSON.CUSTODIAL I.CUST				
	7020	FACILITY SUPERVISOR III	7020.SUPERVISOR.FACILITY III.CUST				
17	7130	CUSTODIAL LEADPERSON II (FORMER MULTI SKILLS)	7130.LEADPERSON.CUSTODIAL II.CUST	260	13.19	16.59	20.86
19	7240	CUSTODIAL FLOATER	7240.CUSTODIAL.FLOATER.CUST	260	13.43	17.35	22.07
	N/A	CUSTODIAL LEAD INTERN	N/A				
	8100	GROUNDS CREW LEADPERSON	8100.GROUNDS CREW.LEADPERSON.MAIN				
	8120	PLANT OPERATOR	8120.OPERATOR.PLANT.MAIN				
	7120	CUSTODIAL LEADPERSON III (FORMER MULTI SKILLS),	7120.LEADPERSON.CUSTODIAL III.CUST				
20	7060	FACILITY SUPERVISOR I (FORMER MULTI SKILLS)	7060.SUPERVISOR.FACILITY I.CUST	260	13.59	17.54	22.30
	7110	CUSTODIAL LEADPERSON IV (FORMER MULTI SKILLS)	7110.LEADPERSON.CUSTODIAL IV.CUST				
22	7040	FACILITY SUPERVISOR II (FORMER MULTI SKILLS)	7040.SUPERVISOR.FACILITY II.CUST	260	13.89	17.95	22.83

## SALARY SCHEDULE FOR SUPPORT STAFF

EFFECTIVE SEPTEMBER 1, 2005

GRADE	JOB CODE	JOB NAME	ORACLE JOB NAME	DAYS	SALARY RANGE		
					MIN	MID	MAX
<b>MAINTENANCE OPERATIONS, CONTINUED</b>							
22	7100	CUSTODIAL LEADPERSON V (FORMER MULTI SKILLS)	7100.LEADPERSON.CUSTODIAL V.CUST	260	13.89	17.95	22.83
24	7020	FACILITY SUPERVISOR III (FORMER MULTI SKILLS)	7020.SUPERVISOR.FACILITY III.CUST	260	14.13	18.22	23.44
	7600	CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN				
26	8355	TELECOMMUNICATIONS TECHNICIAN	8355.TECHNICIAN.TELECOMMUNICATIONS	260	14.33	18.52	23.62
	7600	CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN				
27	7010	FACILITY SUPERVISOR IV (FORMER MULTI SKILLS)	7010.SUPERVISOR.FACILITY IV.CUST	260	14.44	18.27	23.04
	8120	PLANT OPERATOR (FORMER MULTI SKILLS)	8120.OPERATOR.PLANT.MAIN				
30	7600	LICENSED CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	260	14.83	19.17	24.48
	7600	SENIOR CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN				
	8350	SENIOR TELECOMMUNICATIONS TECH	8350.TECHNICIAN.SR TELECOMMUNICATIONS				
31	7000	FACILITY SUPERVISOR V (FORMER MULTI SKILLS)	7000.SUPERVISOR.FACILITY V.CUST	260	14.96	19.02	23.95
32	7600	LICENSED SENIOR CRAFTSPERSON	7600.CRAFTSPERSON.N/A.MAIN	260	15.66	20.41	26.38
33	N/A	NO CURRENT POSITIONS	N/A	260	16.51	21.47	27.46
35	8300	MAINTENANCE SUPERVISOR	8300.SUPERVISOR.MAINTENANCE.MAIN	260	18.12	23.62	30.27
37	8300	LICENSED MAINTENANCE SUPERVISOR	8300.SUPERVISOR.MAINTENANCE.MAIN	260	18.74	24.48	31.39
<b>GRAPHICS</b>							
5	8660	GRAPHICS I	8660.GRAPHICS.LEVEL I.GRAP	260	11.31	14.47	18.32
13	8659	GRAPHICS II	8659.GRAPHICS.LEVEL II.GRAP	260	12.51	16.03	20.36
24	8658	GRAPHICS III	8658.GRAPHICS.LEVEL III.GRAP	260	14.13	18.22	23.44
34	8657	GRAPHICS IV	8657.GRAPHICS.LEVEL IV.GRAP	260	16.94	22.05	28.23
<b>SERVICE CENTER</b>							
5	8620	DRIVER HELPER	8620.DRIVER.HELPER.MAIN	260	11.31	14.47	18.32
9	8695	SERVICE CENTER UTILITY PERSON	8695.UTILITY PERSON.SERVICE CENTER.MAIN	260	11.92	15.26	19.33
13	8670	SECURITY GUARD	8670.GUARD.SECURITY.SECU	260	12.51	16.03	20.36
20	8635	TRUCK DRIVER	8635.DRIVER.TRUCK.MAIN	260	13.59	17.54	22.30
22	8745	WAREHOUSEPERSON	8745.WAREHOUSE PERSON.N/A.MAIN	260	13.89	17.95	22.83
24	8690	SERVICE CENTER REPAIRPERSON	8690.REPAIR PERSON.SERVICE CENTER.MAIN	260	14.13	18.22	23.44
	8630	TRUCK DRIVER LEADPERSON	8630.DRIVER.TRUCK - LEADPERSON.MAIN				
26	9240	TRUCK DRIVER/WAREHOUSEPERSON (FOOD SERVICES)	9240.WAREHOUSE PERSON.LEAD - FOOD SERVICE	260	14.33	18.52	23.62
	8740	WAREHOUSE LEADPERSON	8740.WAREHOUSE PERSON.LEAD.MAIN				
31	8570	SERVICE CENTER ASSISTANT SUPERVISOR	8570.SUPERVISOR.ASSIST SERVICE CENTER	260	14.96	19.02	23.95
33	8550	SERVICE CENTER SUPERVISOR	8550.SUPERVISOR I.SERVICE CENTER.MAIN	260	16.51	21.47	27.46
<b>FOOD SERVICES</b>							
3	9280	FOOD SERVICES ASSISTANT	9280.ASSISTANT.FOOD SERVICE.FOOD	180	11.40	14.11	17.43
5	9210	FOOD SERVICES TECHNICIAN	9210.TECHNICIAN.FOOD SERVICE.FOOD	180	11.69	14.85	18.70
15	9160	FOOD SERVICES MANAGER TRAINEE	9160.TRAINEE.SUPERVISOR.FOOD	184	13.14		
19	9140	SCHOOL CAFETERIA SUPERVISOR I	9140.PARAPROFESSIONAL.SUPERVISOR I	184	20,279	26,047	32,997
20	9130	SCHOOL CAFETERIA SUPERVISOR II	9130.PARAPROFESSIONAL.SUPERVISOR II	184	20,498	26,104	33,123
23	9120	SCHOOL CAFETERIA SUPERVISOR III	9120.PARAPROFESSIONAL.SUPERVISOR III	184	21,079	26,218	32,901
25	9110	SCHOOL CAFETERIA SUPERVISOR IV	9110.PARAPROFESSIONAL.SUPERVISOR IV	184	21,494	26,761	33,600
28	9100	SCHOOL CAFETERIA SUPERVISOR V	9100.PARAPROFESSIONAL.SUPERVISOR V	184	21,908	27,318	34,297
30	9090	SCHOOL CAFETERIA SUPERVISOR V	9090.PARAPROFESSIONAL.SUPERVISOR V	184	22,345	28,738	36,553



# SALARY SCHEDULE - SUPPORT STAFF

## TEACHER ASSISTANTS

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER Max
7	TEACHER ASSISTANT I	185	17,542	17,870	18,317	18,662	19,145	19,508	20,017	20,402	20,942	21,357	21,756	22,183	22,613	23,064	23,520	23,988	24,990	25,504	25,998	26,570	27,126	27,682	28,260	28,810
10	TEACHER ASSISTANT II	215	20,954	21,373	21,949	22,369	22,980	23,450	24,097	24,568	25,057	25,581	26,087	26,629	27,170	27,729	28,288	28,882	30,138	30,768	31,431	32,025	32,706	33,404	34,138	34,804
12	TEACHER ASSISTANT II	185	18,677	19,031	19,523	19,897	20,419	20,816	21,371	21,791	22,377	22,821	23,265	23,731	24,199	24,692	25,181	25,697	26,779	27,336	27,902	28,503	29,101	29,715	30,342	30,933
18	TEACHER ASSISTANT III	185	20,121	20,509	21,054	21,466	22,040	22,478	23,092	23,556	24,199	24,692	25,181	25,697	26,211	26,753	27,295	27,863	29,056	29,667	30,294	30,892	31,550	32,224	32,916	33,558
18	TEACHER ASSISTANT III	195	21,182	21,591	22,165	22,599	23,205	23,666	24,313	24,803	25,480	25,999	26,515	27,060	27,600	28,172	28,744	29,342	30,599	31,243	31,904	32,535	33,229	33,939	34,668	35,345
18	TEACHER ASSISTANT III	205	22,242	22,672	23,276	23,732	24,369	24,854	25,534	26,049	26,761	27,307	27,850	28,422	28,990	29,591	30,192	30,821	32,143	32,820	33,515	34,178	34,907	35,654	36,421	37,132
18	TEACHER ASSISTANT III	215	23,303	23,754	24,387	24,865	25,533	26,042	26,755	27,295	28,042	28,614	29,184	29,784	30,380	31,010	31,640	32,300	33,686	34,397	35,125	35,820	36,586	37,369	38,173	38,919
18	TEACHER ASSISTANT III	225	24,364	24,835	25,498	25,999	26,698	27,230	27,976	28,541	29,323	29,922	30,518	31,146	31,770	32,429	33,089	33,779	35,230	35,973	36,736	37,463	38,264	39,083	39,924	40,705
19	TEACHER ASSISTANT IV (HIGHLY QUALIFIED)	185	20,710	21,109	21,670	22,095	22,686	23,137	23,769	24,248	24,910	25,417	25,922	26,453	26,982	27,541	28,099	28,684	29,912	30,542	31,188	31,804	32,482	33,176	33,888	34,550
19	TEACHER ASSISTANT IV (HIGHLY QUALIFIED)	195	21,802	22,223	22,814	23,262	23,886	24,361	25,027	25,532	26,229	26,764	27,296	27,856	28,413	29,002	29,591	30,207	31,502	32,166	32,847	33,496	34,211	34,942	35,693	36,390
19	TEACHER ASSISTANT IV (HIGHLY QUALIFIED)	205	22,895	23,337	23,959	24,429	25,085	25,584	26,285	26,815	27,548	28,111	28,670	29,259	29,845	30,464	31,083	31,731	33,092	33,790	34,505	35,188	35,939	36,708	37,498	38,231
19	TEACHER ASSISTANT IV (HIGHLY QUALIFIED)	215	23,987	24,451	25,103	25,596	26,284	26,808	27,543	28,099	28,868	29,458	30,044	30,662	31,276	31,925	32,575	33,254	34,682	35,413	36,164	36,880	37,668	38,475	39,303	40,071
19	TEACHER ASSISTANT IV (HIGHLY QUALIFIED)	225	25,080	25,565	26,247	26,764	27,484	28,031	28,801	29,383	30,187	30,805	31,418	32,065	32,708	33,387	34,067	34,778	36,272	37,037	37,823	38,572	39,397	40,241	41,108	41,912

# SALARY SCHEDULE - SUPPORT STAFF, CONTINUED

## BILINGUAL/DEAF EDUCATION

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER MAX
28	BILINGUAL/DEAF ED. PARAPROFESSIONAL III (HIGHLY QUALIFIED), DEAF INTERPRETER I	185	22,017	22,453	22,919	23,369	23,835	24,316	24,812	25,308	25,819	26,345	26,900	27,457	28,028	28,613	29,214	29,830	30,462	31,123	31,769	32,340	33,046	33,752	34,473	35,146
32	DEAF INTERPRETER II	185	23,692	24,182	24,868	25,386	26,113	26,662	27,433	28,015	28,833	29,455	30,070	30,719	31,371	32,052	32,732	33,449	34,966	35,740	36,530	37,024	37,847	38,692	39,558	40,331
32	DEAF INTERPRETER II	205	26,063	26,605	27,366	27,940	28,745	29,354	30,207	30,854	31,758	32,448	33,130	33,849	34,571	35,328	36,080	36,874	38,557	39,412	40,289	40,835	41,747	42,685	43,643	44,497
32	DEAF INTERPRETER II	225	28,434	29,029	29,864	30,494	31,377	32,046	32,983	33,692	34,684	35,443	36,190	36,980	37,772	38,602	39,428	40,300	42,146	43,086	44,047	44,648	45,649	46,676	47,730	48,665
33	DEAF INTERPRETER III	185	24,947	25,443	26,224	26,795	27,532	28,163	28,974	29,620	30,252	30,912	31,574	32,280	32,671	33,377	34,578	35,360	36,141	36,967	37,794	38,470	39,342	40,228	41,145	41,950
34	DEAF INTERPRETER IV (HIGHLY QUALIFIED)	185	25,378	25,891	26,677	27,263	28,020	28,655	29,493	30,151	30,790	31,467	32,144	32,858	33,263	33,989	35,207	36,008	36,804	37,642	38,483	39,172	40,060	40,966	41,902	42,722
34	DEAF INTERPRETER IV (HIGHLY QUALIFIED)	205	28,068	28,636	29,507	30,156	30,996	31,699	32,627	33,355	34,064	34,815	35,565	36,357	36,805	37,609	38,959	39,847	40,729	41,658	42,589	43,353	44,337	45,341	46,378	47,287
34	DEAF INTERPRETER IV (HIGHLY QUALIFIED)	225	30,758	31,381	32,337	33,049	33,971	34,742	35,762	36,561	37,339	38,162	38,987	39,856	40,348	41,229	42,711	43,685	44,654	45,672	46,695	47,534	48,613	49,715	50,854	51,851

# SALARY SCHEDULE - SUPPORT STAFF, CONTINUED

## OFFICE SUPPORT

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER MAX
6	OFFICE SUPPORT	225	20,786	21,170	21,736	22,156	22,741	23,181	23,802	24,258	24,917	25,410	25,904	26,433	26,945	27,493	28,042	28,626	29,851	30,472	31,075	31,770	32,427	33,122	33,816	34,476
7	OFFICE SUPPORT	205	19,248	19,611	20,111	20,494	21,026	21,426	21,993	22,417	23,008	23,474	23,924	24,390	24,873	25,372	25,872	26,388	27,503	28,070	28,619	29,252	29,868	30,484	31,124	31,731
7	OFFICE SUPPORT	217	20,271	20,657	21,185	21,591	22,154	22,578	23,177	23,626	24,252	24,745	25,221	25,715	26,226	26,754	27,283	27,830	29,010	29,609	30,191	30,861	31,513	32,166	32,843	33,484
8	OFFICE SUPPORT	185	17,955	18,288	18,758	19,110	19,605	19,982	20,509	20,907	21,465	21,887	22,308	22,751	23,192	23,658	24,121	24,609	25,641	26,168	26,707	27,306	27,875	28,458	29,056	29,621
8	OFFICE SUPPORT	195	18,826	19,184	19,675	20,056	20,578	20,974	21,528	21,940	22,526	22,969	23,413	23,889	24,350	24,838	25,330	25,836	26,929	27,488	28,054	28,687	29,289	29,906	30,531	31,126
13	OFFICE SUPPORT	225	22,760	23,199	23,838	24,314	25,008	25,502	26,250	26,798	27,347	27,950	28,498	29,083	29,503	30,124	31,148	31,861	32,537	33,249	33,962	34,547	35,315	36,100	36,886	37,607
14	OFFICE SUPPORT	195	20,250	20,643	21,196	21,614	22,198	22,639	23,257	23,726	24,384	24,880	25,378	25,898	26,418	26,966	27,512	28,086	29,298	29,918	30,553	31,139	31,802	32,486	33,185	33,832
20	OFFICE SUPPORT	217	23,882	24,358	25,045	25,556	26,314	26,860	27,653	28,217	28,835	29,433	30,068	30,737	31,073	31,777	32,871	33,575	34,333	35,091	35,831	36,483	37,294	38,140	39,003	39,766
20	OFFICE SUPPORT	225	24,697	25,190	25,904	26,433	27,219	27,785	28,607	29,193	29,832	30,454	31,112	31,806	32,153	32,884	34,017	34,748	35,534	36,320	37,086	37,763	38,604	39,481	40,376	41,165
21	OFFICE SUPPORT	195	21,972	22,399	23,001	23,460	24,110	24,601	25,281	25,805	26,518	27,071	27,626	28,196	28,782	29,384	29,986	30,619	31,949	32,631	33,343	33,929	34,673	35,418	36,194	36,901
21	OFFICE SUPPORT	200	22,490	22,928	23,546	24,017	24,682	25,186	25,885	26,421	27,152	27,721	28,289	28,874	29,475	30,092	30,709	31,360	32,724	33,422	34,153	34,754	35,518	36,281	37,077	37,801
21	OFFICE SUPPORT	205	23,008	23,457	24,091	24,573	25,256	25,772	26,488	27,038	27,786	28,369	28,952	29,552	30,168	30,800	31,433	32,099	33,498	34,214	34,963	35,579	36,361	37,144	37,960	38,702
21	OFFICE SUPPORT	215	24,044	24,516	25,179	25,686	26,401	26,943	27,694	28,270	29,056	29,668	30,279	30,907	31,553	32,217	32,881	33,579	35,046	35,796	36,582	37,229	38,049	38,870	39,725	40,502
29	OFFICE SUPPORT	200	23,806	24,293	24,959	25,495	26,210	26,762	27,509	28,078	28,890	29,491	30,108	30,741	31,376	32,041	32,724	33,422	34,901	35,648	36,428	37,029	37,841	38,669	39,529	40,302
29	OFFICE SUPPORT	205	24,357	24,856	25,539	26,088	26,821	27,387	28,153	28,736	29,568	30,184	30,817	31,467	32,116	32,799	33,498	34,214	35,729	36,494	37,294	37,910	38,743	39,592	40,474	41,265
29	OFFICE SUPPORT	225	26,561	27,109	27,859	28,462	29,266	29,887	30,727	31,368	32,281	32,957	33,651	34,364	35,077	35,826	36,593	37,379	39,043	39,883	40,761	41,436	42,350	43,283	44,251	45,118
30	OFFICE SUPPORT	195	23,575	24,055	24,743	25,266	25,994	26,565	27,325	27,895	28,481	29,130	29,685	30,350	30,762	31,411	32,535	33,232	33,976	34,737	35,481	36,131	36,939	37,778	38,634	39,389
32	OFFICE SUPPORT	195	24,877	25,394	26,117	26,663	27,429	28,008	28,820	29,434	30,295	30,952	31,600	32,285	32,970	33,690	34,407	35,161	36,761	37,576	38,409	38,929	39,797	40,688	41,601	42,415
32	OFFICE SUPPORT	215	27,248	27,817	28,615	29,216	30,061	30,700	31,595	32,273	33,222	33,945	34,660	35,415	36,171	36,965	37,755	38,587	40,352	41,249	42,169	42,742	43,698	44,680	45,686	46,581
32	OFFICE SUPPORT	217	27,485	28,060	28,865	29,472	30,324	30,970	31,873	32,556	33,514	34,245	34,966	35,728	36,491	37,292	38,089	38,929	40,710	41,616	42,544	43,123	44,089	45,079	46,095	46,998
32	OFFICE SUPPORT, OPERATIONS SUPERVISOR I, MILITARY SUPPLY CUSTODIAN	225	28,434	29,029	29,864	30,494	31,377	32,046	32,983	33,692	34,684	35,443	36,190	36,980	37,772	38,602	39,428	40,300	42,146	43,086	44,047	44,648	45,649	46,676	47,730	48,665
35	EMPLOYEE GROUP : TBD	225	33,167	33,932	34,829	35,635	36,580	37,431	38,428	39,324	40,376	41,325	42,283	43,276	44,285	45,329	46,387	47,483	49,083	50,247	51,439	52,469	53,717	54,996	56,308	57,581
37	EXECUTIVE ADMINISTRATIVE ASSISTANT	225	37,900	38,835	39,793	40,776	41,783	42,815	43,873	44,957	46,068	47,207	48,375	49,572	50,799	52,056	53,345	54,666	56,021	57,409	58,831	60,290	61,784	63,316	64,887	66,496

## SUPPORT SUPERVISORS

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER MAX
35	SUPPORT SUPERVISORS	225	32,847	33,560	34,547	35,333	36,374	37,160	38,330	39,189	40,011	40,925	41,838	42,752	43,319	44,306	45,877	46,955	48,015	49,093	50,190	51,104	52,274	53,480	54,722	55,796
38	SUPPORT SUPERVISORS, GRAPHICS DESIGNER	225	39,805	40,686	41,919	42,852	44,157	45,147	46,532	47,580	49,049	50,159	51,272	52,437	53,607	54,832	56,056	57,343	59,528	60,902	62,309	62,878	64,335	65,829	67,360	68,684
39	SUPPORT SUPERVISORS, ADMINISTRATIVE ASSISTANT TO GENERAL SUPERINTENDENT	225	43,353	44,322	45,679	46,709	48,145	49,235	50,759	51,913	53,529	54,752	55,978	57,264	58,548	59,896	61,246	62,660	65,063	66,576	68,125	68,694	70,298	71,941	73,625	75,073

# SALARY SCHEDULE - SUPPORT STAFF, CONTINUED

## SECURITY

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER MAX
11	SECURITY	235	23,025	23,484	24,132	24,610	25,297	25,812	26,537	27,090	27,854	28,446	29,018	29,629	30,239	30,888	31,511	32,167	33,541	34,247	34,967	35,730	36,490	37,269	38,067	38,811
17	SECURITY	235	24,972	25,430	26,136	26,575	27,300	27,835	28,522	29,095	29,668	30,221	30,756	31,366	31,728	32,339	33,504	34,572	34,898	35,604	36,329	36,921	37,684	38,543	39,401	40,171
21	SECURITY	185	20,935	21,341	21,912	22,347	22,963	23,430	24,075	24,571	25,248	25,773	26,299	26,841	27,396	27,967	28,539	29,140	30,401	31,047	31,724	32,280	32,986	33,693	34,429	35,101
35	SECURITY	185	27,322	27,907	28,718	29,365	30,221	30,868	31,829	32,535	33,211	33,962	34,714	35,465	35,931	36,743	38,035	38,921	39,793	40,679	41,581	42,332	43,294	44,286	45,307	46,194
36	SECURITY	235	35,208			37,518				40,596				43,674												

## MAINTENANCE/OPERATIONS (ALL HOURLY RATES ARE BASED ON 8 HOURS/DAY)

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER MAX
1	MAINTENANCE/OPERATIONS	185	9.60																							
2	MAINTENANCE/OPERATIONS	260	10.57	10.78	11.09	11.31	11.62	11.84	12.17	12.40	12.66	12.92	13.19	13.47	13.64	13.93	14.38	14.68	14.99	15.30	15.63	15.92	16.26	16.61	16.99	17.32
4	MAINTENANCE/OPERATIONS	260	11.11	11.32	11.63	11.86	12.16	12.38	12.70	12.94	13.20	13.46	13.73	14.01	14.18	14.46	14.92	15.22	15.53	15.84	16.18	16.45	16.92	17.16	17.55	17.89
5	MAINTENANCE/OPERATIONS	260	11.31	11.54	11.84	12.10	12.45	12.69	13.06	13.32	13.61	13.89	14.18	14.47	14.65	14.96	15.47	15.82	16.15	16.50	16.85	17.14	17.53	17.92	18.32	18.68
9	MAINTENANCE/OPERATIONS	260	11.92	12.14	12.49	12.74	13.10	13.36	13.75	14.03	14.31	14.62	14.94	15.26	15.44	15.77	16.32	16.66	17.03	17.41	17.78	18.10	18.49	18.90	19.33	19.71
11	MAINTENANCE/OPERATIONS	260	12.16	12.40	12.74	13.00	13.37	13.64	14.03	14.32	14.72	15.04	15.35	15.67	16.00	16.34	16.67	17.02	17.75	18.13	18.51	18.91	19.32	19.73	20.16	20.55
13	MAINTENANCE/OPERATIONS	260	12.51	12.75	13.11	13.38	13.76	14.04	14.45	14.75	15.06	15.40	15.70	16.03	16.26	16.60	17.17	17.57	17.95	18.34	18.73	19.06	19.49	19.92	20.36	20.76
15	MAINTENANCE/OPERATIONS	260	12.78	13.06	13.41	13.69	14.11	14.41	14.79	15.10	15.44	15.77	16.09	16.45	16.65	17.02	17.60	17.98	18.39	18.77	19.20	19.54	19.97	20.42	20.87	21.28
16	MAINTENANCE/OPERATIONS	260	13.02	13.29	13.68	13.96	14.35	14.65	15.08	15.42	15.72	16.05	16.40	16.77	16.98	17.35	17.94	18.34	18.72	19.14	19.57	19.90	20.35	20.80	21.29	21.71
17	MAINTENANCE/OPERATIONS	260	13.19	13.44	13.81	14.05	14.43	14.71	15.08	15.39	15.69	15.99	16.27	16.59	16.78	17.11	17.73	18.30	18.47	18.84	19.24	19.55	19.96	20.41	20.86	21.27
19	MAINTENANCE/OPERATIONS	260	13.43	13.70	14.15	14.44	14.85	15.18	15.60	15.94	16.29	16.63	16.98	17.35	17.58	17.96	18.57	18.99	19.41	19.83	20.29	20.64	21.10	21.58	22.07	22.50
20	MAINTENANCE/OPERATIONS	260	13.59	13.86	14.26	14.55	14.99	15.31	15.76	16.09	16.44	16.78	17.15	17.54	17.73	18.14	18.76	19.17	19.61	20.05	20.47	20.84	21.32	21.80	22.30	22.74
22	MAINTENANCE/OPERATIONS	260	13.89	14.18	14.61	14.91	15.36	15.69	16.12	16.47	16.82	17.17	17.57	17.95	18.17	18.56	19.20	19.63	20.08	20.51	20.97	21.35	21.83	22.33	22.83	23.28
24	MAINTENANCE/OPERATIONS	260	14.13	14.41	14.80	15.12	15.58	15.92	16.38	16.74	17.09	17.46	17.85	18.22	18.47	18.87	19.73	20.16	20.60	21.05	21.53	21.90	22.40	22.90	23.44	23.90
26	MAINTENANCE/OPERATIONS	260	14.33	14.63	15.06	15.40	15.84	16.19	16.65	17.02	17.36	17.73	18.13	18.52	18.74	19.17	19.84	20.30	20.74	21.23	21.70	22.08	22.57	23.09	23.62	24.08
27	MAINTENANCE/OPERATIONS	260	14.44	14.72	15.09	15.40	15.81	16.12	16.54	16.89	17.20	17.56	17.92	18.27	18.48	18.86	19.53	19.92	20.35	20.76	21.22	21.56	22.03	22.52	23.04	23.49
30	MAINTENANCE/OPERATIONS	260	14.83	15.14	15.58	15.92	16.38	16.74	17.23	17.60	17.98	18.39	18.74	19.17	19.44	19.85	20.57	21.02	21.50	21.99	22.46	22.87	23.40	23.93	24.48	24.96
31	MAINTENANCE/OPERATIONS	260	14.96	15.25	15.69	15.99	16.44	16.76	17.19	17.55	17.90	18.25	18.64	19.02	19.25	19.64	20.28	20.70	21.15	21.59	22.05	22.41	22.89	23.42	23.95	24.42
32	MAINTENANCE/OPERATIONS	260	15.66	16.00	16.46	16.80	17.31	17.67	18.19	18.58	19.14	19.56	19.98	20.41	20.85	21.32	21.77	22.26	23.29	23.80	24.34	24.67	25.23	25.80	26.38	26.90
33	MAINTENANCE/OPERATIONS	260	16.51	16.84	17.38	17.76	18.26	18.68	19.24	19.67	20.10	20.54	20.99	21.47	21.73	22.21	23.02	23.55	24.08	24.63	25.20	25.65	26.24	26.83	27.46	28.00
35	MAINTENANCE/OPERATIONS	260	18.12	18.51	19.06	19.50	20.08	20.51	21.17	21.64	22.10	22.60	23.11	23.62	23.93	24.48	25.36	25.95	26.54	27.15	27.75	28.26	28.90	29.58	30.27	30.86
37	MAINTENANCE/OPERATIONS	260	18.74	19.17	19.74	20.19	20.78	21.26	21.91	22.41	22.92	23.43	23.95	24.48	24.79	25.38	26.29	26.88	27.50	28.15	28.77	29.31	29.97	30.66	31.39	32.01

# SALARY SCHEDULE - SUPPORT STAFF, CONTINUED

## GRAPHICS (ALL HOURLY RATES ARE BASED ON 8 HOURS/DAY)

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER Max
5	GRAPHICS I	260	11.31	11.54	11.84	12.10	12.45	12.69	13.06	13.32	13.61	13.89	14.18	14.47	14.65	14.96	15.47	15.82	16.15	16.50	16.85	17.14	17.53	17.92	18.32	18.68
13	GRAPHICS II	260	12.51	12.75	13.11	13.38	13.76	14.04	14.45	14.75	15.06	15.40	15.70	16.03	16.26	16.60	17.17	17.57	17.95	18.34	18.73	19.06	19.49	19.92	20.36	20.76
24	GRAPHICS III	260	14.13	14.41	14.80	15.12	15.58	15.92	16.38	16.74	17.09	17.46	17.85	18.22	18.47	18.87	19.73	20.16	20.60	21.05	21.53	21.90	22.40	22.90	23.44	23.90
34	GRAPHICS IV	260	16.94	17.33	17.82	18.21	18.74	19.17	19.77	20.21	20.64	21.10	21.56	22.05	22.53	23.04	23.67	24.21	24.76	25.32	25.88	26.36	26.95	27.59	28.23	28.78

## SERVICE CENTER (ALL HOURLY RATES ARE BASED ON 8 HOURS/DAY)

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER Max
5	SERVICE CENTER	260	11.31	11.54	11.84	12.10	12.45	12.69	13.06	13.32	13.61	13.89	14.18	14.47	14.65	14.96	15.47	15.82	16.15	16.50	16.85	17.14	17.53	17.92	18.32	18.68
9	SERVICE CENTER	260	11.92	12.14	12.49	12.74	13.10	13.36	13.75	14.03	14.31	14.62	14.94	15.26	15.44	15.77	16.32	16.66	17.03	17.41	17.78	18.10	18.49	18.90	19.33	19.71
13	SERVICE CENTER	260	12.51	12.75	13.11	13.38	13.76	14.04	14.45	14.75	15.06	15.40	15.70	16.03	16.26	16.60	17.17	17.57	17.95	18.34	18.73	19.06	19.49	19.92	20.36	20.76
20	SERVICE CENTER	260	13.59	13.86	14.26	14.55	14.99	15.31	15.76	16.09	16.44	16.78	17.15	17.54	17.73	18.14	18.76	19.17	19.61	20.05	20.47	20.84	21.32	21.80	22.30	22.74
22	SERVICE CENTER	260	13.89	14.18	14.61	14.91	15.36	15.69	16.12	16.47	16.82	17.17	17.57	17.95	18.17	18.56	19.20	19.63	20.08	20.51	20.97	21.35	21.83	22.33	22.83	23.28
24	SERVICE CENTER	260	14.13	14.41	14.80	15.12	15.58	15.92	16.38	16.74	17.09	17.46	17.85	18.22	18.47	18.87	19.73	20.16	20.60	21.05	21.53	21.90	22.40	22.90	23.44	23.90
26	SERVICE CENTER	260	14.33	14.63	15.06	15.40	15.84	16.19	16.65	17.02	17.36	17.73	18.13	18.52	18.74	19.17	19.84	20.30	20.74	21.23	21.70	22.08	22.57	23.09	23.62	24.08
31	SERVICE CENTER	260	14.96	15.25	15.69	15.99	16.44	16.76	17.19	17.55	17.90	18.25	18.64	19.02	19.25	19.64	20.28	20.70	21.15	21.59	22.05	22.41	22.89	23.42	23.95	24.42
33	SERVICE CENTER	260	16.51	16.84	17.38	17.76	18.26	18.68	19.24	19.67	20.10	20.54	20.99	21.47	21.73	22.21	23.02	23.55	24.08	24.63	25.20	25.65	26.24	26.83	27.46	28.00

## FOOD SERVICES (ALL HOURLY RATES ARE BASED ON 8 HOURS/DAY)

GRADE	EMPLOYEE GROUP	DAYS	STEPS																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	OVER Max
3	FOOD SERVICES	180	11.40	11.59	11.85	12.07	12.39	12.59	12.89	13.14	13.37	13.61	13.87	14.11	14.26	14.55	15.00	15.29	15.57	15.85	16.17	16.42	16.74	17.09	17.43	17.77
5	FOOD SERVICES	180	11.69	11.91	12.22	12.48	12.83	13.08	13.44	13.70	13.99	14.26	14.56	14.85	15.04	15.34	15.84	16.20	16.53	16.88	17.24	17.52	17.90	18.30	18.70	19.07
15	FOOD SERVICES	184	13.14	13.39																						
19	FOOD SERVICES	184	20,279	20,682	21,339	21,774	22,386	22,864	23,476	23,970	24,494	25,002	25,510	26,047	26,391	26,944	27,856	28,468	29,081	29,709	30,381	30,904	31,577	32,280	32,997	33,640
20	FOOD SERVICES	184	20,498	20,831	21,508	21,912	22,518	22,902	23,528	24,033	24,538	25,043	25,599	26,104	26,457	27,114	27,871	28,528	29,182	29,790	30,497	31,002	31,709	32,416	33,123	33,769
23	FOOD SERVICES	184	21,079	21,494	21,911	22,345	22,798	23,248	23,719	24,192	24,681	25,187	25,693	26,218	26,761	27,322	27,882	28,629	29,283	29,891	30,598	31,103	31,810	32,517	33,201	33,542
25	FOOD SERVICES	184	21,494	21,911	22,345	22,798	23,248	23,719	24,192	24,681	25,187	25,693	26,218	26,761	27,322	27,882	28,463	29,060	29,676	30,309	30,961	31,529	32,201	32,892	33,600	34,255
28	FOOD SERVICES	184	21,908	22,341	22,805	23,252	23,716	24,195	24,687	25,180	25,688	26,212	26,765	27,318	27,885	28,468	29,066	29,679	30,306	30,964	31,607	32,175	32,877	33,580	34,297	34,966
30	FOOD SERVICES	184	22,345	22,798	23,447	23,940	24,628	25,165	25,883	26,421	26,974	27,586	28,109	28,738	29,125	29,738	30,800	31,458	32,159	32,877	33,580	34,193	34,954	35,746	36,553	37,267

# STIPEND HANDBOOK

*Adopted by*

The Dallas Independent School District

Board of Trustees

*June 23, 2005*

***Amended August 25, 2005***

**DISD STIPEND HANDBOOK**  
**Summary Listing**

Dallas ISD		2005-2006 Stipend Summary Listing		Revised Date: 9/05			
Stipend Number	Level	Stipend Title/Name	2005-2006 Amount	2005-2006 Payment			
				One Payment	Bi-Weekly	Monthly	Other
<b>ATHLETIC STIPEND PROGRAM (100 Series)</b>							
101	High School	HS Head Coach – Athletic Director	\$6,661/year		X	X	
102	High School	HS Assistant Coach – Athletic Director	\$6,509/year		X	X	
103	High School	HS Head Coach/Assistant Coach – Two Sports	\$4,331/year		X	X	
104	High School	HS Assistant Coach/Assistant Coach – Two Sports	\$4,180/year		X	X	
105	High School	HS Head Coach – Golf or Tennis and Athletic Director	\$3,981/year		X	X	
106	High School	HS Athletic Director (only)	\$2,829/year		X	X	
107	High School	HS Single Sport Coach – Golf or Tennis	\$1,652/year		X	X	
108	High School	HS Head Coach – Female Athletic Coordinator	\$6,095/year		X	X	
109	High School	HS Assistant Coach – Female Athletic Coordinator	\$5,943/year		X	X	
110	High School	HS Head Coach – Golf or Tennis and Female Athletic Coordinator	\$3,415/year		X	X	
111	High School	HS Female Athletic Coordinator (only)	\$2,263/year		X	X	
112	Middle School	MS Coach – Athletic Director (must coach two sports)	\$3,755/year		X	X	
113	Middle School	MS Coach (must coach three sports)	\$2,960/year		X	X	
114	Middle School	MS Athletic Director (only)	\$1,220/year		X	X	
<b>AUXILIARY STIPEND PROGRAM (200 Series)</b>							
<b>Attendance Award Stipend:</b>							
201	All Schools	Attendance Award	\$50 to \$600/year				X
<b>Food and Child Nutrition Stipends:</b>							
202	All Schools	Dual Cafeteria Supervisor	\$3,000/year		X	X	
203	All Schools	Satellite Responsibility	\$750/year		X	X	
204	All Schools	Satellite Responsibility	\$1,200/year		X	X	
205	All Schools	Test Kitchen Supervisor	\$500/year		X	X	
206	All Schools	Training Supervisor (Paraprofessional Supervisor)	\$1,500/year		X	X	
207	All Schools	School Classification V+	\$400/year increment		X	X	
208	All Schools	Dual Lead Person	\$0.50/hour		X	X	
209	All Schools	School Satellite Lead Person	\$0.50/hour		X	X	
210	All Schools	AA Employee	\$0.50/hour		X	X	
211	All Schools	School Interim Lead Person	\$0.50/hour		X	X	
212	All Schools	TSFSA Certification	\$0.05, \$0.10, \$0.15, \$0.25/hour		X	X	
<b>EXTRA CURRICULAR STIPEND PROGRAM (300 Series)</b>							
<b>District Activities Stipends:</b>							
301	High School	HS Cheerleader Sponsor	\$1,952/year				X
302	High School	HS Dance Instructor	\$2,150/year				X
303	High School	HS Drama Instructors	\$2,150/year				X
304	High School	HS Drill Team Sponsor	\$2,751/year				X
305	High School	HS Speech Instructor	\$3,811/year				X
306	High School	Jr. Varsity Cheerleader Sponsor	\$1,952/year				X
307	Middle School	MS Dance Instructor	\$1,600/year				X
308	Middle School	MS Drama Instructors	\$1,600/year				X
309	Middle School	MS Speech Instructors	\$3,677/year				X

**DISD STIPEND HANDBOOK**  
**Summary Listing**

Dallas ISD		2005-2006 Stipend Summary Listing			Revised Date: 9/05			
Stipend Number	Level	Stipend Title/Name	2005-2006 Amount	2005-2006 Payment				
				One Payment	Bi-Weekly	Monthly	Other	
<b>EXTRA CURRICULAR STIPEND PROGRAM, continued (300 Series)</b>								
<b>Fine Arts Stipends:</b>								
321	High School	HS Assistant Band Director	\$2,872/year			X		
322	High School	HS Band Director	\$3,235/year			X		
323	High School	HS Choral Assistant	\$2,146/year			X		
324	High School	HS Choral Director	\$2,436/year			X		
325	Secondary	Orchestra Director Level I	\$1,710/year			X		
326	Middle School	MS Band Director	\$2,073/year			X		
327	Middle School	MS Choral Director	\$1,758/year			X		
328	Secondary	Orchestra Director Level II	\$1,287/year			X		
<b>Junior ROTC Stipends:</b>								
341	High School	HS JROTC	\$3,235/year			X		
342	Middle School	MS JROTC	\$2,073/year			X		
<b>Yearbook Stipend:</b>								
361	High School	Yearbook	\$1,000 to \$2,000/year	X				
<b>FACILITIES STIPEND PROGRAM (400 Series)</b>								
401	District	Asbestos Pay	\$1,900 or \$2,500/year		X	X		
402	District	Mechanic Certification Program	\$900 (per certification level)		X	X		
<b>HUMAN RESOURCE AND POLICE/SECURITY STIPEND PROGRAM (500 Series)</b>								
<b>Recruitment Stipends:</b>								
501	PreK-2	Signing Incentive Bilingual	\$500				X	
502	District	Signing Incentive Diagnostician/Psychologist	\$500 to \$1,500				X	
503	All Schools	Signing Incentive Dual Certification	\$1,500				X	
504	Learning Ctr.	Signing Incentive Learning Center	\$1,500				X	
505	Secondary	Signing Incentive Math	\$500				X	
506	All Schools	Signing Incentive New Teacher	\$500 to \$1,500				X	
507	All Schools	Signing Incentive Pre K	\$500				X	
508	Secondary	Signing Incentive Science	\$500				X	
509	All Schools	Signing Incentive Special Education	\$500				X	
510	All Schools	Signing Incentive Speech Therapist	\$3,000 (Supplemental)				X	
<b>Police/Security Stipend:</b>								
521	Police Department	Body Armor (vest)	\$500 one time payment				X	
<b>INSTRUCTIONAL STIPEND PROGRAM (600 Series)</b>								
<b>Campus Instructional Leadership Stipends:</b>								
601	All Schools	Campus Instructional Leadership	\$1,000/year	X				
602	High School	Stipend Department Chair	\$1,000/year	X				
<b>Learning Centers Stipends:</b>								
615	Learning Center	Computer Demonstration	\$3,000/year			X		
616	Learning Center	Reading Demonstration	\$3,000/year			X		
617	Learning Center	Math Demonstration	\$3,000/year			X		



**DISD STIPEND HANDBOOK**  
**Summary Listing**

Dallas ISD		2005-2006 Stipend Summary Listing		Revised Date: 9/05			
Stipend Number	Level	Stipend Title/Name	2005-2006 Amount	2005-2006 Payment			
				One Payment	Bi-Weekly	Monthly	Other
<b>INSTRUCTIONAL STIPEND PROGRAM, continued (600 Series)</b>							
<b>Longevity Stipend:</b>							
620	All Schools	Longevity	\$1,000 to \$5,000/year			X	
<b>Math Stipends:</b>							
625	District	Math Lead Teacher Stipend	\$5,000/year			X	
626	Secondary	Math Teacher Stipend	\$1,000/10 months			X	
<b>Multi-Language Stipends:</b>							
630	District/Elem.	Bilingual Stipend	\$3,000/10 months			X	
631	All Schools	ESL Stipend	\$500				X
632	Secondary	Spanish Stipend	\$500				X
<b>Reading Stipend:</b>							
635	District	Area Advisory Reading Teachers	Variable			X	
<b>Science Stipends:</b>							
640	District	Science Lead Teacher Stipend	\$5,000/year			X	
641	Secondary	Science Teacher Stipend	\$1,000/10 months			X	
<b>Special Education Stipends:</b>							
645	All Schools	Special Education Stipend	\$500				X
646	All Schools	Dyslexia Stipend	\$7,200			X	
<b>Summer School Stipend:</b>							
650	District	Summer School Pay	Variable				X
<b>Campus Ph.D. Stipend:</b>							
655	All Schools	Campus Ph.D.	\$2,000/year			X	
<b>Incentive Pay Stipend:</b>							
660	All Schools	Incentive Pay	TBD (Outstanding School Performance)	X			
<b>Speech Therapist Supervisor Stipend:</b>							
665	District	Speech Therapist Supervisor	5% annual salary			X	
<b>Supply Funds Stipend :</b>							
670	All Schools	Supply Funds	\$250/year	X			
<b>Excess Class/Campus Stipends:</b>							
675	All Schools	165+ Students	\$2,000 per semester				X
676	Principals	Campus Size Stipend	Variable	X			
<b>DISTRICTWIDE STIPEND PROGRAM (700 Series)</b>							
701	District	Travel Allowance	\$694 to \$4,051/year		X	X	
702	Drop-Out Prev.	Attendance Improvement	Variable				X
703	District	Cellular Phone Stipend	\$2,340/year			X	
704	District	Interim Stipend	10% daily rate		X	X	
705	District	Benefits Coordinator Stipend	1,000/year				X

**DISD STIPEND HANDBOOK**  
**Summary Listing**

Dallas ISD		2005-2006 Supplemental Pay Summary Listing		Revised Date: 9/05			
Stipend Number	Level	Supplemental Pay Title/Name	2005-2006 Amount	2005-2006 Payment			
				One Payment	Bi-Weekly	Monthly	Other
<b>SUPPLEMENTAL PAY STIPEND PROGRAM (800 Series)</b>							
801	District	Adult Basic Education	\$20 and \$22/hour professional			X	
802	District	Athletics	\$38/event (ticket teller) to \$80/event (stadium mgr.)		X	X	
803	All Schools	Before/After School	\$8/hour support; \$20/hour professional		X	X	
804	All Schools	Class Coverage	\$8/hour support; \$20/hour professional		X	X	
805	District	Coaching Days (CODA)	Daily Rate	X			
806	All Schools	Curriculum	\$20/hour professional			X	
807	District	Drivers Education	\$8/hour support; \$20/hour professional		X	X	
808	District	Elections	Hourly Rate (support)		X		
809	District	Evening School	\$8/hour support; \$20/hour professional		X	X	
810	Learning Centers	Extended Day	Hourly Rate (support); \$20/hour professional		X	X	
811	All Schools	Food and Child Nutrition	Hourly Rate		X	X	
812	Learning Centers	Goals Learning Centers	Determined by Area Superintendent				X
813	District	Graduation Duty	\$480/campus	X			
814	District	HIPPY Program	\$12.22/hour			X	
815	Learning Centers	Learning Centers	Variable				X
816	All Schools	Saturday School	\$8/hour support; \$20/hour professional		X	X	
817	District	Security	Hourly Rate (support); \$20/hour professional		X	X	
818	All Schools	Staff Development	Variable		X	X	
819	All Schools	Stipend	Variable		X	X	
820	All Schools	Substitute Teachers/Support	Variable			X	
821	All Schools	Substitute Other Classifications	Variable		X	X	
822	Selected Schools	Texas Instrument Foundation	Variable (Up to \$1,150)				X
823	All Schools	Title I	Hourly Rate (support); \$20/hour professional		X	X	
824	All Schools	Tutor	\$20/hour			X	
825	Secondary	Univ. Interscholastic League	\$100/event - \$523/event				X

## ATHLETIC STIPEND PROGRAM (100 Series)

### Stipends #101 - #114

- Stipends #101 - #114 are designed to compensate coaches and other approved staff in the athletic function.

This is an incentive-based stipend for district employees who serve as coaches of extracurricular athletic activities. The rules for the stipend require that coaches meet district and University Interscholastic League (UIL) certification requirements. The Athletics Department is responsible for designating coaches based on the needs of the particular school. Coach designations **must** be communicated by the Athletics Department to the Compensation Department in order for the coach to be considered for the stipend. All prior athletic stipends at levels above the current stipend schedule are grandfathered.

*Stipend amounts are shown below.*

#### High School

Stipend #	Position	Annual Amount	Bi-weekly Amount	Monthly Amount
101	HS Head Coach – Athletic Director	\$6,661	\$256.19	\$555.08
102	HS Assistant Coach – Athletic Director	\$6,509	\$250.35	\$542.42
103	HS Head Coach/Assistant Coach – Two Sports	\$4,331	\$166.58	\$360.92
104	HS Assistant Coach/Assistant Coach – Two Sports	\$4,180	\$160.77	\$348.33
105	HS Head Coach – Golf or Tennis and Athletic Director	\$3,981	\$153.12	\$331.75
106	HS Athletic Director (only)	\$2,829	\$108.81	\$235.75
107	HS Single Sport Coach – Golf or Tennis	\$1,652	\$63.54	\$137.67
108	HS Head Coach – Female Athletic Coordinator	\$6,095	\$234.42	\$507.91
109	HS Assistant Coach – Female Athletic Coordinator	\$5,943	\$228.58	\$495.25
110	HS Head Coach – Golf or Tennis and Female Athletic Coord.	\$3,415	\$131.35	\$284.58
111	HS Female Athletic Coordinator (only)	\$2,263	\$87.04	\$188.58

#### Middle School

Stipend #	Position	Annual Amount	Bi-weekly Amount	Monthly Amount
112	MS Coach – Athletic Director (must coach two sports)	\$3,755	\$144.42	\$312.92
113	MS Coach (must coach three sports)	\$2,960	\$113.85	\$246.67
114	MS Athletic Director (only)	\$1,220	\$46.92	\$101.67

## AUXILIARY STIPEND PROGRAM (200 Series)

### Attendance Award Stipend

#### Stipend #201

- **Stipend #201 is an attendance award designed to compensate Food and Child Nutrition workers.**

To ensure a high level of attendance by permanent campus-based Food and Child Nutrition employees and pool substitutes, a \$200 incentive is offered three periods a year to those employees that have not missed any work time. The only exceptions are Jury Duty and Federal Family Medical Leave. Perfect attendance incentive pay for the entire school year could total \$600.

Employees that miss only one day or part of the day during each period will be eligible for a \$50 incentive. Employees that miss a combined total of 8 hours or less from multiple days due to tardiness, appointments, etc., are not eligible for the \$50 incentive.

### Food and Child Nutrition Stipends

#### Stipends #202 - #212

- **Stipends #202 - #212 are designed to compensate Food and Child Nutrition managers, supervisors, and employees holding various levels of the Texas School Food Service certification.**

*Stipend amounts are shown below.*

Stipend #	Program	Description	Amount
202	Dual Cafeteria Supervisor	Supervises two separate cafeteria operations.	\$3,000 annual
203	Satellite Responsibility	The salary for managing one satellite will be \$750 in addition to the regular annual salary.	\$750 annual
204	Satellite Responsibility	The salary for managing two or more satellites will be \$1,200 in addition to the regular annual salary.	\$1,200 annual
205	Test Kitchen Supervisor	The test kitchen supervisor will be paid \$500 in addition to the regular annual salary.	\$500 annual
206	Training Supervisor (Paraprofessional Supervisor)	The training supervisor will receive an annual stipend of \$1,500 for training prospective cafeteria supervisors.	\$1,500 annual
207	School Classification V+	Level V+ supervisors will receive \$400 annually for each \$180 increment above the required daily-adjusted income.	\$400 annual/increment
208	Dual Lead Person	\$0.50/hour in addition to their regular hourly wage for a technician with a "Registered Food Service Manager" certificate.	\$0.50/hour
209	School Satellite Lead Person	\$0.50/hour in addition to their regular hourly wage for a technician with a "Registered Food Service Manager" certificate.	\$0.50/hour
210	AA Employee	\$0.50/hour for an AA employee responsible for interim approval of free and reduced meal applications.	\$0.50/hour
211	School Interim Lead Person	\$0.50/hour for an employee with a "Registered Food Service Manager" certificate when assigned to take the responsibility of supervising the cafeteria.	\$0.50/hour
212	TSFSA Certification	The campus level employee who is certified through TSFSA will receive an additional stipend from \$0.05, \$0.10, \$0.15 or \$0.25/hour depending on the certification level I, II, III or IV.	\$0.05, \$0.10, \$0.15, \$0.25/hour

## EXTRA CURRICULAR STIPEND PROGRAM (300 Series)

### District Activities Stipends

#### Stipends #301 - #309

- Stipends #301 - #309 are designated for District Activities Stipend Programs. They are designed to compensate employees of the district who serve as cheerleader sponsor, dance instructor, drama instructor, drill team sponsor and speech instructor.

The rules for the stipends require that an employee be a full-time employee of the DISD and meet all district and University Interscholastic League (UIL) requirements. Cheerleading, dance and drill teams do not fall under UIL rules, but the regulations regarding No pass - No play, eight-hour practice limitation, athletic periods, one contest during the school week, and extracurricular absences are applicable.

*Stipend amounts are shown below.*

#### High School

Stipend #	Position	Annual Amount	Monthly Amount
301	HS Cheerleader Sponsor	\$1,952	\$162.67
302	HS Dance Instructor	\$2,150	\$179.17
303	HS Drama Instructor	\$2,150	\$179.17
304	HS Drill Team Sponsor	\$2,751	\$229.25
305	HS Speech Instructor	\$3,811	\$317.58
306	Junior Varsity Cheerleader Sponsor	\$1,952	\$162.67

#### Middle School

Stipend #	Position	Annual Amount	Monthly Amount
307	MS Dance Instructor	\$1,600	\$133.33
308	MS Drama Instructor	\$1,600	\$133.33
309	MS Speech Instructor	\$3,677	\$306.42

### Fine Arts Stipends

#### Stipends #321 - #328

- Stipends #321 - #328 are designated for Fine Arts Stipend Programs. They are designed to compensate teachers of the district who serve as assistant band director, band director, choral assistant, choral director and orchestra directors (Levels I and II).

The rules for the stipends require that an employee be a full-time teacher of the DISD and meet all district and University Interscholastic League (UIL) requirements.

*Stipend amounts are shown below.*

#### High School

Stipend #	Position	Annual Amount	Monthly Amount
321	HS Assistant Band Director	\$2,872	\$239.33
322	HS Band Director	\$3,235	\$269.58
323	HS Choral Assistant	\$2,146	\$178.83
324	HS Choral Director	\$2,436	\$203.00
325	Orchestra Director Level I	\$1,710	\$142.50

#### Middle School

Stipend #	Position	Annual Amount	Monthly Amount
326	MS Band Director	\$2,073	\$172.75
327	MS Choral Director	\$1,758	\$146.50
328	Orchestra Director Level II	\$1,287	\$107.25

**Junior ROTC Stipends**

**Stipends #341 - #342**

- **Stipend #341 is designed to compensate high school JROTC instructors.** This is an incentive for employees of the district who serve as high school JROTC instructors. To be eligible for this stipend, the instructor is required to be certified by the U.S. Army as a JROTC instructor.

*The stipend amount is \$3,235 per year, \$269.58 monthly amount.*

- **Stipend #342 is designed to compensate middle school JROTC instructors.** This is an incentive for employees of the district who serve as middle school JROTC instructors. To be eligible for this stipend, the instructor is required to be certified by the U.S. Army as a JROTC instructor. The position is carved from within the regular (job code 6000) teacher allocation.

*The stipend amount is \$2,073 per year, \$172.75 monthly amount.*

**Yearbook Stipend**

**Stipend #361**

- **Stipend #361 is designed to compensate teachers who work with the school newspaper and/or yearbook.**

*Stipend amounts are based on the following:*

Category	Newspaper	Amount
A	Fewer than 47 total pages	\$1,000
B	48-71 pages	\$1,500
C	72 or more pages	\$2,000

Category	Yearbook	Amount
A	Fewer than 128 pages	\$1,000
B	129-250 pages	\$1,500
C	251 or more pages	\$2,000

*The stipend is paid in May.*

**Asbestos Stipend**  
**Stipend #401**

- **Stipend #401 is designed to compensate employees for the hazards of removing asbestos and working in areas where asbestos products exist.**

It is necessary that employees working in these areas be asbestos certified in order to protect themselves, students and staff from the hazards associated with asbestos and its removal. The certification program and accepting to work in hazardous areas is voluntary. There are two levels of pay for the difference in duties and potential exposure.

*Stipend amounts are shown below.*

**Environmental Services**

<b>Position</b>	<b>Annual Amount</b>	<b>Bi-weekly Amount</b>	<b>Monthly Amount</b>
Abatement Employees (removing asbestos)	\$2,500	\$96.15	\$208.33
Supervisors (Exempt and Non-Exempt)	\$1,900	\$73.08	\$158.33
Inspectors/Management Planners	\$1,900	\$73.08	\$158.33
Indoor Air Quality Inspectors	\$1,900	\$73.08	\$158.33

**Maintenance Support (Finishing, Mechanical, HVAC and Communications)**

<b>Position</b>	<b>Annual Amount</b>	<b>Bi-weekly Amount</b>	<b>Monthly Amount</b>
Certified Craftsman	\$1,900	\$73.08	\$158.33
Supervisors (Exempt and Non-Exempt)	\$1,900	\$73.08	\$158.33

**Mechanic Certification Stipend**  
**Stipend #402**

- **Stipend #402 is designated as incentive pay for the Mechanic Certification Program.**

*The stipend amount is \$900 annually per certification level.*

## HUMAN RESOURCE AND POLICE/SECURITY STIPEND PROGRAM (500 Series)

### Recruitment Stipends

#### Stipends #501 - #510

- Stipends #501 - #510 are designated as sign-on bonuses to support the district's critical shortage objectives.

These sign-on bonuses are available to new DISD employees. Individuals employed with the district during any portion of the prior school year are not eligible for any new hire incentive.

*The signing incentive amounts are shown below.*

Stipend #	Area	Position	Amount
501	PreK-2	Bilingual Teacher	\$500 (\$250 in 1 <sup>st</sup> paycheck, December)
502	District	Diagnostician/Psychologist	\$1,000 (\$500 in 1 <sup>st</sup> paycheck, \$500 in December) \$500 for July signing, \$250 for August signing
503	All Schools	Dual Certification Teacher	\$1,500 (\$750 in 1 <sup>st</sup> paycheck, \$750 in December)
504	Learning Centers	Learning Center Teacher	\$1,500 (\$750 in 1 <sup>st</sup> paycheck, \$750 in December)
505	Secondary	Math Teacher	\$500 (\$250 in 1 <sup>st</sup> paycheck, \$250 in December)
506	All Schools	New Teacher	\$1,000 (\$500 in 1 <sup>st</sup> paycheck, \$500 in December) \$500 for July signing, \$250 for August signing
507	All Schools	PreK-Kindergarten Teacher	\$500 (\$250 in 1 <sup>st</sup> paycheck, \$250 in December)
508	Secondary	Science Teacher	\$500 (\$250 in 1 <sup>st</sup> paycheck, \$250 in December)
509	All Schools	Special Education Teacher	\$500 (\$250 in 1 <sup>st</sup> paycheck, \$250 in December)
510	All Schools	Speech Therapist	\$3,000 (supplemental pay)

### Police/Security Stipend

#### Stipend #521

- Stipend #521 is the Body Armor stipend designated to provide additional safety protection for school police and patrol officer's positions in the Police and Security Services Department.

*The stipend amount is a one-time \$500 payment.*



## INSTRUCTIONAL STIPEND PROGRAM (600 Series)

### Campus Instructional Leadership Stipends Stipends #601 - #602

- Stipends #601 - #602 are designed to compensate the Campus Instructional Leadership Team (CILT) members.

The CILT members work with campus administrators and content/program directors throughout the year. They assist in the development of the Campus Improvement Plan and campus planning. They also work with content/program directors and teachers in their content area(s) to facilitate two-way communication between the campus and central offices. The CILT members receive training during the summer and meet throughout the year in districtwide sessions to receive new and/or updated information, which team members disseminate to the campus. Districtwide meetings also give the CILT members the opportunity to provide input to the directors regarding the needs of the campus.

Stipend amounts are based on a maximum of four days for training (\$100/day to be paid in October) and a \$1,000 stipend for designated responsibilities (to be paid in May). Only the designated number of CILT members will receive the training stipend and the CILT stipend from the CILT budget; any additional personnel identified must be paid with other area or local campus funds.

The CILT composition for 2005-2006 is as follows:

#### Elementary Schools: 7 Positions for PreK-3 and 4-6 schools

Subject Area	Position	Annual Amount (paid in May)
Reading/Language Arts	1 representative for grades PreK-3	\$1,000
Reading/Language Arts/Social Studies	1 representative for grades 4-6	\$1,000
Mathematics	1 representative for grades PreK-3	\$1,000
Mathematics	1 representative for grades 4-6	\$1,000
Science	1 representative	\$1,000
Bilingual	1 representative	\$1,000
Special Education	1 representative	\$1,000

#### Middle Schools: 6 Positions

Subject Area	Position	Annual Amount (paid in May)
Reading/Language Arts	1 representative	\$1,000
Mathematics	1 representative	\$1,000
Science	1 representative	\$1,000
Social Studies	1 representative	\$1,000
Special Education	1 representative	\$1,000
Other: To be determined by principal	1 representative	\$1,000

#### Comprehensive High Schools: 6 Positions

Skyline, Magnets, Alternatives and Other Area 5 Schools

Subject Area	Position	Annual Amount (paid in May)
Reading/Language Arts	1 representative	\$1,000
Mathematics	1 representative	\$1,000
Science	1 representative	\$1,000
Social Studies	1 representative	\$1,000
Special Education	1 representative	\$1,000
Other: To be determined by principal	1 representative	\$1,000

***The stipend amount is \$1,000 per year, to be paid in May.***

**Learning Centers Stipends**

**Stipends #615 - #617**

- **Stipend #615 is designed to compensate computer demonstration teachers.** Teachers must be identified in job code 60X0 to be eligible to receive this stipend.
- **Stipend #616 is designed to compensate reading demonstration teachers.** Teachers must be identified in job code 60X0 to be eligible to receive this stipend.
- **Stipend #617 is designed to compensate math demonstration teachers.** Teachers must be identified in job code 60X0 to be eligible to receive this stipend.

*The stipend amount is \$3,000 per year, \$250 monthly amount.*

**Longevity Stipend**

**Stipend #620**

- **Stipend #620 is designated as a longevity award for teachers/related instructional personnel and professional support employees.** Personnel new to the district are eligible for longevity pay after 15 continuous years of Dallas Independent School District service.

Longevity awards will be paid in addition to base salary, in accordance with the following schedule.

*Stipend amounts are shown below.*

Creditable Years of Service (CYS)	Longevity Amount (Annual)	Longevity Amount (Monthly)
15-19	\$1,000	\$83.33
20-24	\$2,500	\$208.33
25-29	\$4,000	\$333.33
30+	\$5,000	\$416.67

*The stipend is paid on a monthly basis.*

**Math Stipends**

**Stipends #625 - #626**

- **Stipend #625 is designed to compensate lead math teachers.** This is an incentive for teachers with special training to work with other teachers and with students in order to improve student math performance.

*The stipend amount is \$5,000 per year, \$416.67 monthly amount.*

- **Stipend #626 is designed to compensate math teachers.** This is an incentive to attract and retain qualified math teachers teaching in secondary math positions. To qualify, individuals must be fully certified math teachers, elementary certified teachers with 24 hours of math on an official transcript, or an AC Program Math Intern.

*The stipend amount is \$1,000 per year, to be paid in 10 monthly payments of \$100 from November through August.*

**Multi-Language Stipends**

**Stipends #630 - #632**

- **Stipend #630 is designed to compensate bilingual teachers, Special Education teachers, and Media specialists (librarians).** This incentive-based stipend is designed to attract and retain qualified bilingual teachers teaching in bilingual positions, Special Education teachers and certified bilingual media specialists (librarians). To be eligible for the bilingual stipend, the **bilingual teacher** is required to have: 1) A valid bilingual certificate/endorsement or valid emergency permit; or probationary certificate 2) implement Native Language Cognitive Development (NLCD) curriculum, grades PreK-5; 3) must receive an acceptable evaluation as defined by the appraisal process. **Special Education teachers and Media specialists (librarians)** are required to have: (1) Bilingual [Spanish] certification or (2) Score of Advanced or Advanced High on the Texas Oral Proficiency Test™ (TOPT™) [Final passing score of 6, 7, or 8], and achieve a passing score on a Spanish written exam administered and scored by the district (See points 2 and 3 for Professional Support Employees).

**Multi-Language Stipends, continued**

**Stipends #630 - #632**

- **Stipend #630 is also designed to compensate bilingual professional support employees.** This incentive-based stipend is designed to attract and retain qualified professional support staff in key positions in order to deliver specialized educational services to the district’s Spanish-speaking students.

*The stipend amount is \$3,000 per year, to be paid in 10 monthly payments of \$300 from November through August.*

Professional Support Positions	Professional Support Positions
Bilingual Counselors	Bilingual Social Workers
Bilingual Educational Diagnosticians	Bilingual Speech Therapists
Bilingual Licensed Specialists in School Psychology	Bilingual Staff Degreed Nurses
Bilingual Occupational Therapists	Bilingual Visiting Teachers
Bilingual Physical Therapists	

**This stipend is in addition to all other incentives offered by the district to this designated group of employees with one exception. An individual receiving the special education teacher stipend cannot receive both stipends. In this case, the larger of the two stipends would be awarded to the eligible recipient.**

**To be eligible, the employee must be bilingual (demonstrated proficiency in both English and Spanish), have a valid certificate/probationary certificate/permit/license in the discipline area on file with the district’s certification office, and must be working in the discipline area.**

The criterion for the professional support bilingual stipend is listed below.

1. Appropriate Texas certification/licensure in the identified discipline area and; 1) bilingual (Spanish) teacher certification *or*; 2) Spanish elementary/secondary teacher certification *or*; 3) score of advanced or advanced high on the *Texas Oral Proficiency Test™ (TOPT™)* final passing score of 6, 7, or 8 (probationary certification/permits, interns and persons in training are not eligible). Registration and fees for registering for the *TOPT™* are the sole responsibility of persons seeking to take the test for the purpose of this stipend. Registration is available 24 hours daily, seven days a week on the Internet at [www.topt.nesinc.com](http://www.topt.nesinc.com). The toll free telephone contact number for the program is (800) 523-7088. The Telecommunications Device for the Deaf (TDD) contact number for the program is (512) 926-1248.
- Persons not seeking bilingual (Spanish) teacher certification or Spanish teacher certification may register for the *TOPT™* under the *Route to Certification option Not Seeking Certificate*. This option means the person is not taking the *TOPT™* for certification. Since choosing this route will not result in bilingual (Spanish) teacher or Spanish elementary/secondary teacher certification, an official authorization-to-test bar code label is not needed to register for the test.
  - Those with teaching certification who wish to seek the additional bilingual (Spanish) teacher certification or the additional Spanish teacher certification must adhere to the testing requirements under the (Examination for Certification of Educators in Texas (ExCET) and new TExES testing programs. Persons choosing this option may register for the *TOPT™* under the *Route to Certification option Certification by Exam Only*. Please refer to the *TOPT™* bulletin for more information about bilingual (Spanish) teacher and Spanish teacher certification requirements. An official authorization-to-test bar code label is not needed to register for the test under this option.

Inquiries & Requests	Contact Person	Phone Number	Fax Number
Qualifications, requirements, and eligibility for stipend	Cassandra Black	(972) 925-4232	(972) 925-4201
Form to register for Spanish written exam	Mary Gaertner	(972) 925-5508	(925) 925-5511
Spanish written exam	Paula Grier	(214) 932-5340	(214) 932-5057

**Multi-Language Stipends, continued**  
**Stipends #630 - #632**

2. Having attained a final passing score of 6, 7, or 8 on the *TOPT™*, achieve a passing score on a Spanish written exam administered and scored by the district (not required for those who hold Bilingual [Spanish] teacher certification or Spanish teacher certification).
    - The Spanish for Teachers Program will provide dates and times for the written examination, which will be offered three times a year, and will administer the exam. Paula Grier is the contact person for this program. Ms. Grier may be reached by phone at (214) 932-5340 or by email at pgrier@dallasisd.org.
    - Persons seeking to register for the Spanish written exam must first obtain clearance from the district's certification officer, Ms. Cassandra Black, that requirements listed in number 1 above have been met. When requirements are satisfied, Ms. Black will notify Student Support and Special Services and the Spanish for Teachers Program the individual is ready to register for the exam. Ms. Black may be contacted at (972) 925-4232 or by email at cablack@dallasisd.org.
    - Student Support and Special Services provides the stipend applicant the form to use to register for the written exam and general information about the exam. Mary Gaertner is the contact person for this activity. She can be reached by phone at (972) 925-5508 or by email at mgaertne@dallasisd.org.
  3. If the employee worked in the Dallas ISD during the previous school year, the person must have obtained a minimum of satisfactory or above rating on last year's appraisal instrument. In subsequent years if the stipend is renewed, to be eligible the employee must maintain a minimum of satisfactory or above rating on the previous year's appraisal instrument.
  4. Current, new, and retired employees who are rehired to work in the district are eligible to receive the stipend. Employees must be full-time employed with the district in order to qualify for the stipend.
  5. All required paperwork and credentials are the responsibility of the person seeking the stipend and must be on file with the Human Resource Services Certification Department.
- **Stipend #631 is designed to compensate English as a Second Language (ESL) teachers.** This incentive-based stipend is designed to keep the district's qualified ESL core subject teachers of record teaching in ESL positions. The rules for the stipend require that the teacher be fully certified or an AC Intern for the position in the year they are teaching ESL.

The principal is responsible for designating ESL core subject teachers of record based on the needs of the English language learners in that particular school. Teacher designations **must** be communicated by the principal to the Human Resource Services/Certification/Compensation departments for an ESL core subject teacher of record to be considered for the stipend.

***The stipend amount is \$500 per year, \$250 to be paid in December and May.***

Receipt of the ESL teacher stipend is based on the criterion listed below.

Designated ESL teachers must be fully qualified to be eligible for the ESL stipend or be an AC Intern. Fully qualified ESL teachers or AC interns are teachers who meet the criterion below:

- Fully certified/AC Intern in English as a Second Language as verified by the State Board of Educator Certification, through provisional, standard or probationary certificate.
- For grades PreK-6, must be identified as an ESL core subject teacher of record by being listed on the annual October Texas Education Agency (TEA) exception report prepared by the Multi-Language Department. Any teacher who is placed into an ESL position or who transfers into an ESL core subject teacher of record position after the October report is filed may be eligible for the stipend if the Multi-Language Department verifies assignment.
- For grades 7-12, must be identified as an ESL core subject teacher of record through job code 60H0.

ESL teachers who become fully certified in ESL hired before December will receive payment in January. Teachers with sheltered content classes may be eligible if fully certified ESL and if the Multi-Language Department verifies that it is a sheltered assignment.

For purposes of this stipend, fully certified does not include persons with college/university deficiency plan permits, non-renewable permits, school district permits, or persons who are on permits to add ESL to an existing certificate.

**Teachers may not receive both a bilingual stipend and an ESL stipend.**

**Multi-Language Stipends, continued**

**Stipends #630 - #632**

- **Stipend #632 is designed to compensate Spanish teaching positions.** To be eligible for the Spanish stipend, the teacher is required to teach at least four courses in Spanish and be certified in Spanish or be an AC Intern.

*The stipend amount is \$500 per year, \$250 to be paid in December and May.*

**Reading Stipend**

**Stipend #635**

- **Stipend #635 is designed to compensate area advisory reading teachers.** This is an incentive for teachers with special training to work with other teachers and with students to improve reading performance.

*The stipend amount is variable.*

**Science Stipends**

**Stipends #640 - #641**

- **Stipend #640 is designed to compensate lead science teachers.** This is an incentive for teachers with special training to work with other teachers and with students in order to improve student science performance.

*The stipend amount is \$5,000 per year, \$416.67 monthly amount.*

- **Stipend #641 is designed to compensate science teachers.** This is an incentive to attract and retain qualified science teachers teaching in secondary science positions.

*The stipend amount is \$1,000 per year, to be paid in ten monthly payments of \$100 from November through August.*

**Special Education Stipends**

**Stipends #645 - #646**

- **Stipend #645 is designed to compensate special education teachers.** This is an incentive to attract and retain qualified teachers in special education positions (Job codes 6050, 6060, 6061, 6062, 6063, 6064, 6065, 6066). The teacher should meet the following criteria: 1) To hold appropriate Texas certification, and 2) Maintain a full-time (100 percent FTE) special education assignment.

*The stipend amount is \$500 per year, \$250 to be paid in December and May.*

- **Stipend #646 is designed to provide a financial incentive to the Area Lead Dyslexia Teachers in the form of a stipend to attract and retain highly qualified staff for these positions in order to deliver specialized educational services to meet the district’s obligation to serve students with dyslexia.** These teachers have area wide responsibility to provide monitoring, training, technical assistance, identification and placement of students, and recommendations for the instruction of students with dyslexia and related disorders.

*The stipend amount is \$7200 per year, \$600.00 monthly amount.*

**Summer School Stipend**

**Stipend #650**

- **Stipend #650 is designed to compensate teachers and employees of the district who work the summer academic session.**

*The amounts below apply to all summer school teachers, counselors, community liaisons and other professionals.*

Position	Amount
Teachers, Counselors, Community Liaisons and Other Professionals	\$20/hour
Teacher Assistants/Paraprofessionals	\$10/hour

**Summer School Stipend, continued**  
**Stipend #650**

*The amounts below apply to all summer school administrators:*

**Elementary School**

Position	Site Size	Amount
Principals	Up to 300 Students	\$3,400
	301-600 Students	\$3,600
	600 or more Students	\$3,800
Assistant Principals	All Levels	\$2,700

**Middle School**

Position	Site Size	Amount
Principals	Up to 600 Students	\$4,400
	600 or more Students	\$4,700
Assistant Principals	All Levels	\$3,300

**High School**

Position	Site Size	Amount
Principals	Up to 600 Students	\$5,800
	600 or more Students	\$6,200
Assistant Principals	All Levels	\$4,300

*The stipend is paid in June, July and August.*

**Campus Ph.D. Stipend**  
**Stipend #655**

- Stipend #655 is designed to compensate campus administrators with doctorate degrees.

*The stipend amount is \$2,000 per year, \$167 monthly amount.*

**Incentive Pay Stipend**  
**Stipend #660**

- Stipend #660 is designated as incentive pay for outstanding school performance.

*The stipend amount is TBD each year. The maximum award amount, contingent upon budget availability, is up to \$1,000 for each qualified professional and up to \$500 for each qualified support person paid through the TERRP. Each award-winning school also receives up to \$1,000.*

**Speech Therapist Supervisor Stipend**  
**Stipend #665**

- Stipend #665 is designed to compensate speech therapist supervisors who provide leadership and supervision to other therapists.

*The stipend amount is 5 percent of annual salary.*

**Supply Funds Stipend**

**Stipend #670**

- Stipend #670 is designated for supply funds, to assist teachers and media specialists (librarians) with funds for supplies and materials. Employees hired on or after January 1<sup>st</sup> will receive \$125.

*The stipend amount is \$250 per year, to be paid in September.*

**Excess Class Stipend**

**Stipend #675**

- Stipend #675 is designed to compensate core subject (math, science, language arts, and social studies) teachers in middle and high schools that have in excess of 165 students during two (six-week) marking periods per semester. This stipend will be paid out of local campus or area superintendent funds.

*The stipend amount is \$2,000 per semester to be paid in February and June.*

**Campus Size Stipend**

**Stipend #676**

- Stipend #676 is designed to compensate principals based on the school's student enrollment submitted to PEIMS during the month of October. The stipend is paid in January.

**Elementary School**

Position	Site Size	Amount
Principals	Less than 500 Students	\$0
	501-1000 Students	\$1,500
	1001-1499 Students	\$2,500
	1500 or more Students	\$3,000

**Middle School**

Position	Site Size	Amount
Principals	Less than 800 Students	\$0
	801-1200 Students	\$2,000
	1201-1599 Students	\$3,000
	1600 or more Students	\$3,500

**High School**

Position	Site Size	Amount
Principals	Less than 1500 Students	\$0
	1501-1999 Students	\$2,500
	2000 or more Students	\$4,000

## DISTRICTWIDE STIPEND PROGRAM (700 Series)

### Travel Allowance Stipend Stipend #701

- **Stipend #701 is designed to provide financial assistance to employees who travel on district business.** Eligible employees must be correctly identified by job code.

Employees in positions that are eligible for a standard travel allowance, who are in federal-funded positions, are not eligible to receive the standard travel allowance stipend payment. They can claim mileage reimbursement only. The exception to this is that a federal-funded employee can receive a standard travel allowance if his/her department provides to the Compensation department a general operating funds travel allowance line code from their department budget.

***The stipend amounts below apply to the positions outlined.***

Position	Annual Amount	Monthly Amount
<b><i>10-Step Teacher/Related Instructional Personnel and Professional Support Schedule</i></b>		
Visiting Teacher (JC 6920)	\$1,573	\$131.08
Occupational/Physical/Mobility Therapists (JC 6930, 6935)	\$1,573	\$131.08
Psychologist (JC 6795, 6890, 6895)	\$1,573	\$131.08
Social Worker (JC 6910)	\$1,573	\$131.08
Specialist - Youth Action Center/Security (JC 5610, 5625)	\$1,573	\$131.08
Itinerant Teacher (JC 6065, 6066, 6310)	\$1,185	\$98.75
Instructional Specialist (JC6775)	\$1,185	\$98.75
Area Advisory Reading Teacher, Vision Teacher, Teacher - Adapted P.E. (JC 6061)	\$1,185	\$98.75
Vocational Teachers - 195 Days, HECE/Agriculture Science Teachers, and MOCT Teachers (Alternative and Reconnect Schools only) (JC 6020,6040, 6120)	\$1,185	\$98.75
Vocational Adjustment Coordinator (JC 6050)	\$1,185	\$98.75
Educational Diagnostician (JC 6880)	\$1,185	\$98.75
Audiologist (JC 6710)	\$1,185	\$98.75
Cooperative Vocational Teacher	\$1,185	\$98.75
Speech Therapist (195/205 Days only) (JC 6940)	\$1,185	\$98.75
Head Athletic Trainer (JC 6820)	\$1,185	\$98.75
Drug Specialist (JC 4490)	\$1,185	\$98.75
Licensed Specialist in School Psychology (JC 6890)	\$1,185	\$98.75
High School Coach/Assistant	\$797	\$64.42
Athletic Trainer (JC 6825)	\$797	\$64.42
Pre-Doctoral Psychology Intern (JC 6720)	\$797	\$64.42
Middle School Coach	\$694	\$57.83
Senior High School (Golf, Soccer, Tennis) Coach	\$694	\$57.83
<b><i>16-Grade Campus Leadership, Central and Technical Staff Schedule</i></b>		
Grades 10-15	\$4,051	\$337.58
Grade 9	\$3,544	\$295.33
Grade 8	\$3,235	\$269.58
Grades 5-7	\$1,730	\$144.17
Grade 4	\$1,185	\$98.75
Grades 1-3	\$797	\$66.42
<b><i>39-Grade Support Staff Schedule</i></b>		
Operations Supervisor III (JC 5180), Operations Supervisor IV (JC 5175)	\$1,730	\$144.17
Teacher Assistant III - Program Paraprofessional (JC 5660, 5670, 5680 as requested by Special Education)	\$1,185	\$98.75

***Rate per mile for mileage reimbursement: \$0.35***



**Attendance Improvement Stipend**

**Stipend #702**

- **Stipend #702 is designated for attendance improvement.**

*The stipend amount is variable.*

**Cellular Phone Stipend**

**Stipend #703**

- **Stipend #703 is designed to cover the cost of cellular phone expenses for certain district positions .** These positions include Deputy Superintendent, Special Assistant to the Superintendent, Associate Superintendent, Chief of Staff, Area Superintendent, Division Executive, Assistant Superintendent, Division Manager, General Counsel, Communications Manager, and Executive Assistant to the General Superintendent.

*The stipend amount is \$2,340 per year, \$195 monthly amount.*

**Interim Stipend**

**Stipend #704**

- **Stipend #704 is designated for additional interim/transitional duties.** The stipend amount will be 10 percent of the daily rate and must be approved by the Division Executive – District Operations and Total Rewards. The General Superintendent must approve any interim/transitional stipend amount beyond 10 percent. This stipend is designated for duties outside the normal scope of departmental work. This stipend must be requested and approved prior to the effective date of the stipend.

**Benefits Coordinator Stipend**

**Stipend #705**

- **Stipend #705 is paid to selected employees at campus/administrative buildings that help coordinate the delivery of information related to Benefits and enrollment**

*The stipend amount is \$500 to \$1,000 annually, depending on the number of employees the Benefits Coordinator serves.*

<b>Campus/Location Population</b>	<b>Stipend Amount</b>
1 to 50 employees	\$500 per year
51 to 100 employees	\$625 per year
101 to 150 employees	\$750 per year
151 to 200 employees	\$875 per year
200 plus employees	\$1,000 per year

## SUPPLEMENTAL PAY STIPEND PROGRAM (800 Series)

### Stipends #801 – #819

#### Guidelines for Supplemental Payments for Professional (\$20/hr) and Support (\$8/hr) rates:

Employees may be eligible for additional supplemental payments at the Professional or Support rates, if all of the following criteria is met:

1. The work in question has been approved, and authorization to pay the supplemental rates has been secured from the Compensation Department, his/her Area or Associate Superintendent, and by the employee's Department Head, before the actual work starts to be delivered.
2. The work should be distinctly different from the employee's normal job duties during his/her calendar contract, and not as an alternative to overtime payment for Non-exempt employees when overtime payment should be paid.
3. Departmental budgeted funds and the corresponding charging line codes are available to pay it.
4. Each of the three criteria listed above must be documented on the corresponding Payroll form prepared by the Time Keeper for approval by the Department Head, Compensation, Budget, and Payroll Departments before it is processed for payment.

**Supplemental pay forms are used to pay all substitutes or any salaried employees who should receive pay in addition to their standard gross pay.**

#### Supplemental Schedules

- Professional staff receives the hourly rate of \$20/hour for work performed outside of contract days during the school year (see Summer rates)
- Support staff receives the hourly rate of \$8/hour for work performed outside of contract days during the school year (see Summer rates)
- Temporary or part-time employees receive the hourly rate equivalent to the minimum pay rate for the assigned job classification
- Security, Temporary and Task Force receive \$10.02/hour

#### Evening Instructional Programs

**Stipend #801 is designed to compensate part-time teachers in the Adult Basic Education (ABE) Program.** The Adult Basic Education Program offers instruction in General Educational Development (GED) and English as a Second Language (ESL). Most classes are held bi-weekly on a two-hour schedule. Times vary per site, but most classes are held in the evenings. All positions are part-time and teachers must hold at least a Bachelor's degree. Bilingual or ESL certified teachers are preferred for the ESL program, but teaching certification is optional. Teachers who are bilingual in the predominant language of their students or who are ESL certified earn \$22 an hour. All other teachers earn \$20 an hour.

#### Summary Listing

Stipend #	Level	Incentive Objective	Amount
802	District	Athletics	\$38/event (ticket teller) to \$80/event (stadium manager)
803	All Schools	Before/After School	\$8/hour or overtime support; \$20/hour professional
804	All Schools	Class Coverage	\$8/hour or overtime support; \$20/hour professional
805	District	Coaching Days	Daily Rate
806	All Schools	Curriculum	\$20/hour professional
807	District	Drivers Education	\$8/hour support; \$20/hour professional
808	District	Elections	Hourly Rate (support)
809	District	Evening School	\$8/hour support; \$20/hour professional
810	Learning Centers	Extended Day	Hourly Rate (support); \$20/hour professional
811	All Schools	Food and Child Nutrition	Hourly Rate
812	Learning Centers	Goals Learning Centers	Determined by Area Superintendent
813	District	Graduation Duty	\$480/campus
814	District	HIPPY Program	\$12.22/hour
815	Learning Centers	Learning Centers	Variable
816	All Schools	Saturday School	\$8/hour support; \$20/hour professional
817	District	Security	Hourly Rate (support); \$20/hour professional
818	All Schools	Staff Development	Variable
819	All Schools	Stipend	Variable

**SUPPLEMENTAL PAY STIPEND PROGRAM, continued (800 Series)**

**Stipends #820 – #825**

- **Stipend #820 is designated for substitute teachers, teacher assistants, administrative assistants, and ABE Part-time positions.**

Position	*Continuous, 1-10 Days	*Continuous, 11-30 Days	*Continuous, 31+ Days	Amount
Degreed (Certified)	\$90/day	\$100/day	\$205.90/day	-
Degreed (Non-Certified)	\$75/day	\$80/day	\$100/day	-
Non-Degreed and Non-Certified	\$70/day	\$70/day	\$70/day	-
Administrative Assistant	-	-	-	\$50/day
Teacher Assistant/Clerical	-	-	-	\$41.20/day
<b>ABE</b> Part-time Certified Teachers, Bilingual Community Liaisons				\$22/hour
<b>ABE</b> Part-time Non-certified Teachers, Non-Bilingual Community Liaisons	-	-	-	\$20/hour

\* *Continuous means that the substitute works at the same school, in the same classroom and with no absences.*

**Teacher Assistants as Substitute Teachers**

When a teacher assistant serves as a substitute teacher for one-half day (3-4 hours), they are to be paid an additional \$18.75 per day. Full day substitute assignments for teacher assistants are paid an additional \$37.00 per day. **The time allotment includes teacher assistants who cover for multiple teachers for lesser periods of time, but the time within one school day totals to 3 to 4 hours or full day.** Teacher assistants who cover classrooms for less than 3 hours in one day are not to receive additional compensation. Campus administrators should utilize the CLAS (Classroom Coverage) pay code in the electronic supplemental pay process using the substitute line code for the absent teacher to identify this compensation.

Teacher assistants for PreK should only be used to serve as a substitute teacher with extra compensation for the unit to which they are assigned. No special education assistants are to be used as substitutes for general education classrooms. Area Superintendents should be notified on each occasion of the administrator's intent to utilize a teacher assistant as a substitute teacher with the above noted compensation. Administrators should continue to make every effort to identify a substitute teacher to cover absences.

- **Stipend #821 is designated for other substitute classifications.**

**Custodial Substitutes**

Position	Amount
Custodial Substitutes	\$6.94/hour

**Food and Child Nutrition Substitutes**

Position	Amount
Food Services Assistant	\$10.02/hour
Food Services Technician	\$10.31/hour
Food Services Former Manager	\$12.39/hour
Food Services Substitute Manager – Former Manager (Step 12 of Assigned Grade)	\$17.18/hour

Stipend #	Level	Incentive Objective	Amount
822	Selected Schools	Texas Instrument Foundation	Variable
823	All Schools	Title I	Hourly Rate (support); \$20/hour professional
824	All Schools	Tutor	\$20/hour
825	Secondary	University Interscholastic League (UIL)	\$100/event - \$523/event

# COMPENSATION GUIDELINES

*ADOPTED BY*

THE DALLAS INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

*JUNE 23, 2005*

***AMENDED AUGUST 25, 2005***

# **A. COMPENSATION PHILOSOPHY**

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## **I. Compensation Philosophy Statement**

The Dallas Independent School District's compensation philosophy is to ensure that each component of its compensation program is consistent with the mission and needs of the organization and its employees.

Total compensation is designed to attract, motivate and retain the high quality personnel needed to accomplish the district's objectives. We will strive to place the DISD in a leading competitive position in the field of public education for instructional personnel, and in the general business community for other positions.

The district believes that recognition of accomplishments is a significant factor in motivating its employees, and it strives to provide compensation and other rewards to recognize significant accomplishments and achievement of goals.

Decisions regarding salaries and salary increases shall take into account employee efforts and contributions and will be made on a consistent basis, in accordance with the DISD Compensation Guidelines, for all employees without regard to race, sex, creed, color, religion, national origin, age, marital status, sexual preference, or physical or mental disabilities.

This philosophy statement establishes a framework for compensation administration and serves to define the strategic direction for compensation management.

## **II. General Considerations**

The compensation philosophy of the DISD is shaped in part by the environment in which the district operates and the requirements set forth by regulatory agencies of the government. The compensation philosophy is intended to support the district's commitment to providing high quality public education while responding to the needs of employees, students, parents and the community.

The compensation program should support the following strategic and human resource issues identified as key concerns for the DISD:

- Student achievement
- Fiscal responsibility/stewardship
- Shortage of qualified teachers
- Technological change
- Demographic shifts
- Community image
- Attraction and retention of quality personnel
- Development of a fair and equitable compensation system
- Improving the organizational culture

Further, the compensation system at the DISD should be:

- Fair and internally equitable
- Sensitive to the demands of the market
- Easy to communicate and understand

## **A. COMPENSATION PHILOSOPHY, continued**

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### **III. Compensation Objectives**

Compensation at the DISD is delivered in the form of base salaries. While the compensation program will continue to consist primarily of base salaries, in the future, performance-based awards may be utilized in addition to base salaries to encourage sustained improvement in meeting the district's performance objectives.

The district targets base salary levels that are aligned with competitive market practices. Stipends and other incentive awards may also be paid in specific situations, which will further enhance the district's competitive position in public education.

Job performance, skill level and experience in the position will be the primary factors in determining base salaries. (Refer to page 70 for details regarding compensable factors.)

### **IV. Communication Objectives**

The district communicates the key elements of the compensation program to enhance employee understanding of how compensation is determined. The general structure and guidelines for administration of the compensation program are made available to all employees. Supervisors are responsible for communicating specific information to individual employees regarding job responsibilities, job performance and individual salary determination.

## **B. BASIC PRINCIPLES GOVERNING COMPENSATION**

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### **Assignment of Responsibility**

#### **I. Supervisors**

It is the responsibility of an employee's supervisor to:

1. Review the functions performed by each member of his or her staff and to prepare and submit job descriptions and updated organization charts, when appropriate, to the District Operations and Total Rewards Department.
2. Review and appraise the performance of each member of his or her staff periodically and to communicate salary increases in accordance with board policy.
3. Plan and administer the salary rates of personnel under his or her supervision within approved budgets and in accordance with the compensation guidelines.
4. Submit salary action recommendations to the Compensation Department for approval.

#### **II. Compensation Department**

It is the responsibility of the Compensation Department to:

1. Develop and maintain fair and competitive salary structures.
2. Develop, recommend and maintain written policies and regulations to ensure the fair and consistent administration of employee compensation.
3. Continually evaluate the district's compensation practices to ensure adherence with the compensation philosophy and adequate control of salary costs.
4. Perform districtwide compensation audits to determine adherence to the compensation guidelines, including reviews of base pay, stipends and supplemental pay, and to recommend and implement corrective actions as necessary.
5. Establish hiring rates and develop procedures and techniques to assist supervisors in determining individual pay levels.
6. Develop evaluation systems that group positions that are substantially comparable in content into like salary grades.
7. Maintain current job descriptions, based on information provided by supervisors, and perform job evaluations to determine the appropriate salary grade for each job.
8. Review salary action recommendations of supervisors to ensure compliance with established policy, adherence to sound practices, and consistency between divisions.
9. Refer all policy exceptions to the Division Executive of District Operations and Total Rewards.

#### **III. Division Executive of District Operations and Total Rewards**

It is the responsibility of the Division Executive of District Operations and Total Rewards to:

1. Determine and submit budgetary recommendations concerning the annual compensation plan to the Deputy Superintendent of Business Services and General Superintendent.
2. Review and submit policy exceptions and job evaluation disputes to the Compensation Committee for resolution.
3. Review, recommend and/or approve compensation specific actions related to hiring rates, promotions and demotions. Specifically, responsible for approving salary quotes on 16 grade schedule for pay grade 4 and above, and the Police and Security Services positions.

## **B. BASIC PRINCIPLES GOVERNING COMPENSATION, continued**

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### **IV. Compensation Committee**

The Compensation Committee is made up of four Deputy Superintendents, the Chief of Staff, and the Division Executive of District Operations and Total Rewards, as the committee liaison. The Compensation Committee meets twice each year, in November and March, and at other times as needed.

It is the responsibility of the Compensation Committee to:

1. Review and approve policy exceptions and job evaluation disputes.
2. Review and approve position upgrade requests following the job evaluation process.
3. Review and approve salary/equity corrections and serve as final authority.
4. Recommend compensation specific actions to the general superintendent related to annual salary increases for employees beyond the maximum of the range and/or step.
5. Notify employees and their immediate supervisor's of committee evaluation results.

### **V. General Superintendent**

It is the responsibility of the District's General Superintendent to:

1. Recommend approval of the annual compensation plan to the Board of Trustees.
2. Approve the compensation administration guidelines.



## **C. JOB EVALUATION**

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### **I. Job Evaluation**

Job evaluation is a systematic approach to comparing different jobs within an organization for the purpose of determining the value of the position relative to others. Job evaluations are conducted using a defined set of factors that are deemed important to the organization and to which compensation should be linked. These factors are called compensable factors.

### **II. Position Profiling**

Each position is profiled against the group of compensable factors identified as key for the DISD. These compensable factors include the knowledge, skills, abilities, responsibility level, and type of working conditions required for each job. The compensable factors used to evaluate jobs at the DISD are listed below as follows:

1. Education/Experience
2. Functional Expertise
3. Qualifications/Certifications
4. Tools, Equipment and Systems
5. Computer Software
6. Analytical Reasoning/Problem Solving
7. Language Skills
8. Communication/Interaction
9. Student Care and Instruction
10. Planning/Prioritizing
11. Decision-Making
12. Crisis Management
13. Number of Staff Reporting
14. Financial Accountability
15. Working Condition

Depending on the nature of the job, each compensable factor will be present in differing amounts. For example, management jobs have greater emphasis on decision-making than non-management jobs. Similarly, not all factors are present for all jobs, such as student care and instruction.

Once the job is profiled against the compensable factors, it is assigned to a salary grade based on its overall evaluation score.

### **III. Position Classification**

The creation of any new job/position must adhere to the New Job creation process that is coordinated between Budget Development, Human Resource Services, and the Compensation Department. It is the Compensation Department's responsibility to perform job analysis and evaluation of all positions in the district to determine how each job is classified in the corresponding district's salary structure relative to other jobs. Job evaluation does not measure the performance of the individual.

The purpose of the district's job evaluation system is to:

- Clearly identify each position by job title, description of duties and responsibilities, and qualifications required to perform the job
- Establish salary grades and, with the help of market surveys, establish salary ranges for each grade

## **C. JOB EVALUATION, continued**

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### **III. Position Classification, continued**

- Determine the knowledge, skills and abilities (e.g., functional expertise, education, qualifications, etc.), and responsibilities (measured in departmental/organizational impact, budget/personnel authority and accountability), and working conditions (environmental factors, such as office/classroom environment, outdoor, cold, heat, etc.) which affect performance of duties and the qualifications required for competent performance of the job
- Determine where the job fits into the overall job structure of the Dallas Independent School District

### **IV. Responsibility for Job Evaluation**

The Compensation Department is responsible for administering and maintaining the job evaluation system using information provided by supervisors. Any job evaluation issues that the Compensation Department is unable to resolve are referred to the Division Executive of District Operations and Total Rewards.

### **V. Upgrading/Re-evaluation of Positions**

Requests for upgrading/re-evaluation of a position, when appropriate, may only be submitted for consideration prior to the two Compensation Committee meetings of each school year. Information will be distributed to supervisors indicating the specific dates of these meetings. If a supervisor determines that a position has been improperly evaluated or its content has changed substantially since the time of the initial job evaluation, the following procedures should be followed to request an upgrade/re-evaluation of the position.

1. The employee completes a Compensation Review Form (CRF) (see the Form section of Compensation Resource Book) and submits it to the supervisor for consideration. The supervisor determines the need to upgrade/re-evaluate the position, and submits to the Compensation Department a written recommendation describing the conditions that justify the review, and the potential budget source to cover it.
2. The immediate supervisor completes a Job Analysis Questionnaire (JAQ), which is available on the DISD intranet (<http://inet/jaq/>). If the incumbent employee completes the JAQ, it should be reviewed and approved by the employee's supervisor before being submitted to the Compensation Department for evaluation.
3. The Compensation Department analyzes the JAQ and, in coordination with the supervisor, reviews and/or prepares an updated job description that accurately reflects the current requirements, duties and responsibilities of the job.
4. The Compensation Department recommends a salary grade assignment, based on the job evaluation results, to the Division Executive of District Operations and Total Rewards for approval.

In the event the supervisor and the Compensation Department are not in agreement regarding the results of the job evaluation, the following procedure will be followed:

1. The Compensation Department submits the job evaluation to the Division Executive of District Operations and Total Rewards, who reviews the matter and presents recommendations to the Compensation Committee for final approval. (Note: Decisions made by the Compensation Committee are final.)

## **C. JOB EVALUATION, continued**

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### **V. Upgrading/Re-evaluation of Positions, continued**

2. The Division Executive of District Operations and Total Rewards notifies the supervisor of the committee evaluation results.

If a new salary grade assignment is warranted as a result of the re-evaluation process, the results of the re-evaluation and the grade assignment become effective on a date approved by the Division Executive of District Operations and Total Rewards, or as determined by the Compensation Committee.

## **D. GENERAL SALARY ADMINISTRATION GUIDELINES**

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### **I. Salary Schedules**

Salary range schedules and step rate schedules are determined primarily by the market rates paid for jobs in the market that are comparable to the DISD jobs. To ensure that the DISD salary ranges are competitive with the market, the Compensation Department regularly conducts studies to determine current compensation levels for similar positions. These periodic studies also serve as the basis for establishing and updating salary schedules by the appropriate market adjustment factor.

There are three major categories of employee salary schedules in the DISD as follows:

- Teachers/related instructional personnel and professional support employees (10-step schedule)
- Campus leadership, central and technical staff (16-grade range schedule)
- Support staff (39-grade, 23-step schedule)

### **II. Approvals**

All salary changes, regardless of the circumstances, must be approved by the Compensation Department in collaboration with the affected employee's supervisor. (See *Assignment of Responsibility on page 68.*)

### **III. Hiring Rates**

Normally, new, inexperienced employees are hired at or slightly above the minimum of the appropriate DISD salary range for the job they will fill. A higher salary may be warranted if the employee has prior full-time, verifiable experience that is directly related to the job for which they are being hired. When recommending a starting salary above the minimum of the range, supervisors must take into consideration the budget available for their group and the average experience and salary of incumbents in the same grade. The salary for a new hire is between the minimum of the salary range and the lesser of the midpoint of the range or up to the median salary of other incumbents in the job for which the new employee is being hired in order to avoid internal inequities. This amount is not to exceed the most frequent salary (mode) on the grade, if the number of incumbents at or below this salary is higher than 30 percent of the employees in the grade (i.e. the step or salary under which 30 percent of the employees are paid).

*(Note: Information regarding the median salary of employees in a job for which a new employee is being hired may be obtained from the Compensation Department.)*

Hiring rates for new employees in salary range positions, other than those on salary step schedules (i.e., administrative, campus leadership, central staff or technical positions), shall be recommended by the job's supervisor within the district's guidelines for compensation administration and referred to the Compensation Department for approval. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Division Executive of District Operations and Total Rewards for approval.

## D. GENERAL SALARY ADMINISTRATION GUIDELINES, continued

### III. Hiring Rates, continued

Two examples of the process for determining the appropriate salary range for a new hire are presented below.

<b>Example 1</b>	<b>Example 2</b>
Range Minimum: \$46,600 Range Midpoint: \$65,700 Median salary of employees in the job: \$67,000 30 percent of employees under \$62,000 <i>Salary range for new hire: \$46,600 to \$62,000</i>	Range Minimum: \$46,600 Range Midpoint: \$65,700 Median salary of employees in the job: \$65,000 30 percent of employees under \$60,000 <i>Salary range for new hire: \$46,600 to \$60,000</i>

Former DISD employees, who return within 12 months of their departure as new hires, will be placed on the corresponding step, or position within the range that they were in when they left the district.

### IV. Promotion

Promotion is defined as movement from a job in a lower grade to a job in a higher grade. Before an employee may be promoted or re-assigned to a new position, the position must be evaluated and assigned to a salary grade.

Promotional salary increases for all employees in step or range structures shall be applied to the employee's daily rate of pay. The amount of the increase to the daily rate should be up to the greater of:

1. Five percent of the employee's current salary; or
2. The amount required to produce a new salary up to the median salary of other department incumbents in the grade into which the employee is being promoted. This is not to exceed the most frequent salary (mode) on the grade, if the number of incumbents at or below this salary is higher than 30 percent of the employees in the grade (i.e. the step or salary under which 30 percent of the employees are paid).
3. In cases where the sample sizes are too small, Compensation will determine the sample size needed to get results that reflect the target population as precisely as needed.

*(Note: Increases will be adjusted to the next highest step for employees on step schedules.)*

Exception: If the employee is being promoted to a supervisory position, the amount of the increase should be sufficient to bring the supervisor's new salary to a level above subordinate employees' average earnings inclusive of overtime pay (contingent on available budget and equity relationship with peers).

In cases in which promotions occur at the beginning of the school year and the promotional increase coincides with any general salary increase authorized by the Board of Trustees, the general increase shall be applied to the employee's new salary (after the promotional increase).

Any employee who receives a promotion to a higher grade and returns to their previous job within 30 days will receive the same salary. After 30 days, standard demotion guidelines will apply.

## D. GENERAL SALARY ADMINISTRATION GUIDELINES, continued

### IV. Promotion, continued

Two examples of the process for determining the appropriate salary increase for a promoted employee (in annual amounts) are presented below.

<b>Example 1</b>	<b>Example 2</b>
Employee's Current Pay: \$50,000	Employee's Current Pay: \$50,000
Employee's Current Pay plus 5 percent: \$52,500	Employee's Current Pay plus 5 percent: \$52,500
Median salary of employees in the job: \$51,000	Median salary of employees in the job: \$54,000
<i>Potential promotional increase: \$2,500</i>	<i>Potential promotional increase: \$4,000</i>

### V. Demotion

Demotion is defined as movement from a job in a higher grade to a job in a lower grade. In the event of a demotion, the reduction to an employee's daily rate must be equal to the greater of:

1. Five percent of the employee's current salary; or
2. The amount required to produce a new salary equal to the median salary, or to establish peer equity with other incumbents in the department that are in the same grade for the new job.

An administrative decision to reassign an employee to a lower grade level position must clearly state the conditions under which the employee is reassigned, and if the employee will not be impacted on his/her current compensation, a letter of assignment must be signed by the General Superintendent, the Division Executive of District Operations and Total Rewards, or the Human Resource Services Associate Superintendent. Any freezing of salaries can only be maintained for the duration of the employee's contract, or for the current school year in the absence of a specific contract. Once the new school year starts and the employee has remained in the same lower level job assignment, his/her salary will be adjusted according to the current Compensation Guidelines.

### VI. Lateral Transfer

Lateral transfer is defined as movement to another job in the same or equivalent grade. In most cases, lateral transfers are not eligible for salary increases, except for adjustments required to reflect the work calendar days of the new job, if applicable. There may be a peer equity adjustment given for lateral transfers where the median salary of peer employees exceeds the salary of the new employee in the department. Any such adjustment must be approved by the Division Executive of District Operations and Total Rewards.

### VII. Employee Transfers Between Employee Job Groups

The compensation conditions for each employee group are unique and not transferable between groups. For example, teachers/related instructional personnel and professional support employees are on a step schedule with different rates of pay according to degrees and are eligible for longevity pay and stipends. Support staff is on a step schedule and are eligible for base salary and stipends but not longevity pay. Base salaries for campus leadership, central and technical staff are determined within established salary ranges, and employees in this group are eligible for certain stipends, but not eligible for longevity pay.

## **D. GENERAL SALARY ADMINISTRATION GUIDELINES, continued**

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### **VII. Employee Transfers Between Employee Job Groups, continued**

Compensation for employees who transfer from a job on salary or step schedule to a job on a different schedule will be determined solely within the guidelines for the new position.

**Example:** A teacher who is promoted to assistant principal would receive a promotional increase applied to his/her base salary only. The amount of the promotional increase is based only on the teacher's salary exclusive of longevity pay and/or stipends.

### **VIII. Employees Above Maximum**

Pay increases for employees above the maximum of their salary schedule range or step will be reviewed by the Compensation Committee and a proposal will be presented to the General Superintendent for approval. The General Superintendent will submit a recommendation to the Board of Trustees as part of the Annual Compensation Plan.

### **IX. Eligibility for Salary Increase**

In order to be eligible to receive an annual salary increase, employees must receive an acceptable evaluation as defined by the appraisal process.

## **E. GUIDELINES FOR TEACHERS/RELATED INSTRUCTIONAL PERSONNEL AND PROFESSIONAL SUPPORT EMPLOYEES**

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### **I. Introduction**

Salaries for employees in the following employee groups shall be administered within the guidelines set forth in the following sections.

### **II. State Minimum Salary Schedule for Classroom Teachers**

The State Minimum Salary Schedule approved by law is published in the Salary Handbook.

### **III. Local Salary Regulations**

Teachers/related instructional personnel and professional support employees will be paid on step in accordance with the Annual Compensation Plan.

Newly hired teachers/related instructional personnel and professional support employees employed by the district will be placed on schedule according to their degree, creditable years of service (CYS), and allowable work experience as outlined in the Salary Handbook.

### **IV. Salary Credit for Degrees**

Persons hired as classroom teachers/related instructional personnel and professional support employees must possess, as a minimum, a bachelor's degree and certification as required by the Texas Education Agency (TEA).

Salary credit for advanced degrees (master's and doctorate) will be granted upon receipt of the official transcript showing the date the degree was conferred. The salary adjustment will be effective on that day, as long as the employee provides the official transcript within 30 calendar days of the degree being granted; otherwise, the effective date is the date upon which the Records Department receives the transcript and the employee is still working on his/her calendar contracted year, otherwise the effective date will be the beginning of the following school year calendar contract. It is the employee's responsibility to provide all the official documents to properly accredit his/her education level. In exceptional circumstances, such as difficulty in receiving documents from foreign countries, etc., the employee is given a specific period of time to present the documents to accredit any degrees and certifications. Colleges and universities granting the degrees must be accredited in accordance with the TEA rules.

### **V. Vocational Teachers**

Beginning with the 1982-83 school year, the Legislature authorized the recognition of work experience as if it were teaching experience, not to exceed two years, with the following limitations: (1) the work experience must have been required for certification; (2) the teacher must have been employed in a vocational position during the 1982-83 school year or thereafter; (3) this work experience is not creditable toward teacher retirement service. If the vocational teacher is reassigned at the direction of the district, the work experience may be retained.

Vocational teachers without degrees may be employed for reimbursable vocational work, provided they possess a vocational certificate. Positions that require work experience for vocational certification (cooperative vocational teachers and pre-employment teachers) may receive extra degree credit. In the absence of a bachelor's degree, eight years of specifically related work experience will be credited for salary purposes as though a bachelor's degree was held.



## **E. GUIDELINES FOR TEACHERS/RELATED INSTRUCTIONAL PERSONNEL AND PROFESSIONAL SUPPORT EMPLOYEES, continued**

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### **VI. Junior Reserve Officers Training Corps (JROTC)**

JROTC Instructors employed by the district who do not have degrees, but who have reserve commissions of Major and above, shall be credited as if possessing a bachelor's degree. JROTC Instructors possessing a bachelor's degree and successful completion of Command and General Staffs College, in lieu of a master's degree, shall be recognized as having a master's degree.

Exceptions to these guidelines must be referred to the Division Executive of District Operations and Total Rewards.

### **VII. Salary Credit for Experience**

#### **General**

Teachers/related instructional personnel and professional support employees with Creditable Years Service (CYS) in other school systems shall have their experience evaluated for pay purposes at full value, one year for each year of creditable service. Newly employed teachers will be placed on a salary step on par with continuing teachers according to creditable years of experience. Creditable years of experience shall be determined in accordance with the TEA policies and regulations.

TEA policies adhere to the guidelines set forth below:

- A. Experience within Texas must have been at an institution fully accredited by the TEA.
- B. Experience in another state must have been at an institution fully accredited by the state's education agency.
- C. Experience within a foreign country or territorial possession of the United States must have been with an institution accredited by a recognized accrediting agency in the United States.
- D. Experience must be on a full-time basis for at least 90 school days.

### **VIII. Determination of Salary Credit for Experience**

All prior accredited experience must be documented and submitted to Human Resource Services/Records Department on an official TEA approved Service Record that must be duly signed by the appropriate institutional official.

The salary credit for CYS will be granted upon receipt of an official service record. Applicable salary adjustments will be made effective on the date of hire or date of new assignment honoring CYS, as long as the employee provides the official service records within 30 calendar days from the assignment start date; otherwise, the effective date is the date upon which the Records Department receives the official service record. It is the employee's responsibility to provide all official documents to properly accredit their CYS.

Exceptions to these guidelines must be referred to the Division Executive of District Operations and Total Rewards.

## **E. GUIDELINES FOR TEACHERS/RELATED INSTRUCTIONAL PERSONNEL AND PROFESSIONAL SUPPORT EMPLOYEES, continued**

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### **IX. Documentation of Experience for Salary Credit**

Direct service and related experience must be documented prior to determination of salary credit. The following forms of documentation are acceptable for review by the Compensation Department:

- Service record from previous school employment (required for all service covered by the TEA regulations)
- Contracts/letters of appointment
- Tax returns for private practice
- Completed "Verification of Prior Work Experience" Form (available in Human Resource Services/Compensation Department) submitted from previous employers specifying position held, dates of employment, and hours worked

The Compensation Department may request additional documentation as necessary to substantiate prior experience for salary credit. The final decision of acceptance of prior work experience must be approved by the division executive of District Operations and Total Rewards.

### **X. Teachers who were prior Teacher Assistants:**

Effective May 5, 2005, a teacher assistant receiving standard Texas teaching certificate during the 2004-05 academic year, or any subsequent year, must be credited with up to two years of full-time student instruction equivalency for salary increment purpose when employed as a teacher, and must be verified on the teacher service record (Amendment 19 TAC §153.1021m). The teacher assistant must be placed at the beginning pay rate of any other teacher hired with two years of teaching experience, and such experience must be verified on the teacher service record.

### **XI. Vocational Teachers**

Prior work experience, not accredited by the TEA, for which vocational teachers may receive salary credit, should be documented on a statement of qualifications form provided by the Career and Technology Department.

### **XII. Creditable Experience for Military Service**

Employees, who were actively engaged in teaching, either in the DISD or another school system, prior to serving in the armed services during war time on a military leave of absence, shall be given salary credit for their military service, according to the TEA rules, as though it were uninterrupted teaching experience.

Military experience will be allowed according to the TEA rules for vocational teachers. Total allowable experience will be applied to step and salary according to the teacher salary schedule and formula for step placement in the Salary Handbook, but military experience will not be shown on the employee's experience total in the computer unless it meets the TEA guidelines for creditable experience.

## **E. GUIDELINES FOR TEACHERS/RELATED INSTRUCTIONAL PERSONNEL AND PROFESSIONAL SUPPORT EMPLOYEES, continued**

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### **XIII. Junior Reserve Officers Training Corps (JROTC)**

JROTC instructors will be paid on the 195-day teacher salary schedule, or according to active duty Armed Forces pay requirements as advised by the coordinator - JROTC, if that amount is greater. Both school experience and active duty experience may be counted for local salary credit according to the Subchapter CC. Commissioner's Rules on Creditable Years of Service, §153.1021. Recognition of Creditable Years of Service for Career and Technology teachers.

Should the JROTC instructor transfer into a full-time teaching position, military experience will not be allowed unless it meets the TEA guidelines. JROTC personnel will be paid in compliance with active duty Armed Forces pay requirements.

### **XIV. Athletic Coach/Teacher**

Coach/teachers shall be paid the teachers scheduled salary for the number of days authorized. All coach/teachers shall be assigned their coaching duties by the principal and the assistant superintendent of Athletics. The principal shall assign teaching loads to the coach/teachers of various sports in accordance with the approved policy. The division executive of District Operations and Total Rewards must approve any deviations from classroom schedules.

### **XV. Professional Support Staff**

*(Licensed Psychologist, Licensed Specialist in School Psychology, Educational Diagnostician, Speech Therapist, Visiting Teacher, Social Worker, Occupational Therapist)*

Persons newly hired shall be awarded salary step placement for experience in accordance with the following guidelines:

- A. Directly related full-time experience in which one year on schedule is awarded for each 12-month period employed in either:
  1. Full-time (measured in periods of 12 months) professional employment according to approved TEA regulations.
  2. Any full-time (measured in periods of 12 months) employment in certified or licensed public agencies that provide social services and/or psychosocial treatment for children, youth or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.)
  3. Any full-time (measured in periods of 12 months) employment in private practice/private agency employer providing social services and/or psychosocial treatment to children, youth or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.)
- B. Less than full-time related experience in which one year on schedule is awarded for each 24-month period employed in any part-time work in public or private agencies, or private practice providing social services and/or psychological treatment to children, youth, or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.) Such service will first be converted to full-time equivalent service, i.e., 40 hours per week, for consideration as creditable service.

## **E. GUIDELINES FOR TEACHERS/RELATED INSTRUCTIONAL PERSONNEL AND PROFESSIONAL SUPPORT EMPLOYEES, continued**

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### **XVI. Occupational Therapist**

Persons newly hired shall be awarded salary step placement for experience in accordance with the following guidelines:

- A. Directly related full-time experience in which one year on schedule is awarded for each 12-month period employed in either:
  - 1. School employment as approved by the TEA regulations.
  - 2. As a licensed and/or certified occupational therapist.
- B. Less than full-time related experience in which one year on schedule is awarded for each 24-month period employed as certified occupational therapy assistant. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.)

### **XVII. Staff Nurse – School-Based**

Persons newly hired shall receive one year on schedule for each year of professional school district nursing experience as approved by the TEA guidelines. Staff nurses shall be given credit for work experience in a hospital, private medical practice, community health practice that includes assignment to a community health agency, industrial nursing, or an out-patient clinic which involves family contact. Such credit shall be given on the basis of one year for every year of experience.

*(Note: All final interpretations are subject to the TEA regulations.)*

### **XVIII. Placement and Advancement on Salary Schedule**

Teachers/related instructional personnel and professional support employees shall be placed on a salary schedule based on the number of creditable years of service and degree.

Personnel shall advance on salary schedules, in accordance with the district's compensation plan, which is approved annually.

### **XIX. Salary Step Determination**

See the Salary Handbook for determination of salary step by degree and creditable years of service.

### **XX. Stipends**

Supplemental compensation is available to employees who qualify or that take on additional responsibilities for the district. A summary of stipends provided by the DISD is included in the Stipend Handbook.

## **F. GUIDELINES FOR CAMPUS LEADERSHIP, CENTRAL AND TECHNICAL STAFF**

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### **I. Introduction**

Positions in this category, unless otherwise specified, are classified as exempt and are ineligible for payment of overtime for hours worked beyond 40 hours per week. Persons in professional positions must possess the certification or license required by law and/or the DISD policy to be eligible for pay in their designated pay grade.

### **II. Central and Technical Staff**

Central and technical staff jobs will be paid in accordance with the annual compensation plan.

### **III. Degree Requirements**

Degree requirements for campus leadership, central and technical staff jobs are defined in the job descriptions for each position and have been taken into account in determining the appropriate pay grade for each job.

### **IV. Vacation and Holidays**

Twelve-month employees on the payroll as of September 1<sup>st</sup> of the school year will be scheduled to work 225 or 226 days. They will observe the central staff designated holidays (non-scheduled work days) and be entitled to observe other non-work days to be taken as vacation during the school year. Exceptions to this schedule may be made with approval of the department head. Employees must observe all non-work days before August 31<sup>st</sup> of the school year, as they do not carry over to the following school year.

Twelve-month personnel employed after September 1<sup>st</sup> will be paid a prorated annual rate for the balance of the school year based on the number of work days remaining, minus central staff non-work days (holidays) and vacation days. Prorated vacation days will be assigned upon employment based upon the contract length/days-worked schedule.

### **V. Stipends**

Supplemental compensation is available to employees who qualify or that take on additional responsibilities for the district. A summary of stipends provided by the DISD is included in the Stipend Handbook.

## **G. GUIDELINES FOR SUPPORT STAFF**

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### **I. Introduction**

Positions in this category, with the exception of certain supervisors, are classified as non-exempt and are eligible for payment of overtime for hours worked beyond 40 hours per week. Supervisors classified as exempt are ineligible for payment of overtime.

### **II. Employment and Pay Determination**

A support employee will be placed on the corresponding salary step in accordance with their actual years of directly related experience. For instance, if the new employee has one year or less of relevant experience, he/she will be placed on Step 1. If the new employee has more than one year of experience, he/she will be given one step for each year of relevant experience up to step 12. If the years of experience of the new hire are higher than the median step of the incumbents in the same grade and department, the salary for the new hire will be up to the median salary of other incumbents in the job for which the new employee is being hired in order to avoid internal inequities; but not to exceed the most frequent salary (mode) on the grade, if the number of incumbents at or below this salary is higher than 30 percent of the employees in the grade (i.e. the step or salary under which 30 percent of the employees are paid).

To receive salary credit for years of applicable experience, the employee must validate prior service as required by the Compensation Department. In no case can an employee be assigned a pay rate that is greater than the maximum step for the position or less than the minimum (base) pay for the position.

### **III. Highly Qualified Teacher Assistants and Bilingual/Deaf Education Paraprofessionals**

To be considered Highly Qualified and to comply with the No Child Left Behind Act, Teacher Assistants and Bilingual/Deaf Education Paraprofessionals need to have: A) an Associate Degree, or have at least 48 hours of college credit; or B) Pass the DISD Highly Qualified Teacher Assistant Test administered by the Professional Development and Staff Training Department.

Once the Professional Development and Staff Training Department certifies the status of a Highly Qualified Teacher Assistant and/or Bilingual/Deaf Education Paraprofessional, the corresponding new grade and step will be assigned to the employee effective on September 1, 2004, or the beginning of the month following the status being granted after this date.

### **IV. Teachers Assistants who become Certified teachers**

Effective May 5, 2005, a teacher assistant receiving standard Texas teaching certificate during the 2004-05 academic year, or any subsequent year, must be credited with up to two years of full-time student instruction equivalency for salary increment purpose when employed as a teacher, and must be verified on the teacher service record (Amendment 19 TAC §153.1021m). The teacher assistant must be placed at the beginning pay rate of any other teacher hired with two years of teaching experience, and such experience must be verified on the teacher service record.

## **G. GUIDELINES FOR SUPPORT STAFF, continued**

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### **V. Lead Person Status**

Campus based custodial supervisors and lead persons are employed in a permanent capacity and are assigned to a level based on school size.

Level I:	CTU 0-30
Level II:	CTU 31-60
Level III:	CTU 61-90
Level IV:	CTU 91-120
Level V:	CTU > 121

### **VI. Maintenance Apprenticeship Agreement**

All apprentices, at the time of transfer, or employment, will enter into a special agreement for apprentices. These agreements are provided by the immediate supervisor. Upon completion of their training in good standing, all apprentices will advance in pay to the appropriate pay level of the apprentice program.

### **VII. Vacation and Holidays**

Biweekly and Security employees scheduled to work 235 days will observe the specifically designated holidays (non-scheduled work days) and be entitled to observe other non-work days to be taken as vacation during the school year. Exceptions to this schedule may be made with approval of the department head. Employees must observe all non-work days before August 31<sup>st</sup> of the school year, as they do not carry over to the following school year.

Biweekly and Security employees employed after September 1<sup>st</sup> will be paid a prorated annual rate for the balance of the school year based on the number of work days remaining, minus the specifically designated holidays (non-scheduled work days) and vacation days. Prorated vacation days will be assigned upon employment based upon the actual days/worked schedule.

### **VIII. Stipends**

Supplemental compensation is available to employees who qualify or that take on additional responsibilities for the district. A summary of stipends provided by the DISD is included in the Stipend Handbook.

## **H. GUIDELINES FOR POLICE AND SECURITY**

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### **I. Introduction.**

Persons in Police and Security Services positions must possess the certification or license required by law and/or the DISD policy to be eligible for pay in their designated pay grade.

### **II. Employment and Pay Determination**

The salary quotations for Police and Security Services employees will be approved by the Deputy Superintendent of Employee and Safety Services and the Division Executive of District Operations and Total Rewards in accordance with the Annual Compensation Plan.

### **III. Stipends**

Supplemental compensation is available to employees for additional safety protection for school police and patrol officer's positions in the Police and Security Services (Body Armor). A summary of stipends provided by the DISD is included in the Stipend Handbook.

### **IV. School Police Officers Pay Grade 36 M**

The level of pay is determined using the following TCLEOSE Police Officer licensing Criteria:

- Step 1 = Basic Peace Officer
- Step 4 = Intermediate Peace Officer
- Step 8 = Advanced Peace Officer
- Step 12 = Masters Peace Officer





**Dallas Independent School District  
Compensation Review Form (CRF)**

**Step 1: Position Review Request** (Completed by Incumbent)

Position to be evaluated:	Organization Number and School/Department Unit:
Employee Name:	Employee Identification Number:

**Justification for Review:** You are required to provide specific reasons with regard to ***duties and responsibilities, job qualification requirements, working conditions, and other information*** you feel would support the request.

Attach additional supporting documents as needed.

Employee's signature \_\_\_\_\_ Date: \_\_\_\_\_

**Step 2: Supervisor's Endorsement** (Completed by Supervisor of Incumbent)

Supervisor Name:	Job Title:
School or Department/Organization Unit:	

**Justification for Review:** Supervisor should provide supporting/verifying comments. Specifically address the reasons ***why the job requirements have changed from those reflected in the official job description*** on file in Compensation Services.

Attach additional sheets if necessary and/or new or revised job description.

Supervisor's signature \_\_\_\_\_ Date: \_\_\_\_\_



**Dallas Independent School District**  
**Compensation Review Form (CRF)**

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**Step 3: Cabinet Member Endorsement**

Concur       Do Not Concur

Cabinet Member Signature\_\_\_\_\_

Date:\_\_\_\_\_

Note: Additional comments are not required but may be attached if desired.

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**Step 4: Compensation Committee Review**

Date Reviewed\_\_\_\_\_

Approved

Not Approved

Signature\_\_\_\_\_

Division Executive, Business Operations and Total Rewards

Date:\_\_\_\_\_

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Additional comments may be detailed below or attached:

# **COMPENSATION CONTACT INFORMATION**

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**Mailing Address:**

Human Resource Services Center  
Attn: Compensation Department  
3807 Ross Ave.  
Box 85  
Dallas, Texas 75204

**Office Hours:**

7:30 a.m. to 4:30 p.m.

**Phone Numbers:**

Switchboard: (972) 925-4200  
Fax: (972) 925-4201

**DISD Website Information:**

[www.dallasisd.org/employment/compensation](http://www.dallasisd.org/employment/compensation)

**Compensation Department Staff:**

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