



SAN BENITO CISD

Principal Handbook 2018-2019



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SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT 2018 DISTRICT CALENDAR



San Benito Consolidated Independent School District 2018-2019 SCHOOL CALENDAR

JULY 2018

S	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018

S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2018

S	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SCHOOL START / END TIMES

Elementary	7:45 AM - 3:45 PM
Middle School	8:10 AM - 3:55 PM
High School	8:20 AM - 4:30 PM

INSTRUCTIONAL PERIODS

August 15, 2018	First Day for Teachers
August 27, 2018	First Day for Students
December 21, 2018	End of First Term
January 08, 2019	Start of Second Term
May 31, 2019	Last Day for Students
May 31, 2019	Last Day for Teachers
May 31, 2019	Graduation Day

GRADING PERIODS

ELEMENTARY / MIDDLE SCHOOLS (173 Days)	
First Semester = 79	Second Semester = 94
Aug. 27 - Sept. 28 = 25	Jan. 08 - Feb. 15 = 28
Oct. 01 - Nov. 02 = 24	Feb. 18 - April 12 = 34
Nov. 05 - Dec. 21 = 30	April 15 - May 31 = 32

SAN BENITO HIGH SCHOOL / VMA (173 Days)	
First Term = 79	Second Term = 94
Aug. 27 - Oct. 19 = 39	Jan. 08 - March 22 = 47
Oct. 22 - Dec. 21 = 40	March 25 - May 31 = 47

TOTAL NUMBER OF MINUTES

Elementary = 77,480	Middle School = 80,115
High School = 84,440	

TEACHER PREPARATION DAYS

New Teacher Orientation	
August 13-14, 2018	
Teacher Preparation (14 Days)	
August 15-17, 2018	January 07, 2019
August 20-24, 2018	February 22, 2019
October 08, 2018	April 22, 2019
	May 27, 2019
	June 01, 2019

HOLIDAYS

Independence Day	July 04, 2018
Thanksgiving	November 19-23, 2018
Christmas & New Years	Dec. 24, 2018 - Jan. 04, 2019
Spring Break	March 11-15, 2019
Easter	April 19, 2019

WEATHER MAKE-UP DAY

February 04, 2019

LEGEND

- Early Release Days (for students):
December 21, 2018 & May 31, 2019
- Graduation Day:
May 31, 2019

T.E.A. TESTING DATES

STAAR
12/03/2018 - 12/07/2018

December 03	English I
December 04	Algebra I
December 05	English II
December 06	Biology
	U.S. History
December 07	All Make-Up Sessions

NAEP Assessment Window

Late January 2019 - Early March 2019

TELPAS Assessment Window

02/25/2019 - 04/05/2019
Grades K-12 TELPAS
Listening, Speaking, Reading and Writing

STAAR
04/09/2019 - 04/12/2019

April 09	Grades 4 & 7 Writing
	Grades 5 & 8 Math
	English I
April 10	Grades 5 & 8 Reading
April 11	English II
April 12	All Make-Up Sessions

STAAR Alternate 2 Assessment Window

04/01/2019 - 04/19/2019

Grades 3-8 and EOC

STAAR
05/06/2019 - 05/10/2019

May 06	Algebra I
May 07	Biology
May 08	U.S. History
May 09-10	All Make-Up Sessions

STAAR
05/13/2019 - 05/17/2019

May 13	Grades 3-4 Math
	Grades 6-7 Math
	Grades 5 & 8 Math (Retest)
May 14	Grades 3-4 Reading
	Grades 6-7 Reading
	Grades 5 & 8 Reading (Retest)
May 15	Grades 5 & 8 Science
May 16	Grade 8 Social Studies
May 17	All Make-Up Sessions

STAAR
06/24/2019 - 06/28/2019

June 24	English I
June 25	Grades 5 & 8 Math (Retest)
	Algebra I
June 26	English II
	Grade 5 & 8 Reading (Retest)
June 27	Biology
	U.S. History

Board Approved: March 06, 2018

MISSION STATEMENT

The mission of the San Benito CISD is to provide a premier education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

VISION STATEMENT

The vision of San Benito CISD is to be the gold standard in all areas of public education.



CORE VALUES STATEMENT

San Benito CISD believes that:

- All students can and will learn
- All teachers can teach
- High expectations for all encourage excellence
- Resources to support students' needs must be provided
- Excellence in teaching and learning is vital
- All students will be supported to pursue their passion upon graduation
- Respect for all individuals is essential
- A community with shared ownership, purpose, and commitment work well together

WELCOMING ENVIRONMENT

When schools create a welcoming environment, schools become inviting places where students want to learn, school employees want to work, and every guest feels respected and valued. It's important to create a welcoming environment at each San Benito School District campus. Establishing a welcoming environment can be done in many ways but one natural spot to start is the entrance. This is where the school day begins for students and this is the first place guests and staff will see. In addition to the main office, the building throughout needs particular attention to make everyone feel welcomed. Remember that creating a welcoming environment entails more than just physical space. Culture, safety and family/community engagement play a big part in making sure each school is welcoming.

ENTRANCE

- Ensure the front entrance is clearly visible from the exterior either through signage, structure, landscape, pathway or other methods.
- Position a welcome sign (in English/Spanish) near the front door.
- Properly place prominent signs directing guests to sign in at the office; make sure the sign is visible in/near the parking lot and as soon as you enter the building.
- Place staff photos with names near the entrance to allow students, staff and guests to become familiar with staff.
- Clearly mark the school day hours and office hours.
- Have a bulletin board with community and school information that is bright and well maintained.

MAIN OFFICE

- Ensure that the main office is organized.
- Maintain a waiting area in or near the main office with adult-size furniture.
- Immediately greet all people who come into the office.
- Staff the office with persons who speak languages that reflect students, families and the school community.
- Ask parents and guests to sign in.
- Provide name badges to guests that indicate they are a parent, volunteer, guest, or other.
- Staff should inform the office when parents or other guests will be visiting, so they are prepared to greet the visitors and direct them to their destination.

THROUGHOUT THE BUILDING

- Place signage throughout the building to frequently visited areas such as the cafeteria, restrooms, library, meeting rooms, etc.
- Mark all rooms with names or numbers for easy navigation.
- Display student work visibly and commit to changing displays regularly so that all students get time in the spotlight; all student work displayed should include the academic standard being taught.
- Staff should have identification badges visible at all times.
- Staff should greet all visitors, guests, etc. to inquire if assistance is needed as well.
- Make sure hallways, classrooms, and restrooms are well lit, free of debris and clutter, and inviting.

INSPECTION OF BUILDINGS, INVENTORIES AND SUPPLIES

To ensure safety awareness in schools, the principal and safety coordinator should inspect the buildings and grounds, noting and mitigating any safety hazards. Campus Evacuation Route maps and Classroom Emergency Response poster should be displayed in individual classrooms and other occupied areas. Campus administration is responsible for developing and posting signs inside the school facility. A newly assigned principal should check inventories and reports left by his/her predecessor.

WHEN FLAGS ARE TO BE FLOWN

The United States and Texas flags are flown daily, weather permitting, on the school flagpole. The flag should be raised at the beginning of each school day and lowered at the close of the school day. Each school principal is responsible for securing and training reliable individuals to perform this service for the school. If the state flag is displayed on a flagpole or flagstaff, the white strip should be at the top of the flag, except as a signal of dire distress in an instance of extreme danger to life or property. The star on the flag of Texas should always point upward.

THE PRINCIPAL JOB

The principal serves as instructional leader of the school and leads school staff, students and school communities in creating an environment that supports an outstanding education for all students.

REPORTING RELATIONSHIP

Report to appropriate Assistant Superintendent.

RESPONSIBILITIES

The essential functions include, but are not limited to, the following fundamental duties:

- Serve as the instructional leader for the building by setting clear goals; managing the delivery of curriculum; allocating resources to instruction; ensuring that teachers get the training, support and direction they need to deliver quality instruction to every student; coaching and evaluating teachers and related activities.
- Lead the utilization of multiple forms of student-level data and student work available to increase student achievement and identify student interventions including utilizing data to identify areas for instructional improvement, to refine and adapt instructional practices, and to determine appropriate strategies across all grades and content areas.
- Focus staff on closing achievement gaps between subgroups of students; build staff capacity to effectively and consistently use student data to drive instructional decisions.
- Build and maintain a focus on ambitious school achievement for students.
- Manage school staff; assign staff to focus on specific goal areas; establish a structure and groups for encouraging professional learning; create a culture of on-going learning; effectively select and orient new staff; and clearly define expectations for staff performance regarding instructional strategies, classroom management, established policies and procedures as well as communication with the public.
- Visit classrooms regularly; observe and gather data to make adjustments as necessary and appropriate to meet district and school goals and objectives relating to curriculum, best teaching practices, cultural competency and related factors.
- Facilitate shared leadership and strategic empowerment; cultivate leaders from within and create opportunities for staff to lead; build a leadership team and teacher leaders to participate in the analysis of school operations and strategic planning.
- Facilitate strategic planning through analysis of the school's strengths and weaknesses based upon multiple data sources and staff and community feedback; develop action plans and establish goals for the school based upon the analysis; lead staff in maintaining focus on these plans.
- Develop action plans for the school and establish a professional development action plan that is aligned to school and district goals; develop interim plans taking into consideration the activities that best address the learning needs to students to meet goals.

- Plan and manage a fiscally responsible budget to include monitoring and supporting local, state, and federal rules, policies and procedures and maintains accurate and up-to-date records and documentation that support student achievement; ensure the strategic allocation and equitable use of financial and human capital resources to meet instructional goals and support staff needs; evaluate the success of funding and program decisions.
- Comply with budgeting guidelines and demonstrates responsible fiscal control over the school budget and activity funds.
- Comply with District, Education, Federal, Government and State purchasing guidelines and demonstrates responsible fiscal control over the school budget and activity funds.
- Establish organizational structures and practices for all stakeholders that result in the effective and efficient operation of the campus to promote student achievement.
- Formulate action plans and modify programs and procedures to improve all campus efforts. Use organizational skills to resolve problems and make decisions necessary to improve the school's operating systems.
- Design and participate in professional development to improve professional skill and knowledge which is based on student achievement, campus, district and state needs.
- Monitor classroom performance of all teachers on a regular basis and offering pathways and professional development to improve student performance through improved teaching practices.
- Design an open, clear, and effective communication for the school; ensure that teaching staff communicate to families about student progress and specific ways to support their child's learning; utilize feedback from school staff, parents, students and community groups to improve school- wide processes; adapt modes and styles of communication that make materials meaningful and engaging to staff, parents, students, and community groups.
- Communicate and promote high expectation levels for staff and student performance in enabling, supportive way; provide proper recognition of excellence and achievement. Mediate and facilitate resolution of conflicts among faculty, staff, students, and parents.
- Develop a management system that encourages positive student behavior, self-esteem, and a supportive climate to facilitate maximum student achievement.
- Promote activities that ensure positive student conduct and fair, equitable discipline practices.
- Review discipline data to plan, revise, and monitor practices and procedures appropriately.
- Provide knowledge and support of district initiatives with communication to all stakeholders regarding the initiatives; to include facilitation of change processes and communication on the progress of change processes as appropriate; provide focus and rationale for district initiatives and provide periodic updates,

as needed.

- Lead efforts to design and provide opportunities for family and community involvement at the school; create a school-wide culture that makes school feel accessible to families and the communities.
- Participate in community events and/or meetings to become known in the community and become knowledgeable about issues facing the community.

PROCEDURAL EXPECTATIONS

Absences and Off Campus

- Call your associate superintendent when off campus for more than one hour.
- Call your associate superintendent or associate superintendent's administrative assistant when reporting personal absences in advance.
- Call your associate superintendent for emergency absences (for example, a last-minute absence due to illness).

BUDGETS, FUNDRAISERS, AND GRANTS

Budgets

- Review your campus budgets on a monthly basis to ensure that all expenditures have been adequately budgeted and guard against over-expenditures.
- Ensure that all elective salaries have been adequately budgeted from your annual budget allocation.
- Develop budget for forthcoming years in accordance with guidelines and timelines provided by the Budget Department.

Fundraisers

- Comply with district procedures, policies, guidelines, timelines, and deadlines (mishandling of funds/monies can lead to severe consequences).
- Approve your own purchase orders (do not have anyone else approve for you).
- Store financial paperwork in a secure location (deposit cash daily).
- Fundraisers must be submitted 30 days in advance.

- Written approval is required prior to onset of fundraiser. If you have submitted, but have not received approval, it is your responsibility to follow up with your Associate Superintendent's administrative assistant to determine status.

Payroll

- Approve employee's time sheets and leave requests in a timely manner.
- Delegate approval responsibilities to a responsible administrator as your back up in case of emergency or absence.

Petty Cash

- Ensure Petty Cash fund is properly maintained and secured. Petty cash reimbursements are limited to \$100 per day for emergency or unplanned expenditures. Please refer to the Accounting Department web page for full details regarding petty cash administration. Reimbursements to employees outside of this process will not be allowed.

Campus Events

- Keep campus website and calendar updated weekly.
- Submit special event information to Public Relations Office.

Campus Communication to Students, Parents, and Community

- Include confidentiality and non-discrimination statements on all communiqués.
- Proofread for errors in grammar, mechanics and spelling in both English and Spanish.
- Use official campus letterhead.
- Communicate professionally — verbal and written.

Data Entries

- Ensure all student data is accurately entered and submitted on time: attendance, federal lunch applications, grades, admissions, withdrawals, etc.
- Ensure accuracy of special program codes (i.e. SPED, ESL, GT).
- Address coding errors in timely manner.
- Attain 100% error-free goal.

Discipline

- Develop and monitor supervision (duty) plan before, during, and after school.
- Develop a clear and consistent discipline plan and enforce execution of plan with fidelity.
- Ensure that every adult on campus knows the supervision (duty) and discipline plan.
- Ensure that everyone executes the supervision (duty) and discipline plan and consistently communicates/reinforces the plans with students.
- Ensure that students are respectful, dressed per code, and in classes—not hallways.
- Ensure that discipline referral data is entered weekly.
- Include referring teacher information on discipline entries when applicable.
- Analyze referrals/other discipline data for recurring patterns and revise plans, including holding crucial confrontations with staff to resolve problem areas.
- Ensure that all staff writes only factual information on referrals.
- Remind staff that all documentation can be requested or subpoenaed.
- Speak to parent in addition to sending the written referral (document conversation).
- Leave emotions and opinions out of the statements.

Emails and Weekly Memoranda

- Check email daily and maintain adequate mailbox space to allow for daily delivery.
- Review Memo every Monday for information, actions and timelines.
- Remind staff that emails can be requested or subpoenaed.

Professional Dress and Work Day

- Dress professionally at all times.
- Hold administrative/leadership team accountable for modeling professional dress at all times.
- Principals must arrive 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.
- Ensure that your administrator supervisory schedule includes an administrator on duty for the entirety of all UIL activities/ campus events (day or evening).

Leadership Non-Negotiables

- Set and articulate clear expectations for all staff on instructional quality, attendance and professionalism.
- Be a relentless and passionate leader at all times.
- Conduct “Crucial Conversations”
- Set the tone with FOCUS from beginning of the year.
- Model the highest level of professionalism.
- Support all teachers in the pursuit of excellence.

- Ensure safe schools and clean environments at all times.
- Hold all employees accountable for performance.
- Adhere to district policy and administrative procedures.

Leadership Development Strategic Plan

1. **The Will to Lead: Intentions and Action**

- A fierce resolve to accomplish the mission of the district.
- Commitment through actions.
- Models District's Guiding Tenets.
- Inspires and motivates through actions.
- Places mission above self-interest.
- Compete every day to be the best.

2. **Vision and Performance Expectations and Clearly Communicated**

- Performance (SMART) goals are developed with benchmark timeline.
- Performance goals are aligned to District's goals.
- Articulate the vision for the campus.
- Performance goals are assessed and reported quarterly.
- Campus Improvement Plan drives decisions at the campus.

3. **Mastery of Performance Fundamentals**

- Knowledge of state curriculum and accountability standards.
- Knowledge of skills on effective rigorous teaching practices.
- Knowledge of quality instruction.
- Knowledge of effective lesson objectives, demonstrations of learning, purposefully instruction and multiple response strategies.
- Knowledge of how to manage change.
- Knowledge and skill for facilitating effective planning meetings.

4. **Discipline to Performance Monitoring**

- Discipline in data-driven decisions.
- Discipline in monitoring data.

5. **Mastery of Coaching Skills**

- Mastery of crucial conversation and crucial confrontation skills.
- Mastery of documentation skills and procedures.

- Highly respected by staff as effective instructional leader and coach.
- Ability to improve teacher performance.
- Considered by staff or as a resource.

Instructional Planning and Leadership

1. **Quality teaching and learning in every classroom everyday is your responsibility**

- Focus on quality teaching and learning throughout the school year.
- Make rigorous instruction in reading & writing a priority.
- Make collaborative planning a focus.
- Be purposefully redundant.
- Be clear concerning your expectations of every staff member at your campus on performance, attendance, professionalism and professional behavior.
- Ensure that every student's needs have been identified and are being met.
- Make attendance and enrollment a priority.

2. **Crucial Conversations**

- Address noncompliance of non-negotiables immediately and in an effective manner.
- Apply crucial conversations and confrontations daily in order to address issues.

3. **Administrative Team Meetings**

- Conduct weekly meetings with agenda and sign-in sheets available for review upon request.
- Focus of administrative team meetings will include a collection of data for review, identify areas not meeting goals, and develop plan of action on how to meet goal.

4. **Data Review of Student(s)**

- Identify the correlation between attendance and grades.
- Ensure the assessments align to instruction.
- Ensure that grading practice aligns to instruction.
- Correlate reading levels and failing grades.

5. **Attendance/Tardies**

- Ensure all teachers take attendance as per policy.
- Increase attendance: (1% from previous school year to date)

- **Elementary Schools 97%,**
- **Middle Schools 96%,**
- **Secondary Schools 95%**

- Monitor and respond to weekly student attendance by teacher.
- Identify and address attendance patterns for campus, grade level, and individual students.
- Develop a “Plan of Action” to improve attendance to include awards incentives.
- Conduct parent meetings to address compulsory attendance law, campus attendance, and enrollment goal.

6. **Failure / Retention Rate**

- Principals will monitor failure reports/progress reports every 3 weeks.
- Principals will ensure assistance is provided to teachers with high failure rates.
- Principals will develop a plan of action to address failure rate throughout the nine weeks with monitoring.

7. **Professional Learning-District and Campus**

- Follow District calendar for professional development days.
- Ensure all professional development days follow early release expectations as provided by your Associate Superintendent.
- Submit professional development agendas to Associate Superintendent 5 days prior to event.

8. **Professional Learning**

- Travel for professional learning conferences require prior approval from Associate Superintendent.
- Submit conference requests 6 weeks in advance to your Associate Superintendent.
- Be prepared to present your learning to your colleagues during principal meetings.
- Align professional learning conferences with campus needs as identified in your CIP.

Monthly Tasks

Recurring Monthly Duties

PMemo

- The **PMemo** is sent to all principals via e-mail weekly. Be sure to review the contents in order to stay abreast of district events and information.

Budget Reports

- Review monthly budget reports and other financial reports to ensure accuracy.

Payroll

- Approve payroll timesheets in accordance with published due dates to ensure timely and accurate processing for your employees.

Parent Communication

- Campus developed materials to parents are to be translated appropriately for your school prior to distribution.
- Distribute Parent Portal registration.

School Websites

- Websites should be kept updated, accurate, and easy to follow by your campus technologist.

Safety Drills

- All drills should be planned for the school year using the year-long calendar, the drills should be recorded on the Campus Drill Documentation Form, and the Campus Drill Log must be submitted to the Office of Emergency Management.

Student Attendance

- Review student attendance rates and submission to ensure accuracy. To include identification of “no-shows”, accurately follow district and state guidelines regarding student enrollment, identification of students with attendance issues, and implementation of interventions.

Administrative Team Meetings and Instructional Coach Meetings

- Determine schedules to hold administrative team meetings to include campus instructional coach meetings to review professional development priorities, spot observations data, academic data focus, and action plan implementation.

PBIS or Discipline Mgt. team

- Meet biweekly to review student behavior data, analyze equity of your data, review student discipline plans and adopt evidence-based procedures in response to specific students, or school times and locations, requiring improved behavioral supports.

PLC Meetings

- Assure that procedures are in place for PLC meetings to refer the appropriate students, effectively develop individual student academic and behavioral plans, and that plans are being implemented and monitored.

Monitor results and indicators

- Monitor results and indicators for campus academics and electives programs to assess progress and improvement with the campus leadership team, teachers, and other invested personnel.

Attend principal professional development and meetings

- Dates and times of principal professional development and meetings will be provided. Attendance at these meetings and sessions is required, unless prior approval is obtained from the appropriate Associate Superintendent.

Campus Emergency Operations Plan

- Review and maintain the accuracy of the Plan.

August Prior to Students Return

Teacher Return Plans

- Develop detailed plans of what professional development and other activities will occur for teachers and other staff members, to include setting the focus and reviewing the action plan for the upcoming school year.
- Update action plans with staff based on review of data, as needed.

Letters and Schedules to Staff

- Provide all staff members with information prior to the first day back to work, so that they know the schedule, dates, times, and locations as well as what the expectations are for the first week.

Providing Busing and Relevant Information to Parents/Students

- Identify information relevant to parents/students and create mail out to parents that includes information such as registration, busing, open house, meet the teacher, etc.

Schedules to Students

- All secondary schools are to provide schedules to students prior to the first day of class so that “good first instruction” may begin on Day 1.

Registration

- Ensure that all registration details are in place to include dates and times of registration, personnel to work registration, the use of the district enrollment packet for new students and the packet for returning students.
- Post days and times of registration on the school marquee.

Review Master Schedule

- Review the master schedule to make sure that any new hires are placed on the schedule where the vacancy was noted. Ensure all TAs are scheduled. Finalize pre-K rosters.

- Ensure that student schedules have been updated based on summer work by the students.
- Review the master schedule to make sure all students are enrolled and have a class schedule for day 1 of school.

Finalize all Staffing Issues

- All new staff have been processed.
- Ensure that all teachers establish and validate their **SKYWARD** login and password prior to day 1 for attendance and grading purposes.
- Work with HR to ensure all personnel issues are finalized and vacancies filled.

Establish Format for Communicating with Staff

- Determine schedule of standard communication, as well as method (newsletter, bulletin, etc.)

Complete Assignment of Staff Duties

- Determine administrative team responsibilities.
- Determine teacher leadership responsibilities.

Finalize Structures for Campus Leadership Teams

- Determine meeting schedules, locations, and participants for the year. Create the first agendas for each group.

Prepare Action Plan for First 2 Weeks of School

- Identify beginning-of-year supports such as additional staff at buses, arrival, etc. Establish procedures for breakfast in the classroom, as applicable.
- Role-play needed campus procedures to establish consistency and expectations for all staff for a smooth beginning of the year.

Review Emergency Procedures Information and Update

- Review emergency procedures and any required safety professional development materials. Review the safety drill calendar.

Finalize all plans for Open House/Welcome Back

- Establish date and time for Open House/Welcome Back.
- Notify all participants of the Open House/Welcome Back, be sure to translate information as needed for your community.
- Week with Staff Communicate expectations of staff for the Open House/ Welcome Back.

- Identify process and procedure to facilitate classroom location (maps, class lists with teacher names, etc.)

Establish Meeting Schedule for the Year

- Identify set days for holding PLC and staff meetings so staff can plan appropriately.

Establish Campus Leadership Spot Observation Schedules

- Establish schedule for spot observations and teacher feedback for campus leadership personnel.

Communication and Notification Structure (phone tree, etc.)

- For emergencies and notifications, identify the process that will be utilized on campus.

OPENING

- Teachers review the classroom emergency procedures with their students and the campus conducts their first fire drill for the school year.
- Ensure that the appearance of the building- including bulletin boards, cleanliness, and signage- meets expectations. See the Establish Welcoming Environment standards.
- Ensure that all teachers have analyzed available student data and have a sense of the strengths and needs of all students in each class.
- Establish staff expectations for classroom instruction, with professional development provided as per campus needs.
- Ensure teachers have capability to take attendance beginning on first day of school.
- Establish expectations that taking complete and accurate attendance is a requirement of the Texas Education Code and must begin on the first day of school.
- Establish alternate plan for attendance collection when **SKYWARD** is unavailable and for classroom substitutes.
- Conduct role-play scenarios to establish school/student culture as needed per campus.

- Conduct initial meetings with leadership team or appropriate committees to clearly define professional development priorities and establish structures and schedule for professional development and professional learning communities.
- Utilize on-line system for collecting daily attendance for call-in reporting.
- Staff and New Teacher PD.
- Completion of compliance videos.
- Conduct activity fund training
- Conduct or provide annual UIL training for sponsors.

Distribute information to the staff:

- Master schedule
- Duty schedules
- Prep schedule
- Professional Learning Communities and professional development expectations and schedule
- First week of school procedures
- Communication and Notification Structure
- Safety drill information and campus emergency procedures
- Student Behavior Expectations to include Parent/Student Handbook with the Student
- Code of Conduct
- Copy of the Campus Improvement Plan

AUGUST/SEPTEMBER

- Pay special attention to student enrollment during the first two weeks of school and accurately report data. Specifically, verify student schedules, track daily attendance, identify students who are “no-shows,” and accurately follow district guidelines.
- Verify that teacher schedules are accurately entered.
- Finalize all staff committee/team assignments; appoint or elect necessary staff committee and/or department chairs.
- Identify events (concerts, plays, sporting events, family nights, etc.) requiring staff chaperones and assign staff chaperone duties.

- Identify and plan for field trips and student activities, to include coordinating all related paperwork such as fundraising, field trip forms, parent volunteer/chaperone clearance, etc.
- Provide beginning-of-year communication with families: welcoming students and families, highlighting upcoming events, communicating expectations and policies, etc.
- Complete the update of the Campus Improvement Plan; prioritize and adjust strategies and indicators for the literacy and math goals, as well as instructional priorities as needed; publish revised action plan for all staff; discuss with leadership team.
- Begin and maintain Campus Drill Documentation Form and Campus Drill Logs for all required safety drills. Review and modify Campus Emergency Operations Plan and submit changes to the Office of Emergency Management.
- Prepare for leveling process, complete first day numbers completely and accurately.
- Start classroom spot observations and feedback form with leadership team; establish and maintain information in Eduphoria.
- Begin planning for parent/teacher conferences; identify persons responsible for scheduling of conferences, system, etc.
- Review updates on the return of student information forms (enrollment forms and associated documentation).
- Conduct initial PBIS or discipline management teams to: set schedule; review previous year student data; apply an equity lens as you analyze your data; discuss discipline management plan implementation; map systems and supports at the school for students; set goals; develop action plan for management and establish dates and procedures for re-checking classroom and school wide discipline management, behavioral expectations, as well as recognition systems.
- Conduct and implement your campus RtI system.
- Campaign to get parents enrolled on Parent Portal.
- Hold parent/teacher conferences as per district calendar.
- Review student discipline data.
- Ensure Individual Educational Plans (IEP) are being implemented to monitor progress of all students.
- Identify program manager (secondary school's administrator) for the manager of the follow-up process to locate no-shows and dropouts and management of the process for the school year.
- Monitor and correct any student data errors.
- Communicate school goals (from the Campus Improvement Plan) to inform teacher goal-setting, and conduct goal setting conferences.
- BOY Data collection in reading.
- Teacher TIERING data and support plans.
- Over age progress check & celebrations
- PEIMS Snapshot progress monitoring.
- H.S. Schedule changes must be finalized 10 days after beginning of school.
- Monitor Parent Portal and attendance.
- Tutoring begins.
- Ensure all unit/3 weeks assessments are implemented.

OCTOBER

- Evaluator and teacher agree on TTESS goals
- Start TTESS extended observations with conferences.
- Implement RtI based on 1st six week grades.
- Ensure all unit/3 weeks assessments are implemented.
- Interim Assessment.
- Consider/Implement teacher growth plans.
- Snapshot date for PEIMS reporting.
- Review all data in regards to student enrollment, special populations coding etc. prior to the snapshot date.
- Continue maintaining Campus Drill Documentation Form and submitting Campus Drill Logs based on the safety drill calendar.
- High schools begin check of senior records to identify student needs prior to spring semester.
- Ensure all students who are identified as at-risk have interventions in e-STAR.
- Finalize plans and schedule for professional development day.
- Ensure all details and coordination of state testing has been completed and the campus is well prepared to administer state assessments for the fall.
- Review student discipline data.
- Monitor and correct any student data errors.

NOVEMBER

- Review master schedule and make decisions regarding the next school year master schedule.
- Monitor Parent Portal, and attendance.
- Employee Climate Survey.
- Spend Title I funds
- Senior parent meetings & spring activities calendar planning
- Identify Credit Recovery.
- Prepare for Midyear/collection artifacts.
- Monitor and correct any student data errors.
- Review student discipline data.
- Monitor and correct any student data errors.

DECEMBER

- Review student discipline data.
- Monitor and correct any student data errors.
- Plan & communicate expectations for holiday parties.
- Finalize safety drills for the Fall Semester and submit all Campus Drill Logs to the Office of Emergency Management.

JANUARY

- All schools begin to follow and monitor the master schedule timeline.
- Plan and prepare for January professional development day.
- High schools conduct senior records audit.
- Plan for spring parent/teacher conferences.
- Plan for pre-registration at middle schools and high schools.
- Review student discipline data.
- Monitor Parent Portal, attendance and Campus Improvement Plan.
- Balance 2nd semester master schedule.
- Submit non-renewal documentation to HR.
- Continue maintaining Campus Drill Documentation Form and submitting Campus Drill Logs based on the safety drill calendar.
- Review and modify the Campus Emergency Operations Plan. Submit all changes to the **Office of Emergency Management.**

FEBRUARY

- Monitor Parent Portal, attendance and Campus Action Plans.
- Plan for February PD – TELPAS certification.
- Sr. Graduation meeting announcements.
- Letters to senior parents: potential non-grads.
- Start summative performance evaluations with conferences.
- Finalize details for parent/student conferences.
- Review staffing needs for next fiscal year budget process.
- Ensure all details and coordination of state testing has been completed and the campus is well prepared to administer state assessments.
- Review student discipline data.
- Monitor and correct any student data errors.

MARCH

- Prepare and enter budgets into financial system for next fiscal year.
- Monitor Parent Portal, attendance and Campus Improvement Plans.

- All students' course selections should be completed for the following school year.
- Begin identification of potential summer school students and advertise opportunities for student summer experiences and registration.
- Meet with HR on personnel documentation and files.
- Review student discipline data.
- Monitor and correct any student data errors.
- Action planning.
- TELPAS Ratings.
- 8th grade endorsement plans.
- Academic Credit- Principal Plan.
- Parent/Teacher Conferences.
- Over age progress check and celebrations.
- Senior Validations lists.

APRIL

- Vacancy reports and Recruiting plans.
- ISIP Reports/testing EOY
- Volunteer Appreciation.
- Course request completed for master schedule
- Graduation/Senior planning.
- Master Schedules reviewed/approved.
- Non-renewal follow-up.
- Emergency Drill Logs due.
- Planning for SSI Implementation.
- Planning for GPC.
- Gifted & Talented Program Compliance Review check list due.
- Volunteer Hours input.
- Climate Survey.
- Select Teacher and Support Employee of the Year.
- Review student discipline data.
- Monitor and correct any student data errors.

MAY

- Provide all staff with end of year checklist.
- Complete plans for next year master schedule, school calendar, professional development, etc.
- Review student discipline data.
- Prepare and communicate action plan for last weeks of school for students:

- Identify extra staff support in identified areas such as buses, cafeteria, etc.
- Communicate to staff clear expectations for academic instruction and building operations.
- Monitor and correct any student data errors.
- EOY Reading Inventories.
- Transition meetings: 5th and 8th grade & SPED.
- EOY LPAC-April pref.
- Discipline Data entered.
- School supply list.
- Elementary class sorting.
- Order paper/supplies to start school year.
- Monitor Parent Portal and attendance.
- TOTY Celebration

JUNE

- Verify all staff have completed all grading and fulfilled student cumulative record requirements.
- Cum folder transitions.
- EOY campus close out collection of material/tech.
- Summer School.
- Finalize staff and assignments.
- Recognize retirees.
- Graduation.
- Complete and submit principal end-of-the-year checklist to the appropriate Assistant Superintendent.
- Review received data to make revisions to the campus action plan and professional development plan for the following school year.
- Correct any student data errors in the system.
- Ensure that all students have schedules for the following school year and the master schedule is completed accurately within the parameters established.
- Ensure all disciplinary incidents have been entered into the system correctly.
- Ensure all student data errors have been corrected before the data staff leaves.

JULY

- Budget online.
- Plan PD/Book study prep with principals.
- Staff Handbook/Parent Handbook.
- School master calendar.
- Plan campus data meetings.

School Attendance and Enforcement

General Procedures

For elementary campuses, attendance will be taken at 10:00a.m.

For secondary campuses, attendance will be taken **second hour /3rd Period** of instruction, normally the second period of the day. The “time stamp” report will be generated daily for your campus and must indicate the time designated. (Most secondary campus attendance snapshot time is 9:50 a.m.)

There is no rule that x number of tardies equals an absence.

Tardies are not considered absences for purposes of compulsory attendance enforcement.

Excuse Notes

The principal or designee shall ensure that all timely submitted written excuse notes or medical notes are processed within the current student records system within one day of receipt.

A campus shall maintain all student attendance documentation to include but not limited to such as nurse’s logs, counselor’s/principal’s office passes, doctor’s notes, call logs, School Activity/Business on Campus forms, SAC/ISS lists, daily reports, etc. The logs shall include student name, ID number, faculty approval of the absence, sign in and out times, and reason for the class absence. The campus shall require all logs to be processed in the student records systems daily. The campus shall maintain attendance for credit, and Truancy Prevention Measure logs and documentation. Logs and other attendance related documentation shall be stored for five years as required by the [Student Attendance Accounting Handbook](#).

The parent/guardian shall be required to submit within **three (3) days** of the student’s return to school a written excuse or documentation from a health care professional. The note must include the student’s name, ID number, dates of absence, reasons for the absence, and a parent/guardian signature. Absence reason may be changed after the three (3) days with proper documentation and/or administrator approval. In the case of an attendance reporting error, an attendance correction form must be signed by the teacher or administrator following all district guidelines.

Excused Absences:

A student not actually on campus at the time attendance is taken may be considered in attendance for FSP (funding) purposes if the student is:

- A. Participating in a Board-approved activity under the direction of a member of the district’s professional staff, a paraprofessional staff member, or adjunct staff member who has a bachelor’s degree and is eligible for participation in TRS.
- B. The student is observing religious holy days, including one day of travel to and one day from a site where the student will observe holy days.
- C. Attending a required court appearance, including one day of travel to and one day from the court’s location.
- D. Appearing at a governmental office to complete paperwork required in connection with the student’s application for United States citizenship.

- E. Student is taking part in a United States naturalization oath ceremony.
- F. Student is serving as an election clerk.
- G. Temporarily absent as a result of a documented appointment for the student or the student's child that is with a health-care professional licensed to practice in the United States during regular school hours, if that student commences classes or returns to school on the same day of the appointment.
- H. Visiting an accredited institution of higher education during the student's junior and senior years of high school. No more than two days during their junior year and two days during their senior year are excused. Campus has a procedure in place to verify the student's visit.
- I. Student in grades 6-12 and misses school for the purpose of sounding "Taps" at a military honors funeral held in this state for a deceased veteran.
- J. Enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day.
- K. Enrolled full-time in TxVSN courses.
- L. Participating, with local school board approval, in a short-term (for example, 5 day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus.
- M. Permitted for other conditions related to off-campus instruction described in the Student Attendance Accounting Handbook and as outlined in FEA (LEGAL).

Attendance Committee

The principal shall establish an attendance committee to include at a minimum, a campus administrator, a counselor, and three teachers. Additional staff may be added at the principal's discretion with a majority of its members being teachers. The attendance committee shall review the records of all students whose attendance drops below 90 percent of the days the class is offered whether or not a petition is filed. When a student's attendance drops below the 90 percent rule but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal. If the redemption window has passed, the attendance committee must include a central office administrator approved by the associate superintendent.

The attendance committee shall meet at the end of each semester. All members shall be trained in district and campus attendance policies, Truancy Prevention Measures and truancy conduct referrals. The attendance committee shall maintain agendas, sign-in sheets, and record the outcome of all attendance and hearing actions and appeals.

NOTICE OF NON ATTENDANCE - WARNING NOTICE

The principal shall ensure distribution of the Compulsory Attendance Form that notifies the parent/guardian of consequences of non-attendance in writing annually. Every student/parent shall sign the Compulsory Attendance Form at the time of enrollment.

The district shall notify parents/guardians when a student accumulates three (3) unexcused absences. The Attendance Clerk ensures the generation, printing and mailing all notices on behalf of each campus.

If a student has established a questionable pattern of absences, the attendance committee may also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

Principals shall request a conference with the parent to discuss the absences, a copy of their attendance report and an explanation of the consequences for their potential truancy including that the student is now subject to Truancy Prevention Measures.

Principals shall ensure a student address verification process and subsequent update in the current student records system. This verification process shall take place at the beginning of the school year and throughout the year as new address information is received.

TRUANCY PREVENTION MEASURES

Principals shall identify a designated administrator and campus staff responsible for compulsory school attendance, Truancy Prevention Measures and legal intervention. The designees shall work with the campus attendance committee and district attendance liaison. The designated administrator(s) acts as the primary approver for all potential truancy actions. Designees shall complete the mandatory Attendance Improvement and Truancy Reduction training and may be required to testify at the time of a truancy trial as requested by the district attendance liaison and/or the truant conduct prosecutor.

Each secondary campus shall provide the student with their Truancy Preventative Measure notice, a copy of their attendance report and an explanation of the consequences for their potential truancy. Each elementary campus shall conference with the parent to develop an Individual Truancy Reduction Plan. All actions shall be recorded.

The principal or designee shall maintain a filing system for Attendance Contracts and Truancy Preventative Measures provided to the parent and/or student.

Truancy Preventative Measures must be developed at any Level to best meet the needs of the student in addressing their truant conduct. Each campus may utilize tutoring, counseling, or another program to best serve the student's needs.

COMPULSORY ATTENDANCE-LEGAL INTERVENTION

The principal or designee shall develop and maintain a system to document parent actions that may be contributing to the student's non-attendance including parent contact, home visits, and parental refusal to participate in recommended interventions. Each campus will follow the guide procedures for truancy filing in J.P. courts.

The principal or designee shall develop a system utilizing attendance reports to be knowledgeable of the elements of the truant's court remedial order to ensure school related elements are completed, e.g., tutoring, sign-in sheets, etc.

Each secondary campus shall establish a system where a student can sign-up to meet with the designated administrator to resolve attendance discrepancies/issues, as needed.

Roles and Responsibilities

Principal

The principal of each campus is responsible for reviewing his or her respective Campus Summary Reports for completeness and accuracy. A principal should compare reports from the TEA, which reflect Public Education Information Management System (PEIMS) data, to locally produced reports for reasonableness and accuracy. By signing the Campus Summary Report—or, in the case of a paperless attendance accounting system, by indicating his or her approval of data electronically—a principal affirms that he or she has checked, or caused to be checked, the accuracy and authenticity of the attendance data.

Teacher

The teacher who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature—or, in the case of a paperless attendance accounting system, with his or her entry of those data using the teacher's logon with a distinct secret password.

Attendance Personnel

The attendance personnel generating absence summaries and transcribing the absences or coding information into the accounting system are responsible for adhering to all laws and regulations pertaining to student attendance accounting. Each person entering data into the attendance accounting system must sign an affidavit attesting that the data he or she has entered are true and correct to the best of his or her knowledge—or, in the case of a paperless attendance accounting system, indicate electronically that the person attests that the data he or she has entered are true and correct to the best of his or her knowledge.

Master Schedule Development and Maintenance

The goal of the master schedule development is to ensure all teachers are certified and highly qualified to teach the courses that they are assigned, and students begin day one of school with an accurate and appropriate schedule.

Please note that while the components of the master scheduling process are similar in both elementary and secondary schools, the steps required for each level will usually not occur in the same order or time frame.

The principal shall annually appoint a designee for the campus master schedule process. Campus and Administrative Support Technology Information Systems (TIS) will provide a timeline to campuses in regards to master schedule development. Each master schedule will be approved by the appropriate Associate Superintendent.

The principal shall ensure that each person responsible for the master schedule development is informed of his/her responsibilities and attends appropriate training sessions provided.

The principal and his/her designee shall determine the next year courses that will be available to the students based on information provided by the Division of Academics, Middle School and High School Departments, CATE, Advanced Academics, and ALPS. All components of the master schedule that require prior approval must be secured by the campus from the appropriate department.

The principal and/or his/her designee shall develop and maintain a handwritten master schedule that defines the

period-by-period assignment for each teacher (Note: The “handwritten” master schedule may be maintained electronically, e.g. in an Excel or a Word file). An updated copy of the master schedule shall be provided to the PEIMS clerk and counselors involved in the schedule develop process as changes are made and/or as otherwise deemed appropriate by the principal or his/her designee.

The PEIMS clerk shall enter and verify teacher schedule information into the student information management system based on the handwritten master schedule prepared by the principal or his/her designee. PEIMS clerk and counselors involved in the master schedule development shall assist in verifying that the computer-based teacher schedule matches the handwritten teacher schedule.

Counselors in secondary schools and administrators/designees in elementary schools shall work with students in determining and documenting course choices for individual students.

The principal and/or his/her designee will adjust the school’s next year master schedule as necessary while completing the batch scheduling process to ensure that (1) the teacher schedule and student choices align in a way that provides the best possible fit between teacher resources and student instructional needs and fit the given district parameters; (2) the student choices are appropriately accommodated by the teacher schedule; and (3) the master schedule accurately reflects teacher responsibilities.

The principal shall ensure that the next year batch scheduling process is completed prior to the end of June. All students should be fully scheduled.

The principal shall ensure that the master schedule is finalized by the end of June to ensure allowance of time for production and distribution of student schedules and related products needed for the first day of school.

The master schedule should batch at better than 93%.

No changes to the master schedule shall be made prior to or following the summer break. If there are changes to the master schedule, the Executive Director must give approval.

The principal shall ensure that the master schedule is finalized by the end of June to ensure allowance of time for production and distribution of student schedules and related products needed for the first day of school.

Roles and Responsibilities for Master Schedule Development

Principal

The principal is responsible for developing and/or implementing master scheduling and individual student scheduling procedures in a timely manner for his/her school that will ensure that (1) the best fit for student needs and teacher resources (2) the individual schedules are maintained on a daily basis in a way that will ensure accurate student schedule information for state reporting and compliance purposes.

In elementary schools, the principal is generally responsible for the development of the master schedule.

Assistant Principal

In secondary schools, the assistant principal is responsible for developing and maintaining the master schedule

during the scheduling time frame and throughout the year. The assistant principal should ensure that all State and district parameters and requirements are attended to during the development of the master schedule. Communicating master schedule changes to the PEIMS clerk and counselors is critical.

Counselors

During the next year scheduling process, counselors are responsible for working with students to identify next year course choices. Additionally, they are responsible for assisting in the verification of the accuracy and completeness of choices after they have been entered into the database.

During the school year, as new students enroll and current students request changes, counselors are responsible for completing the computer-based task required to initiate the new student schedule or change a previously entered schedule. Ten days after the semester begins, prior approval must be given by the campus administration to change a student schedule.

Attendance Clerk (Elementary)

Responsible for entering and verifying information provided by the principal or his/her professional support staff designee(s) for student courses and the master schedule. The Attendance clerk is responsible for entering and verifying individual student schedule information following the student's completion of the school enrollment process.

Attendance Clerk (Secondary)

Responsible for entering and verifying information provided by the principal and or his/her designee for the next year student choices and the next year master schedule. As changes occur during the next year scheduling process and throughout the school year, the PEIMS clerk is responsible for receiving and entering changes to the master schedule. The PEIMS clerk works collaboratively with the counselor and assistant principal in the master schedule process.

Grade Entry and Verification Procedures

General Information

The information that follows relates only to the procedures for entering and verifying course grades for use in local and state reporting. The assignment of each course grade by the teacher prior to entry shall be done in accordance with Board Policy [EIA \(LOCAL\)](#) Academic Achievement: Grading/Progress Reports to Parents and [EIA \(LEGAL\)](#) Academic Achievement: Grading/Progress Reports to Parents and [EIA \(REGULATION\)](#): Assessment Systems.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to keep parents apprised of fluctuations in academic progress and to support the grade average assigned.

Guidelines for grading shall be clearly communicated to students and parents and shall follow the weighting requirements as defined in [EIA \(Regulation\)](#).

Grade Reports

The District shall issue grade reports/report cards every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in [EIE \(LOCAL\)](#).

Progress reports shall be issued for all students twice during a nine-week grading period. Supplemental progress reports may be issued at the teacher's discretion.

Grade Entry and Verification Procedures

The principal shall annually develop written documentation of his/her school's grade entry and verification procedures. The grade reporting procedures document shall include the activity date, the activity description, the title of the person responsible for the activity and the name of the person responsible for the grade. The District's grade change form shall be used as documentation and placed on file for the reference during the school year.

The principal shall ensure that each person responsible for a grade entry and/or verification procedure is informed of his/her responsibilities and attends appropriate training sessions.

The principal or his/her professional level designee shall review grade reporting procedures with all school staff involved in the process prior to the end of the first grade reporting cycle.

Teachers use SKYWARD to enter all student grades for grade reporting periods and those grades are then exported into **Chancery (SMS)**. Each campus should have two or three professional level staff trained as SKYWARD campus administrators to train and support teachers. All teachers must log into the system prior to the first student day.

Each new assistant principal/ SKYWARD campus administrator in a secondary school and each new SKYWARD campus administrator in an elementary school shall attend a train-the-trainer session to receive instructions about training and supporting teachers as they enter grades on their campus.

The **SKYWARD** campus administrator will ensure each teacher has access to a computer for grade entry.

Each teacher shall enter and verify his/her students' course grades during the time that the grade reporting application is available for each grading cycle.

The Attendance clerk in an elementary school and PEIMS clerk shall print report cards and related products after all teachers have entered course grades for a specified cycle and has received approval from campus administration. Report cards and related products shall be printed for secondary schools after teachers have entered and verified course grades. Secondary schools shall not print report cards at their school without prior approval from campus administration.

The teacher shall complete, sign and date the appropriate district form to document a grade correction after report cards have been issued. The principal shall sign the form to indicate administrative approval of a grade change.

The Attendance Clerk/PEIMS clerk shall enter and verify the approved grade correction. The grade correction form is filed in the student's file.

Roles and Responsibilities for Grading

Principal

The principal is responsible for providing daily direction as needed to the assistant principal, teachers, **SKYWARD** campus administrator and Attendance clerk/PEIMS clerk to ensure accurate and timely maintenance of student course grade information. The principal is responsible for documenting the grade entry and verification procedures for his/her campus, communicating with staff members regarding their respective roles and responsibilities, providing logins and passwords to teachers, and ensuring that staff members attend appropriate training.

Assistant Principal

The assistant principal is responsible for providing support during grade entry and verification and ensuring that each teacher enters and verifies course grades in a timely manner at the end of the grading cycle.

Other Professional/**SKYWARD** Campus Administrator

The person designated as the **SKYWARD** Campus Administrator is responsible for providing training for teachers, and supporting teachers in the grade entry process.

Teachers

Teachers are responsible for entering student course grades in a timely manner and verifying that the entered grades are accurate, as per policy.

PEIMS clerk/Registrar

The PEIMS clerk/registrar is responsible for assisting the assistant principal in his/her teacher training session(s), providing support to teacher who need guidance in entering and verifying grades, picking up printed report cards and related products, distributing products to school staff, and entering approved grade corrections with signatures and filing form.

Cumulative Records and AAR Management Procedures and General Procedures

Information about the school level management of a student's Cumulative Record and Academic Achievement Record (AAR) is provided below. The information is based on Board policy and is intended to guide principals in referencing policy and making appropriate records management decisions based on the policy [See Student Records [FL \(LEGAL\)](#) and [FL \(LOCAL\)](#)].

Withdrawal and Leaver Coding

A school leaver, for San Benito CISD purposes, is any enrolled student who leaves (withdraws from) a San Benito CISD school. Only leavers for grades 7-12 are reported to the State. Leaver records for those grades are subject to Performance Based Monitoring by the Texas Education Agency. A tracking cohort Analyzer was developed and a documentation system was developed to assist secondary campuses with creating and maintaining proper documentation.

There are four types of leavers:

1. Graduates: students who graduated from San Benito CISD.
2. Non-dropout leavers: Students who meet the requirements for a reason listed in the TEA Data Standards. These students are considered non-dropouts by National Center for Education Statistics (NCES).
3. Movers: Students who enrolled in another Texas public or charter school. These students are not reported to TEA as leavers, but are considered San Benito CISD leavers for internal control purposes.
4. Dropouts: Any student who cannot be classified in 1-3 above.

Control of leavers spans for two prior school years. Previous year leavers are those who left during the 2017-2018 school year and did not return to any Texas public or charter school during the school start window* of the current school year.

These students are reported on the current PEIMS submission. Current year leavers are those students who attended San Benito CISD at any time in the school year current and subsequently left. These students are reported to TEA in next year's submission.

*School Start Window: Defined by TEA as the start date of any Texas school until the last Friday in September. This is a State "No Show" date.

General Requirements and Procedures

Each campus should ensure appropriate staff has been trained. Assistance is available from the PEIMS department or campus administration support.

The withdraw process is outlined below:

1. Upon a request to withdraw an enrolled student, an authorized school staff member must interview the parent/guardian or eligible student or review documents presented from external sources (e.g. transcript requests).
2. Complete the Student Withdrawal Form to document the date on which the student ceases to be enrolled in the school and the reason for the withdrawal. Choose an appropriate leaver (withdrawal) code for use in describing the reason for the withdrawal.
3. Obtain required signature from parent/guardian or eligible student. The parent/guardian or person having lawful control of a student under age 18 or the student who is 18 or older must request the withdrawal and sign/date the form.
4. Parent/guardian receives an unofficial copy of the withdraw form.
5. Notification to all teachers of record that the student has withdrawn. Withdrawal grades must be provided. All issued textbooks, district materials and equipment must be returned.

6. Assemble the required documentation for the selected code, as outlined on the leaver document.
7. Complete the Leaver Doc Checklist
8. Enter the leaver information into the student database.
9. Secondary principal or professional designee will review the documentation, sign validation documents and record compliance on the student system database.
10. Leaver documentation must be assembled and maintained on all leavers for reference during attendance and leaver monitoring (secondary only) or TEA audits.

With proof of enrollment in another school, an authorized school staff member may complete the Student Withdrawal Form to document a retroactive withdrawal to the date of student enrollment in another school. In such cases, all student database records affected by the change must be immediately updated and all related reports and files must be redone (e.g. attendance, grades, etc.).

Secondary ONLY:

Designated administrative and/or support staff will implement follow up activities as necessary to confirm leaver entry into another education setting. The TEA PID Enrollment Tracking System (PET) must be searched at least weekly. Results of follow-up activities are noted for future reference (e.g. documentation is created to indicate receipt of request for student records from the receiving location; San Benito CISD Leaver Tracking Form is completed). PET printouts are not acceptable for audit; a copy of the official enrollment document or transcript request from the other educational setting is needed.

If a leaver code for a student causes the student to be designated as a dropout, the designated administrative and/or support staff will conduct periodic follow up activities throughout the remainder of the school year as necessary to determine if the student's status has changed. If a change is documented, the student's leaver code is changed by the designated staff member.

A student who is at least 18 years old and is voluntarily enrolled in school may be withdrawn when he/she accumulates more than ten unexcused absences in a semester. A student who is removed from a school under these circumstances shall be considered a dropout for accountability purposes.

A student who is temporarily absent (e.g. illness, suspension, on vacation with family) may not be withdrawn.

If a student completes the withdrawal process before official attendance is taken, the student's withdrawal date is the day the withdrawal process is completed. If a student completes the withdrawal process after official attendance is taken, the withdrawal date is the school day following the day on which the withdrawal process is completed.

Roles and Responsibilities for Withdrawals and Leavers

Parent/Guardian (or eligible student)

- Appear in person at the school office where the student is currently registered.
- State the reason the student is being withdrawn.
- Provide additional documentation to the Registrar as required and within the dates specified.
- Advise Registrar of any changes to the student's withdrawal status.
- Attest by signature and date on withdrawal documents.
- Register the student in the next educational institution within time required by law.

Principal

The principal is responsible for developing and managing the leaver (withdrawal) process in his/her school and providing daily direction as needed to teachers, the Registrar or PEIMS clerk, and the program manager. Additionally, he/she is responsible for reviewing school leaver information reported in PEIMS Submission 1 and affirming its accuracy.

Secondary Campus Principals:

- Ensure Registrar has completed training provided by Campus and Administrative Support.
- Establish regular meetings with Registrar, or appropriate personnel to review leaver documentation checklists and supporting documents.
- Ensure Registrar corrects discrepancies.
- Designate in writing a professional staff member to act on your behalf for leaver documentation.
- Review Leaver Documentation Checklist when all supporting documentation is secured.

Registrar

- Identify leaver code applicable for withdrawal reason.
- Enter the code and date into the Student System and print withdrawal documents.
- Review Leaver Code Documentation requirements with parent/guardian.
- Obtain parent/guardian signature and date on the withdrawal form signature sheet.
- Sign and date withdrawal form.
- Provide unofficial copy of form to the parent.
- Officially withdraw student from Student System.
- Notify all teachers of record for grades, etc.
- Follow up on any additional documentation as shown on the Leaver Documentation Checklist.
- Resolve any coding exceptions.
- Review completed documentation with Principal, or designee on a regular basis.
- File and maintain documentation.
- Assist in any follow-up done to locate no-shows and dropouts.

PEIMS Clerk/Registrar (Secondary School)

Assist as necessary in entering the leaver information into the student database.

Responsible for ensuring proper completion of the Student Withdrawal Form by the parent/guardian, recording an appropriate leaver (withdrawal) code for use in describing the student's reason for leaving, assembling and maintaining the required documentation for the selected code, and entering the leaver information into the student database.

Teacher

The teacher is responsible for notifying the Registrar or PEIMS clerk when a student fails to show up for five consecutive days. Once notified of a student withdrawal, current grades shall be provided.

Program Manager

The program manager, in this case, is the school administrator in a secondary school who is identified by the principal as the manager of the follow-up process to locate no-shows and dropouts. The program manager is responsible for managing the leaver follow-up process to ensure a coordinated effort to contact leavers, document the follow-up attempt(s), retain follow-up documentation, and ensure reporting of correct school leaver data in PEIMS.

School Completion Specialist/Campus and Administrative Support Coordinator

- Assist campuses with documenting leavers and movers. Conduct document reviews to ensure data quality.
- Assist Registrars and Principals with the process.
- Review monitoring reports and schedule assistance visits as needed.
- Conduct leaver document validation. Report findings to Principals and School Leadership.

District PEIMS Coordinator

- Assist campuses with documenting leavers and movers.
- Provide and review instructional rosters prior to Fall submissions.
- Advise School Leadership on trends and process changes.
- Coordinate changes with Campus and Administrative Support.

Performance Based Monitoring (Data-Integrity-Leavers)

Individual student leaver data for students in grades 7-12 is reported annually to the Texas Education Agency in PEIMS Submission 1 (Fall Snapshot). The intent of the audit is to verify that paper-based and/or electronic records exist to support the leaver information reported in PEIMS. An unacceptable data integrity finding by the Performance Based Monitoring auditors can adversely impact campus ratings. The audit includes a review of district and campus procedures, documentation, staff responsibilities, computer-based applications, electronic and paper-based records, storage procedures, and the security of electronic and paper-based record.

Anti-Bullying Policy

SBCISD prohibits bullying as defined by Policy [FFI \(LEGAL\)](#).

[Policy FFI](#) states, in part, that bullying occurs when an individual or a group of students engage in written or verbal expression, expression through electronic means, or physical conduct occurring on school property, at a school-sponsored activity, or in a district-operated vehicle that physically harms a student or his property, or places a student in “reasonable fear of harm” to the individual or to his property. Conduct is considered bullying if there is an imbalance of power between the student victim and the student perpetrator that interferes with a student’s education or disrupts the school’s operation.

In an effort to address potential bullying behaviors, [SBCISD](#) uses [DAVID’S LAW](#) to change the campus culture to one of caring and compassion. Additionally, the District uses Boys’ Town strategies within the campuses. All campuses within [SBCISD](#) have an Anti-Bullying Committee to address any reported issues at the campus level, proactively and expeditiously.

An Anti-Bullying Task Force, composed of District counselors, is researching anti-bullying programs to recommend a systemic approach K-12 for implementation in Fall 2018. During 2018-2019, counselors will teach one anti-bullying lesson to all students in each grade level per quarter.

San Benito CISD’s Anti-Bullying stance is covered under the following: [\(need to sync to SBCISD online policies\)](#) policies:

[FFI \(LEGAL\)](#) and [\(LOCAL\)](#) Student Welfare – Freedom from Bullying

[FDB \(LEGAL\)](#) and [\(LOCAL\)](#) Admissions – Intra-district Transfers and Classroom Assignments

[FFF \(LEGAL\)](#) Student Welfare – Student Safety

[FFH \(LOCAL\)](#) Student Welfare – Freedom from Discrimination, Harassment, and Retaliation

[FO \(LEGAL\)](#) Student Discipline

[CQA \(LEGAL\)](#) Technology Resources – District, Campus, and Classroom Websites

[FFB \(LEGAL\)](#) Student Welfare – Crisis Intervention

[BQ \(LEGAL\)](#) Planning and Decision-Making Process

[DMA \(LEGAL\)](#) Professional Development – Required Staff Development

[FNG \(LOCAL\)](#) Student rights and Responsibilities – Student and Parent Complaints/Grievances

[FOF \(LEGAL\)](#) Student Discipline – Students with Disabilities

Student Discipline

The [Student Code of Conduct](#) is required by state law and is intended to promote a positive learning

environment and safe schools. In general, disciplinary actions will be designed not only to correct misconduct, but to encourage and motivate students to become responsible citizens of the school and community.

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on school property or at a school-related event;
7. Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization, or extracurricular activity;
8. For certain offenses committed within 300 feet of school property as measured from
9. any point on the school district's real property boundary line;
10. For certain offenses committed while on school property or while attending a school- sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Searches

The district has a right to conduct searches and question students in conformance with Policy [FNF \(LEGAL\)](#) and [FNF \(LOCAL\)](#). Searches and questioning of students by law enforcement authorities are governed by Policy [GRA \(LEGAL\)](#) and [GRA \(LOCAL\)](#). The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district. The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative

discipline practices. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

1. The discipline of students with disabilities is subject to applicable state and federal law in addition to the [Student Code of Conduct](#). To the extent any conflict exists, state and/or federal law shall prevail.
2. In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary in the [Student Code of Conduct](#)) until an ARD committee meeting has been held to review the conduct.
3. In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used — alone in combination, or as part of progressive interventions - for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

1. Verbal correction, oral or written
2. Cooling-off time or "time-out"
3. Seating changes within the classroom or vehicles owned or operated by the district
4. Temporary confiscation of items that disrupt the educational process
5. Rewards or demerits
6. Behavioral contracts
7. Advising by teachers, counselors, or administrative personnel
8. Parent-teacher conferences
9. Grade reductions for cheating, plagiarism, and as otherwise permitted by policy
10. Detention, including outside regular school hours
11. Sending the student to the office or other assigned area, or to in-school suspension
12. Assignment of on-campus community service, including outside regular school hours
13. Temporary or permanent withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations
14. Techniques or penalties identified in individual student organizations' extracurricular standards of behavior
15. School-assessed and school-administered probation
16. Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code
17. Placement in a DAEP, as specified in the DAEP section of the [Student Code of Conduct](#).
18. Placement and/or expulsion in an alternative educational setting, as specified in the Placement

and/or Expulsion for Certain Offenses section of the [Student Code of Conduct](#).

19. Expulsion, as specified in the Expulsion section of the [Student Code of Conduct](#).

20. Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district

21. Restriction or revocation of district transportation privileges

22. Other strategies and consequences as determined by school officials.

Corporal Punishment

The Board prohibits the use of corporal punishment in the district. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the [Student Code of Conduct](#).

Physical Restraint

Within the scope of an employee's duties, a district employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury;
2. Obtain possession of a weapon or other dangerous object;
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures;
4. Control an irrational student;
5. Protect property from serious damage.

Consideration of Mitigating Factors

Consideration will be given, as a factor in each decision concerning discipline for violations of the [Student Code of Conduct](#), regardless of whether the decision concerns a mandatory or discretionary action, to:

1. Self-defense (see glossary in the [Student Code of Conduct](#));
2. Intent or lack of intent at the time the student engaged in the conduct;
3. A student's disciplinary history; or
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus

behavior coordinator in the [student handbook](#) or on the district's website at [SBCISD](#).

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

Notification of Parent

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in an in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice. Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Student Transfers

According to Regulation FDA-R, school officials will manage inter-and intra- district transfers in a manner that will not result in additional programs being implemented or that require additional classroom facilities at the campus.

1. In approving transfers, the superintendent or designee shall consider the student's disciplinary history and attendance records. The Area Associate Superintendent will have authority over transfer decisions.
2. Transfer students are expected to follow attendance requirements; perform well academically, including passing all portions of the State of Texas Assessment of Academic Readiness(STAAR); and follow the [Student Code of Conduct](#).
3. In the event that a waiting list of out-of-attendance area students desiring to enroll at a campus is established, admittance will be approved according to the following priority sequence:
 - First Priority: Children of District employees working at the campus (Texas residents).
 - Second Priority: Children residing in the District or military families.
 - Third Priority: Children of District employees residing outside of the District (Texas residents).
 - Fourth Priority: Children residing outside of the District (Texas residents).

Campus officials may utilize up to ten workdays before granting admission to a student residing outside of the District.

In-attendance area students who relocate during the academic year may petition the principal to remain as

an out-of-attendance area student until the end of the academic year. Reasonable efforts will be made to accommodate such requests under the following condition:

- The student will be considered an out-of-attendance area transfer student for the remainder of the school year and subject to the provisions relating to out-of- attendance area transfer students.

Daily Student Headcount

As the new school year approaches, it is important that principals begin the process of reviewing the campus enrollment numbers as soon as possible. Each individual campus is required to submit a daily count of the campus enrollment to include the student registrations received each day beginning August 8, 2016. Human Resources has created a spreadsheet where the attendance clerk will fill in the individual class-sizes for each teacher at the campus every day. The special education inclusion students will need to be included in the regular classroom counts and the self-contained special education classes will be entered separately with their teacher. Each day the campus will email the up to date count and carbon copy the respective associate superintendent.

The spreadsheet will be due by 4:30pm August 27 through September 28 on a daily. Campus attendance clerks/registrars must ensure that they are setting the time aside each day to submit the daily count.

Student Overflow

As the registration of students continue at the beginning of the school year and throughout, it is important that elementary principals are monitoring all classroom sizes, especially from kinder through fourth grade where there is a state maximum of **22 class-size limit**. Various elementary campuses have classrooms K-4 where the class-size limit is approaching or already at the maximum. Campuses are being asked not to accept student's over-the-limit even if the student belongs to the school geographically. When the 23rd child attempts to register, an alternate campus will be offered to the parent based on distance and space availability. Parents will be offered the alternate school and a guarantee, should a spot open up, their home school will be contacting them. Campuses must keep track of the children overflowed out. Students who belong to the respective campus, will also be offered transportation. Transportation must be offered to the student/s from your campus to the alternate site and back. Transfers will not be offered transportation.

Below is an overflow chart, in addition to, a form acknowledging if the parent accepts or declines bus transportation. Elementary school campus principals must contact the elementary personnel director in Human Resources to confirm space at the alternate school. Elementary personnel will contact the campus receiving the student/s to ensure the campus does have space and that the school accepts the child. The overflow campus will confirm transportation for the students when requested.

Contacts:

Libby Flores, Elem Curriculum Implementation Director	956-361-6100	lflores@sbcisd.net
Diana Garza, Elem Curr. Implementation Secretary	956-361-6100	dngarza@sbcisd.net
Erica Flores, Director Transportation	956-361-6350	eflores@sbcisd.net

Documents:

[Vacancies\Overflow Process Regulation CHART.pdf](#)
[Transportation Request Form 2017.pdf](#) [Vacancies\Student Transfer Survey.pdf](#)

OVERFLOW PROCESS

The Superintendent or designee shall place student(s) in a school outside of their attendance area in order to alleviate overcrowding in accordance with maximum class-size guidelines [See [EEB \(Legal\)](#)]. The student(s) will be identified by the order of the last enrolled. Parents/guardians of students who will be overflowed to a neighboring school shall be notified of the school their child will be attending as soon as possible.

Transportation to the overflow-designated school shall be provided (See [FD-Regulation Exhibit B](#)). Siblings of the student being overflowed shall be granted permission to attend the same school, if space is available.

As space becomes available at the student's home school, he/she may return and have the option to stay at the overflow campus thru the end of the semester. If the student chooses to stay at the overflow campus, they will become a transfer student at the end of the semester and will no longer be eligible for transportation. [See [FDA \(Local\)](#)].

Student Records

Custodian of Records

The principal is the custodian of all records for currently enrolled students at the assigned school.

Creation and Daily Maintenance of Records

The principal shall ensure that a Cumulative Record (grades EC-08) and/or AAR (grades 9-12) are created for each student from the time he/she enters into San Benito CISD until withdrawal or graduation from a San Benito CISD.

The principal shall ensure that appropriate information is placed in or on the Cumulative Record. A copy of each of the following items must be placed in the record: birth certificate, Social Security Card (if provided) or documentation of State ID, copy of language survey form, standardized testing information, instructional program information as specified by the program management. Additionally, the Cumulative Record must have the following information: demographic data grade labels/withdrawn grade labels (grades PK-08), high school transcript (grades 9-12). The principal should ensure that only those documents listed on the Cumulative Folder Checklist are included in the cumulative record. It is very important to place the correct labels on the student's cumulative folder. The label is a history of the student's enrollment at SBCISD.

Note: The student enrollment and withdrawal forms shall not be placed in the cumulative record.

These forms shall be kept on file in the school for five years following the year of enrollment for reference during audits. Student disciplinary records and counseling records shall not be placed in a student's Cumulative Record or Academic Achievement Record.

STORAGE AND RETRIEVAL OF RECORDS

The principal shall ensure that each student's Cumulative Record and Academic Achievement Record in his/her custody are stored in a safe and secure manner in the school building. The daily storage and retrieval will be supervised by one principal designated member of the school staff (ex: Registrar) who shall maintain a detailed log of the distribution and return of each student record. The record must include the name of the person or agency that made the request and the legitimate interest the person or agency had in the information. The record must be maintained as long as the District maintains the student's education record.

The principal shall ensure that student Cumulative Records and Academic Achievement Records in his/her custody are filed and stored in an organized manner that makes each record easily retrievable for use by authorized school personnel and/or for audit purposes upon request.

Access to Records

As per FERPA and [FL \(Legal\)](#), the principal shall grant access to these records to the parent of the student who is a minor or the parent of a student who is dependent for tax purposes. “Parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. The principal shall presume that a parent has authority to inspect and review the student records unless he/she has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights.

When a student has attained 18 years of age or is attending an institution of post-secondary education, the rights accorded to and consent required of parents transfer from the parents to the student ([FL \(LEGAL\)](#)).

The principal may not release personally identifiable information in education records without the prior written consent of parents or students as indicated above. In a limited number of instances, however, other persons may be granted access. Others who may be provided access include: school officials including teachers who have legitimate educational interests, officials of another school in which the student seeks to enroll, and state auditors. For a complete list, see [FL \(LEGAL\)](#) ACCESS BY OTHER PERSON.

Sending and Receiving Records

The principal shall ensure that a response is promptly provided for each request for a student record from a receiving school. By law, a record must be transferred within 10 days of a request by a receiving school ([19 TAC §129.1](#), [TEC §25.002](#)). The District expectation is that each request from a receiving school shall be honored by the sending school within five days of receipt of the request.

When a student graduates from a District high school, his or her Cumulative Record and transcript are maintained at the school for one year after the year in which the student graduated or withdrew. During that time, the school is responsible for distribution of copies of the cumulative Record and the transcript upon request by the student.

End of Year Records Management

The principal shall ensure that Cumulative Records of currently enrolled students moving from his/her school to another District school (e.g. fifth grade student moving to sixth grade or sixth grade moving to seventh, in middle school) for the next school year are received by the next year location prior to the summer break.

If the receiving school is within the sending school’s feeder pattern, the sending school’s principal or designee shall deliver the records along with a list of the records to the receiving school. A copy of the list shall be retained by the sending school as well as the receiving school. The receiving school principal shall provide a signed document to the sending school principal at the time of delivery to document receipt of the records. Both the sending and receiving principal shall retain a copy of the signed records receipt.

End of Year Transfer of Inactive Records (PK-8)

The principal shall ensure that Cumulative Records of inactive students who have withdrawn during the school year to go to another district are properly boxed and stored at the campus for a period of 5 (five) years. At the end of the 5 (five) year period, the records shall be promptly destroyed in accordance with the District’s records management schedule.

End of Year Management of Archival Records (Secondary School)

Records of students who have been withdrawn, dropped or “no-showed” shall be kept at the campus as long as administratively valuable but for a period of no longer than 2 (two) years. After the two year period, those records should be properly boxed and then transferred to Records Management to be archived.

Academic Achievement Records (High Schools)

Academic Achievement Records of students who have graduated should remain at the school for one year following the graduation date. After the one year period, those records should be properly boxed and then transferred to Records Management to be archived.

Start of Year Records Management

Immediately following the date on which no-shows for the school year are identified, the principal shall ensure that Cumulative Records for incoming students and no-shows are returned to the last District school in which they were enrolled. Records must be returned to the last school attended by the end of the first six weeks. The principal shall ensure that the records are accompanied by a list of returned no-show records and retain a copy of the list at his/her school.

ROLES AND RESPONSIBILITIES

Principal

The principal is responsible for providing daily direction as needed to the Registrar, teachers, professional support staff, and program managers to ensure that Cumulative Records and Academic Achievement Records are maintained in a way that ensure compliance with state laws, local policy, and local procedures. The principal is responsible for identifying a secure, central storage location in his/her school for paper-based records (one secure place, do not place in closets, GYM, etc.), documenting the paper-based records management procedures for his/her school (e.g. what is the filing system, who files, who retrieves, recording of access, etc.), communication with staff members regarding their respective roles and responsibilities, and ensuring that staff members attend appropriate training sessions. The principal is responsible for ensuring that paper-based records for prior years may be promptly retrieved as needed for funding and accountability audits.

Campus Personnel

While the Principal is tasked with the responsibility of ensuring that an Academic Achievement Record is created, kept, secured and maintained for every student, documentation specific to special programs should be appropriately filed and updated by the program coordinator/designee in a timely manner. Secondary campuses (middle and high schools) have an assigned registrar and the registrar is responsible for securing an Academic Achievement Record for each student who enrolls in his/her school, promptly filing the paper-based record in the central storage location, retrieving the paper-based record from storage upon request, logging the temporary distribution of the record from the location and sending records promptly upon request to other schools. Campus personnel who receive information that must be maintained or noted in the student’s Academic Achievement Record should promptly file the information or enter the data in the student system in a timely manner. Elementary campuses do not have an assigned registrar and that duty is generally assigned to the attendance personnel. The same care and procedures should be followed in order to ensure that an Academic Achievement Record is created, kept, secured and maintained for every student along with the special programs documentation.

Records Management

The Records Department is responsible for administering the San Benito CISD Records Management program in accordance with applicable Board policy, as well as Federal and State laws. To ensure compliance Records Management follows the recommendations and standards established by the Texas State Library to manage and dispose of District records in accordance with the requirements of the Texas Local Government Records Act.

Active Records

Principals are responsible for the oversight of the maintenance and storage of all records at the school.

All records should be inventoried annually in order to ensure they are being kept as required and for the required time frame. The inventory should include:

1. Records by record series.
2. Physical location of the records and their format.
3. Inclusive dates and quantity of each record series.

File Plan

A file plan should be made for each group of files actively used in the administrative and campus offices. The file plan should document all records and their respective locations.

Inactive Records

Official records are to be stored on campus for the time specified on the District's records control schedule and in approved one cubic foot storage boxes. Boxes previously used to store materials, equipment, paper or supplies are not permitted. Boxes should be appropriately labeled to include:

Campus Name

Record Type (ex. Purchase Orders, Student Attendance) Dates Records (ex. FY 2015-16) Destruction Date (ex. July 2021)

If you are unsure about the record type and/or retention period, contact Records Management at **956-361-6100 for guidance.**

Onsite Storage

Inactive records may be stored in designated secure areas of the school for easy access. Do not store records in areas that place them in danger of damage or unauthorized access.

Offsite Storage

Official records may not be stored at any other location than their assigned campuses, without the express permission of the district's Records Management Officer.

Records Destruction

When records have met their retention, the campus administrator or his/her designee should prepare a Records Disposition Log and obtain the appropriate signature to schedule records for destruction.

A copy of the form should be sent to the Records Management and the original should be maintained permanently by the campus. Records disposition/destruction should occur at least once a year at the end of

the fiscal/school year. In the absence of a legal hold the records will be destroyed in accordance with established policies and procedures.

Documents that are NOT official records, but contain personal identifiable information should be shredded at the campus. Under no circumstances should official records and documents containing personal identifiable information be placed into trash.

Shredding Services Guidelines and Procedures

The District contracts annually with local vendors to provide shredding services. Please check the Purchasing Services website to obtain the information on the current year vendor. No services should be requested without a current purchase order. If you require guidance, contact Records Management. Do not use the contracted vendor to dispose of non-record forms, blank forms, publications, etc. The Districtwide Records Department provides shredding services to campuses and departments to assist in properly disposing of non-record documents. Non-record documents include blank forms and convenience copies of records that contain personally identifiable information. These documents must be disposed of in such a manner to make them unreadable. These guidelines and procedures are established to ensure official district records are not inappropriately destroyed and to facilitate the proper disposal of personally identifiable information in compliance with law and policy.

Records Management Officer

The duties of the Records Management Officer come under the responsibility of the Records Management Department, specifically, the Records Management Specialist. The Records Management Officer shall:

- Administer the District's records management program and provide assistance to the records custodians in order to reduce costs and improve record-keeping efficiency.
- Disseminate to records custodians information concerning state laws, administrative rules, and government policies relating to the District's records.
- In cooperation with the records custodians, ensure that the handling of records is carried out with due regard for the duties and responsibilities of records custodians that may be imposed by law and the confidentiality of information in records to which access is restricted by law.

Principal

The principal is the records custodian for their campus. The campus principal shall:

- Cooperate with the Records Management Officer in carrying out the policies and procedures for the efficient and economical management of records.
- Adequately document the transaction of school district business and the services, programs, and duties for which the principal and their assigned staff are responsible.
- Maintain the records in their care and carry out the preservation, capturing, destruction, or other disposition of the records in accordance with the district's records management program.
- Assign a member of the staff to serve as Records Liaison for the school to ensure continued compliance with District record keeping policies and procedures.

Records Liaison

This person is a valuable source of records knowledge within each organization. They serve as a point of contact with the Records Management Department. The duties and responsibilities of the Records Liaison are:

- Conduct and maintain an inventory of records located at the campus or department.
- Implement the district record management policies and procedures applicable to the school.
- Serve as an internal records management resource, disseminating helpful program information within the school/organization as it is received.

Human Resources

The Human Resources Mission: Guided by our passion for all students to succeed, we will recruit, hire and retain the best qualified employees and empower them to recognize and meet their full potential. We are committed to provide our services in a timely, positive manner.

Human Resources is committed to serving all San Benito stakeholders, in addition, to recruiting and employing the best, most highly qualified candidates not only locally, but throughout Texas and the nation. Employing caring staff with diverse backgrounds, skills and training provides a global perspective to our students and meets the needs of our future leaders in this ever changing world. We feel that this endeavor begins with a well-planned recruiting program to ensure we hire exceptional employees that strive to ensure that the vision of San Benito CISD is fulfilled. Effective recruitment, customer service, an efficient on-boarding process and follow-up by the Human Resources Department will ensure that we provide the best service that is engaging and a model of best practice.

Human Resources is comprised of five departments: Employee Relations, Compensation, Elementary, Secondary and Support Personnel. These departments work collaboratively to serve the employees of the district and future employees. Below is a brief description of each department the offices within each and the contact information.

Contacts:

Dr. Kevin Phillipls, Assistant Superintendent of Administrative Services	956-361-6150
Lynette Zamora, Secretary	956-361-6158

Employee Relations

The purpose and function of the Employee Relations Department is to ensure legally sound and effective human resource management practices in the workplace. In this effort, we are committed to promoting excellent working relationships among all our employees by encouraging and supporting positive communication, an atmosphere of mutual trust, and a respectful work environment.

The functions of this Department include, but are not limited to, the following:

1. Problem-Solving
2. Mediation
3. Due Process
4. Compliance with District Policies and Regulations

5. Compliance with Employment Laws
6. Training for Administrators, Supervisors and Managers
7. Policy Interpretation
8. Implementation of Procedures
 - Employee Handbook
 - Grievances
 - Appraisals
 - Equal Employment Opportunity
 - Sexual Harassment
 - Investigations

Employee Relations recognizes and values the needs of our employees; therefore, we will be available, present, and responsive to our employees' needs and requests. Please let us know how we can help you.

CONTACTS:

Dr. Kevin Phillips, Assistant Superintendent of Administrative Services	956-361-6150
Lynette Zamora, Secretary	956-361-6158
Henry Sanchez, Director, Recruiting & Employee Engagement	956-361-

Employment/Compensation

The Compensation Department is committed to providing a comprehensive yet competitive compensation plan for all employees in San Benito CISD. Compensation develops, monitors and evaluates the district employee compensation plan annually and publishes the board approved plan online. The department supports all district supervisors, employees and applicants with customer service responding to questions about salary, hourly rates of pay and supplemental pay. Compensation also strives to provide customer friendly on-boarding services to all new district employees joining the San Benito family. In addition, the Substitute Office works within the Compensation Department providing supports to all campuses with substitute services. The Substitute Office prides itself in ensuring that the most qualified substitutes are selected by carefully reviewing substitute applications, conducting screening interviews, and providing training to substitutes to ensure instruction continues in the classroom when a teacher is absent.

CONTACTS:

xxxxxxxxxxxxx, Coordinator	956-361- 6100
xxxxxxxxxxxxxxxxx, Secretary	956-361- 6100
xxxxxxxxxxxxx, Substitute Coordinator	956-361- 6100
xxxxxxxxxxxxxxxxx, Compensation Clerk	956-361- 6100

Elementary Personnel

The elementary personnel team works to provide superior customer service and support to campuses by building various pools of talented and highly qualified candidates to meet the hiring needs of elementary school professionals. The team plans and executes year-round recruitment, which includes traditional university teacher preparation program recruitment and student teacher placement and support, collaborating with traditional university and non-traditional alternative certification programs. The elementary personnel team collaborates with campus leaders to connect campus hiring teams with the pools of candidates and/or works one-on-one with principals and their teams to provide specific support for all positions. Elementary personnel also monitors

class-sizes for grades K-4 to ensure compliance with the state mandate of a 22:1 class-size ratio. In collaboration with the Budget Department, elementary personnel works with campus leaders to forecast staffing needs and continuously monitor shifts in enrollment to ensure all sites are appropriately staffed to meet the needs of students. Elementary personnel works collaboratively with all elementary stakeholders to staff principal, assistant principal, counselors, teachers, nurses and librarian vacancies.

CONTACTS:

XXXXXXXXXXXXXXXXXXXX, Director	956-361- 6100
XXXXXXXXXXXXXXXXXXXX, Secretary	956-361- 6100
XXXXXXXXXXXXXXXXXXXX, Admin & Exit Clerk	956-361- 6100
XXXXXXXXXXXXXXXXXXXX Certification Specialist	956-361- 6100
XXXXXXXXXXXXXXXXXXXX, Part-time Reception Clerk	956-361- 6100

Employee Records

Records and Information Management maintain electronic historical employee records for San Benito CISD. HR is responsible for maintaining all employee records. The department's continuous effort is on enhancing the integrity and relevance of Human Resource information and continuing a paperless work environment. Records and Information Management provide the following services:

- Service year & seniority analysis computation
- Service record requests
- Request for employee data and information
- Payroll and employment verifications
- Employee name and contact information changes

CONTACTS:

XXXXXXXXXXXXXXXXXXXX, Records Management Clerk	956-361-6100
XXXXXXXXXXXXXXXXXXXX, Records & Recruitment Clerk	956-361-6100
XXXXXXXXXXXXXXXXXXXX, Employee Benefits Records Clerk	956-361-6100

Position Control

Another objective of HR is to manage the daily processing of position action forms and requisitions through the onboarding system, **SKYWARD**. The department coordinates with Budget Services to accomplish position control maintenance and budget implementation and offers direction and assistance to departments wishing to implement position modification requests to include verification of budgeted positions, reconciling vacancies and maintaining a 1:1 position control along with position control reporting.

Contact:

XXXXXXXXXX, Position Control Clerk	956-361- 6100
XXXXXXXXXXSecondary	956-361- 6100

The secondary personnel team works to provide superior customer service and support to campuses by building various pools of talented and highly qualified candidates to meet the hiring needs of secondary school

professionals. The team plans and executes year-round recruitment, which includes traditional university teacher preparation program recruitment and student teacher placement and support, collaborating with traditional university and non-traditional alternative certification programs. The secondary personnel team collaborates with campus leaders to connect campus hiring teams with the pools of candidates and/or works one-on-one with principals and their teams to provide specific support for all positions. Secondary personnel also monitors class-sizes to ensure the district does not over or under staff. In collaboration with the Budget Department, secondary personnel works with campus leaders to forecast staffing needs and continuously monitor shifts in enrollment to ensure all sites are appropriately staffed to meet the needs of students. Secondary personnel works collaboratively with all secondary stakeholders to staff principal, assistant principal, counselors, teachers, nurses and librarian vacancies.

Contacts:

XXXXXXXXXXXX, Director	956-361- 6100
XXXXXXXXXXXX, Secretary	956-361- 6100
XXXXXXXXXXXX, Certification Specialist	956-361- 6100
XXXXXXXXXXXX, Admin Clerk & Online System Admin	956-361- 6100
XXXXXXXXXXXX, Reception Clerk	956-361- 6100
XXXXXXXXXXXX, Reception Clerk	956-361- 6100
XXXXXXXXXXXX, Reference & ACAC Reception Clerk	956-361- 6100

Support Personnel

The support personnel team works to provide superior customer service and support to campuses by building various pools of talented and highly qualified candidates to meet the hiring needs of all support, ancillary, paraprofessionals, and central office administration. Support personnel works to recruit and facilitate the hiring of district support personnel in the following job categories:

- administrative/professional
- technology, paraprofessionals
- ancillary
- part-time
- temporary positions

At the campus level, support personnel assists in staffing the following positions:

- Grant Fund Site Coordinators
- Go Center Specialists
- Instructional Aides
- Security Officers
- Custodians
- Child and Nutrition
- Part-time
- Temporary

Support personnel works collaboratively with all district stakeholders to monitor staffing centrally and at the campus, to include the student-to-adult ratio in physical education.

CONTACTS:

XXXXXXXXXXXX, Director	956-361-6100
XXXXXXXXXXXX, Secretary	956-361-6100
XXXXXXXXXXXX, Clerk Admin & Paraprofessionals	956-361-6100
XXXXXXXXXXXX, Clerk Instructional Aides & Security	956-361-6100
XXXXXXXXXXXX, Clerk Child Nutrition & Custodians	956-361-6100
XXXXXXXXXXXX, Clerk Part-time, Transportation & Maintenance	956-361-6100

Employee Transfers

- The Human Resources Department completes an analysis and reconciliation of staffing at all district schools;
- The district staffing guidelines, staffing ratios and position control standards require that the district first accommodate those schools with excess full-time, equivalent staff (FTE) by identifying and placing all excess personnel prior to advertising current vacancies;
- Once this process is complete and all excess personnel have found a job placement, the Human Resources Department will post and advertise all remaining vacancies for both current employees' as well as external candidates' consideration;
- Individuals who are interested in transferring laterally to a different site and/or position must apply for posted jobs on-line at the time they are advertised and/or apply for advertised applicant pools for which they qualify for;
- Principals and supervisors are strongly encouraged to consider qualified internal candidates first, however, selection is ultimately at the discretion of the interviewing school/site;
- The deadline to secure a lateral transfer will be the third Thursday in June. All lateral transfers after the deadline must be approved via a written request written by the employee and signed by the employee and supervisor.

TIMELINE

Date	Event
May 17, 2019	Excess personnel placed (with exception of specialized positions) & internal jobs posted
May 24, 2019	Job postings internal & external
June 13, 2019	Internal transfer deadline

FUNDRAISING

Activity Fund Types

Activity Funds consist of monies received and held by the campus to be expended or invested for the benefit of students in accordance with District policy. Specifically, activity funds accumulate from the collection of student fees and various school approved fund raising activities.

Types of Activity Funds

There are two types of activity funds that are common for Texas public Schools. The first is a clearing account that is used for items such as school pictures, yearbooks, class rings, etc. These funds shall be used to promote the general welfare of each school and the educational development and morale of all students. (461 funds)

The second type of activity fund is the property of student groups, i.e. student council, pep squad, etc. The school district is required to provide stewardship by properly accounting for these funds. Decisions on the use of club funds are the concern of the specific student groups to whom the funds belong, as long as the decisions regarding the use of the funds do not conflict with Board policy and/or legal regulations or restrictions. (865 funds)

To secure the deposit of public funds, all activity funds must be deposited with the district's banking institution. Additional bank accounts are strictly prohibited.

Accounting for Fund Raising Activities

Fund Raising is an organized activity to raise funds for an organization or campus. Fundraisers should include a service or product. Campuses are not allowed under Texas Law to conduct raffles, bingo, and other games of chance.

All fund raising activities must first be approved two weeks in advance by the Principal. Under no circumstances should a campus or organization enter into agreements or advertise an event until approvals from the Principal have been received.

Two weeks prior to any fund raising activity, campuses and organizations must request approval by submitting a fund raising application. This application details the vendor, product to be sold or service to be rendered, estimated sales proceeds, and Principal's approval. This requirement includes all sponsors, PTA/PTO and booster clubs desiring to begin a fund raising activity.

Within one month of the close of the activity, the fund raising recap portion of the Fund Raising form must be completed. This form details the total receipts and expenditures of the sale and provides a section to detail lost, damaged or returned products. Monies which are uncollected due to the failure of a student to remit funds should be detailed on the recap form. These records should be maintained by the campus so that the monies can be collected at registration or prior to graduation.

Multi-Purpose Sales

These guidelines reference the collection of fees, cash handling procedures, and measures to ensure proper security of funds at campus functions where multiple sales are taking place.

Security

During collection times, cash and checks should be maintained in a portable box. Collections should be properly secured at all times and never left unattended. The box should be returned to the safe/vault overnight or when not in use.

Each lock box should be assigned to an employee--funds should never be commingled among different boxes.

Collections

- Checks should only be accepted for the amount of purchase. Checks are not to be cashed.
- Post-dated checks should not be accepted.
- Information contained on the check should include: name, address, phone number, and driver's license number.
- A receipt should be provided to the customer--this may be either a carbon copy of the form which denotes the amount received, etc. or a manually prepared cash receipt from a pre-numbered three-part receipt book.
- Sponsors should maintain a record of sales using a tabulation of monies form or other suitable document which includes items sold, student's name, and amount of sale.



Reconciliation

- At the end of each day, a reconciliation process is necessary to ensure that the amount of funds collected is consistent with documentation. To accomplish this, calculate the total amount collected as denoted on completed forms (whether for parking, lockers, etc.) or manually prepared cash receipts. This figure should balance to the total amount of money deposited. Another individual should confirm the amount of funds for accuracy.
- Funds should be prepared for deposit daily.
- All collections received must be deposited within 3 days. All funds must be supported by some type of record documenting the source and amount of funds (tabulation of monies collected form, cash receipt form, ticket sales record, etc.)
- Money collected should not be kept overnight in a desk or file cabinet, nor should it be taken home by any employee. If, for some reason, all records cannot be completed and recorded before the end of the day, the funds should be locked in a locking bank bag and stored in the campus safe or vault. Funds should remain secured until the sponsor can complete the deposit records and transport the funds to the bookkeeper for deposit. This must occur promptly, however, and, under no circumstances should personal checks be held for more than five (5) days before being submitted for deposit.
- Personal check cashing by employees is prohibited by District policy. Likewise, cash should not be removed from collections and replaced with a personal check. In addition, cash collections may not be used to purchase supplies, refreshments or for any other purpose. Collections must be deposited intact, in the same manner in which they were received.

Cash Receipt Procedures

All cash collections received by the campus or various student organizations for fees, dues, fund raising, etc. must be deposited within 3 days. All funds must be supported by some type of record documenting the source

and amount of funds (tabulation of monies collected form, cash receipt form, ticket sales record, etc.)

The accuracy of the records and money must be immediately verified by counting all currency and coins and running an adding machine tape of any checks submitted. The totals should be compared to the totals reflected on the supporting documentation and any differences reconciled.

CONTRACTS

Individual campus/department administrators do not have the authority to enter into contracts and/or grant agreements without the express written approval of the Purchasing Department.

DEPOSITS

Deposits must be made daily if the total receipts on hand exceed \$100. If daily receipts are less than \$100, deposits must be made within three (3) working days even if the receipts for all three days combined are less than \$100. All money must be stored in a safe pending pick-up by the armored courier. All money must be deposited prior to holidays and weekends. If the armored courier is missed, contact Accounting for available alternatives.

DISBURSEMENT OF FUNDS

All disbursements will be made in accordance with the Cash Disbursement procedures of the district.

- Monies collected by student groups shall be disbursed only for purposes authorized by the organization. All funds raised by student organizations must be expended for the benefit of the students, and the principal or a designee shall approve all disbursements.(CFD-LOCAL)
- Please remember that a club cannot get a check without the minutes from the club with signatures of students, as to the agreement of the expenditures.

The vendor should be paid as soon as the activity has collected and deposited enough funds to cover the cost.

All disbursements must be made from the student's club account by check. Cash disbursements are prohibited.

PRIZES AND AWARDS

Please note that any prizes and/or awards given to students are limited to \$25. Gift cards must be issued from educational stores to be allowed.

STUDENT ACTIVITY FUND SPONSOR SUPPLEMENT

Definitions:

Sponsors' Responsibilities:

The sponsor of each student organization is required to maintain adequate records to support the financial activities of the group. Student Activity records should be retained for 4 years (current year + last 3 years). These records are subject to review during the audit of the school's activity funds and should include, at a minimum, the following:

- Monthly financial reports for the organization (obtained from the bookkeeper)
- Copies of money receipts and tabulations of monies collected
- Copies of invoices or disbursement vouchers
- Copies of fund raising applications
- Detailed records, by student, of fund raising proceeds
- Minutes of the organization's meetings which detail, at a minimum, attendance, discussion of fund raising activities, and review and approval of expenditures and financial status.

Each month, the sponsor should compare his or her balances and financial records to those kept by the campus secretary/bookkeeper. If there is a discrepancy, the sponsor should promptly contact the bookkeeper. If necessary, the Internal Auditor or Comptroller may be requested to assist.

DEPOSITING FUNDS COLLECTED:

When a sponsor submits funds collected to the campus secretary or bookkeeper for deposit, these funds should be verified by the bookkeeper in the sponsor's presence. This is simply a prudent cash-handling procedure that protects both the bookkeeper and the sponsor. After counting the funds, the bookkeeper must provide the sponsor with a pre-numbered money receipt or a copy of the tabulations of monies form documenting the amount of the deposit. If for some reason immediate verification is not possible, the funds should be locked in the sponsor's locking bank bag or sealed in a tamper-evident bag and placed in the vault until such time that both individuals are present for cash verification.

EXPENDITURES OF ACTIVITY FUNDS:

All expenditures from activity funds must be made by check. No expenditures should be made using undeposited cash.

Club and organization funds should be used for the benefit of the students who participate in the club's activities. These funds should be expended on an annual basis so that the students who generated the funds can have the benefit of their use.

SALES TAX-FUNDRAISERS

Determining if a sale is taxable or non-taxable

Step 1.

When determining whether a fundraiser or other type of sale is taxable or non-taxable, the first consideration is whether the item is a taxable product. The following chart depicts examples of taxable and non-taxable items. If the item is classified as non-taxable, no sales tax should be assessed.

Step 2.

The next consideration is whether the school group is considered a bona fide chapter according to State sales tax laws as stated below:

A bona fide chapter is a group that must be organized for some business or activity other than instruction or a participatory group. Essentially, any student group that is recognized by the school and is organized by electing officers (not just participatory captains), holding meetings, and conducting business are bona fide chapters of the school and each group may have two, one-day tax-free sales in a calendar year.

Groups meeting for classroom instruction or team sports are not categorized as bona fide chapters and do not qualify for the tax-free day sales. For example:

The school district qualifies for a tax-free day

- The school-wide fundraiser qualifies for a tax-free day
- The Basketball Club qualifies, but the basketball team does not
- The Cheerleader Club qualifies, but not the cheerleader team
- The Debate Club qualifies, but debate teams and classes do not
- The French Club qualifies, but the French classes do not
- The Senior Class qualifies, but not one particular class that has senior in it

Step 3

If the sales is considered taxable and the school group is considered a bona fide chapter, then the organization may deem the sale as one of its two, one-day tax-free sales.

- Each school district, each school and each bona fide chapter of each school is allowed to have two, one-day tax-free sales each calendar year. To qualify for a tax-free sale, the organization must receive products deemed for sale in one shipment. Any items received after the initial shipment must be taxed. During these tax-free sales, the organization may sell any taxable item tax-free when the price of the item is \$5,000 or less. There is no limit on the number of bona fide groups at a school or school district.

Exceptions:

- Book Fairs-The school shall collect sales tax on all taxable sales. If the school assumes responsibility for the activity and/or sales, the school is responsible for insuring the tax is paid. Schools may purchase books tax free for their own use because educational organizations have a statutory exemption. However, when students or other individuals purchase books, the purchase price is taxable and sales tax should be collected at the time of the sale. Sales tax is due regardless of whether the company makes the sale or the school makes the sale for a company on consignment.
- Catalog/Brochure Sales- For sales in which the campus/student group is considered an "agent", the one-day tax free sale provision cannot be used. (The campus/student group serves as an "agent" when it takes orders for the vendor and then receives a commission or percentage of the sales revenue.)

TAXABLE AND NON TAXABLE CHART

Taxable Sales

State and local sales taxes shall be imposed and collected on all sales for:

Agenda Books	Magazine-Subscriptions less than 6 months
Agricultural Sales	Magazines-when sold individually
Art-supplies and work of art	Musical supplies-recorders, reeds
Artistic-CDs, tapes, videos	Parts-career & technology classes (not to include products used in cosmetology)
Athletic-equipment and uniforms	Parts-upholstery
Auction items sold	PE-uniforms, supplies
Automotive-parts and supplies	Pennants
Band-equipment, supplies patches, badges, uniform sales and rental	Pictures-school, group (if school is the seller)
Book Covers	Plants-holiday greenery and poinsettias
Books-workbooks, vocabulary, library, author (when we are the seller)	Rentals-equipment of any kind
Book Fairs-all books sold	Rentals-uniforms of any kind, towels
Brochure Items	Repair to tangible personal property (i.e., computer repair, house remodeling)
Calculators	Rings and other school jewelry
Calendars	Rummage, yard and garage sales
Candles	Safety supplies
Car -painting, pin striping	School publications-athletic programs, posters
Clothing-school, club, class, spirit	School publications-brochures
Computer-supplies, mouse pads	School publications-magazine (unless >six month subscription)
Cosmetology products sold to customers	School publications-newsletters, newspapers (generally are not sold though)
Cups-glass, plastic, paper	School publications-reading books
Decals	School publications-sheet music, hymnals
Directories-student, faculty	School publications-yearbooks
Drafting-supplies	School store-all items (except food)
Family and Consumer Science-supplies and sewing kits	Science-science kits, boards, supplies
Fees-copies, printing, laminating	Spirit items
Flowers-roses, carnations, arrangements	Stadium seats

Greeting Cards	Stationary
Handicrafts	Supplies-any sold to students
Horticulture Items	Uniforms-any type to include PE, dance team, drill team, cheerleaders, athletic, club shirts
Hygiene Supplies	Vending-pencils and other non-edible supplies when the school services the machine
Identification Cards-when they are sold to the entire student body (not just the fine for a lost ID)	Woodworking crafts-entire sales to include parts and labor
Locks-sales and rentals	Yard signs

NON-TAXABLE SALES

School and school related organizations need not collect sales tax on the following:

Ad Sales-in yearbooks, athletic programs, newspapers, posters
Admission tickets - athletic, dances, dance performances, drama and musical performances,
Admission - summer camps, clinics, workshops, project graduation, banquet fees, bids, prom
homecoming, tournament fees, academic competition fees,
Club memberships,
Cosmetology Services (Products sold to customers are taxable),
Discount/Entertainment cards and books,
Facility rentals for school groups
Food and drinks sold at PTA Carnivals
Sale of food and soft drinks sold during a regular school day, subject to an agreement with the proper school authorities,
Vending machine sales,
Meals and food products, including candy and soft drinks, served in an elementary or secondary school during the regular school day,
Candy and food items sold through fund raising drives by PTA or students of the school who are under eighteen years of age,
Labor -automotive, upholstery classes (parts are taxable) Lost
Library Books or Lost Textbooks,
Magazine subscriptions greater than six months
Parking Permits

When imposing sales tax, the school has the option of:

1. Adding the tax to the item's selling price - thus, if the selling price of an item were \$2.00 and the tax rate were 8.25%, the school would collect \$2.17 ($\2.00×1.0825) from the buyer for each item sold.
2. Absorbing the tax in the item's selling price - thus if the item sold for \$2.00 including tax, the school would retain \$1.85 and remit \$0.15 for sales tax. If this method is used, divide the total sales by 1.0825 (assuming a tax rate of 8.25%) to find the taxable sales. To determine the sales tax amount, subtract the taxable sales from the gross sales.

All sales tax collected by the school shall be remitted monthly to the district's accounting office unless contractual agreements with a vendor stipulate that such taxes should be remitted to the vendor (school picture and book fair sales, and catalog/brochure fundraising sales).

Schools must submit a sales tax report by the 10th day following the previous month's collections to the Accounting Department. This report must show the gross sales, taxable sales, and the amount of tax due.

Schools must file a sales tax report, even if no taxable sales are made in a given reporting period as all non-taxable sales must be reported. This would include vending and food sales. Campuses should not report textbooks fines, cash overages/shortages, student picture sales, etc. in the gross sales figure. Gross sales should only include those amounts which represent actual sales by the campus.

District Property & Fixed Assets

- Per Board policies [GKD](#) and [DH](#), District property is NOT to be utilized for personal use.
- District property is not to be taken home to be utilized. Except –
 - portable technology (laptops, iPads, etc.)
- Any missing items must be reported to security and a report must be sent to Gilbert Rodriguez in Accounting prior to removing the item off the fixed asset list.

FIXED ASSETS

- District Regulation CI-R, Disposal Process:
- MUST use Asset Transfer Forms to declare items as surplus/damage or obsolete. Surplus items will be scheduled for pickup once transfer form is approved.
- Trade-In: If you are trading in an item, you must still complete an Asset Transfer Form in order to remove it from inventory list.
- DO NOT take it upon yourself to give away any District items.
- ***NEW*** When disposing of items, please separate federal and non-federal items into 2 groups. Fill out a transfer form for each group. TEA requires pre-approval for disposition of assets purchased with Federal Funds.
- Care of Surplus Items: use care when holding surplus items for warehouse pick up.
- These items will possibly be auctioned. Do not store in a manner that will cause damage. An example would be computers – don't throw them in a pile outside subject to weather and sun damage.
- If a laptop is in good working condition, please email Jo Aguirre so she can email a listing to campuses to see who would like to accept the transfer to their campus.
- Periodic District Auctions – see district website for notice.
- When you get new capital items that need to be added to your inventory list, please send a copy of the Capital Outlay Form to the Accounting department.
- Be sure to include the specific location of the asset.
- Reminder: All "identified" items purchased w/federal funds, need to be shipped and tagged by the Warehouse, according to Federal and State Programs department guidelines.

IMPORTANT NOTE: The Finance Division is in the process of revising the current policies and procedures regarding fixed assets, capital items and equipment. Once the changes have been finalized and approved, Finance will hold mandatory training sessions on the new processes.

INCIDENT/ACCIDENT REPORTING

Injury to Employee

To report a workers' compensation injury, contact the Risk Management Department.

Lucy Garcia - Office (956) 361-6100

Electronic Forms may be found on the SBCISSD Website under Finance; Risk Management; then Workers Compensation.

Injury to Student and/or a Third Party (Visitor)

Report to the nurse or designee to complete a "Nurse's Note Form".
The form will need to be submitted to the Risk Management Department.

Lucy Garcia - Office (956) 361-6100

Property damage

All property damage must be reported to the Risk Management Department.

Lucy Garcia - Office (956) 361-6100

All District Vehicle Accidents and Bus Accidents

Emergency phone numbers

Security (956) 361-6475

Lucy Garcia - Office (956) 361-6100

Transportation (956) 361-6350

If anyone is in need of medical attention call 911 immediately

More information can be found on the SBCISD Website under Finance; Risk Management; Employee Safety and Health; then Vehicle Accidents.

COMPLIANCE

TITLE I, PART A AND STATE COMPENSATORY EDUCATION FUNDING

TITLE I, PART A

The purpose of Title I, Part A funds is for improving the academic achievement of the low-socio economically (LSE) disadvantaged students. Funds are allocated to campuses based on their LSE student counts. Code of Federal Regulations (2 CFR) Part 200. Some of the Title I campus/district compliance requirements are:

- Conduct an Annual Title I Parent Information Meeting
- Conduct a campus needs assessment for your campus
- Include strategies to support your campus expenditures in your improvement plan
- Maintain documentation for Title I expenditures
- Parental Involvement opportunities

Calculation/Allocation of Title I, Part A and State Compensatory Education Funds

Title I, Part A - Budget allocations for all campuses are calculated by the Federal and State Programs Department based on PEIMS snapshot data for the economically disadvantaged (lunch application or CNP Program) from the October submission. This data will be used to calculate the following year's allocations (e.g., October 2018 is used to calculate 2018-2019 allocation.) A per-pupil rate is calculated and multiplied by the LES student count to determine the Title I allocation for every campus.

State Compensatory Education (SCE) - Allocations for all campuses are calculated by the Federal and State Programs Department based on counts of students identified as at-risk in the SCE Module. Student counts used for determining campus allocations are also from the October PEIMS snapshot. This data is then used to calculate the following year's campus allocations (e.g., October 2018 is used to calculate 2018-2019 allocation.) A per-pupil rate is calculated and multiplied by the At-Risk student count to determine the SCE allocation for every campus.

Expenditure of Title I (Fund 211) and State Compensatory Education (Fund 199, Program 30)

All requisitions, trip requests, payment requests, reclassifications, and petty cash reimbursements funded with Title I and SCE funds are reviewed by Federal and State Programs staff to ensure compliance with the following:

Things to consider when purchasing items are:

- Allowable/Unallowable
- Reasonable and Necessary
- Supplemental and not Supplanting
- Documented in Campus Improvement Plan
- Performance Measure
- Employee Travel for Professional Development:

SBCISD policy will require that any employee travel for professional development remain in state unless extenuating circumstance. Employee travel outside of the state of Texas utilizing Title I federal funds will:

- Require prior approval from your associate superintendent.
- Require prior approval from TEA (justification form must be completed prior to June 20 of each school year)
- Must be outlined in the CNA as a campus need that addresses student achievement and in the CIP as a specific action item.

*Student Field Trips

Student field trips utilizing Title I federal funds will not be allowed.

Items that meet the above requirements will be considered in compliance with all federal and state regulations and may expend federal and/or state funds as requested by the campus.

To find a list of allowable/non-allowable purchases go to:

<https://share.yisd.net/sites/academics/fedstateprograms/Program%20Documents/Forms/AllItems.aspx>

Please note that an SBCISD username and password are required.

STATE COMPENSATORY EDUCATION PROGRAM

Purpose

To provide a compensatory, intensive, or accelerated instruction program that enables the students to be performing at grade; level at the conclusion of the next regular school term. Compensatory education is defined in law as programs and/or services designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.

Goal

To reduce any disparity in performance on assessment instruments administered under Subchapter B. Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

Funding Considerations

Must be used to provide support programs and/or services that supplement the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed in school.

Ensure that positions funded with SCE:

- Provide direct instruction/services to at-risk students associated with the foundation curriculum;
- Are supplemental to the basic instructional program, not the basic fund allotment;
- Meet a need identified in the comprehensive needs assessment and
- Are identified in the Campus Improvement Plan or the District Improvement Plan

At-Risk Student Eligibility Criteria

SAN BENITO CISD uses the 13 criteria delineated in Texas Education Code 29.081 and redefined by Senate Bill 702 as the sole criteria in identifying students who are eligible to receive intensive, supplemental services.

Campus Contact Responsibilities (Administrator)

- Oversee processes for identification of students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Collaborate with campus administration and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and site-based team to provide appropriate and timely staff development sessions

Homeless Program

According to Section 725 (2) of McKinney-Vento, homeless means individuals who lack a fixed, regular, and adequate nighttime residence. Including; Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motel, hotel, trailer parks, or camping grounds, cars, abandoned buildings due to lack of alternative adequate accommodations, are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

SBCISD Responsibility for Homeless Student Enrollment

The child identified in accordance with the above definition of homeless, shall immediately be enrolled in a campus regardless of residence of either parent, legal guardian or other person having lawful control of that student. The student must be enrolled immediately, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. Campus may request that parents produce these documents within 30 days of enrollment.

Campus Responsibility for Services

Section 722(g) (4) of McKinney-Vento requires that services provided to homeless students are comparable to services provided to other students in the district. A homeless student is eligible for the following:

- Immediate Enrollment
- Transportation to and from the school is requested by a parent or guardian
- Free-and-reduced meal programs
- Programs serving at-risk students
- And Title I, Part A services

District Procedures

If the student is identified as homeless please complete the following:

- Contact the Federal & State Programs Department of the homeless situation.
- The **Student Residency Questionnaire SRQ** must be filled out by the Parent/Legal Guardian of the homeless student. This form must be sent via fax to the Federal & State Programs Department at **956-361-6100**
- The student must be coded into PEIMS as homeless. Please contact Federal and State Programs at ext. **6100** for assistance
- The Child Nutrition Services department must be notified that a homeless student is eligible for free meals.
- The SRQ may be faxed to Child Nutrition Program at **956-361-6400** as proof that the student is homeless.
- The McKinney-Vento Act requires school districts to provide transportation to the school of origin at the request of a parent or guardian or, for unaccompanied youth, at the liaison's request.
 - Transportation is required if the school of origin is in another school district.
 - Campus must notify the Federal and State Programs Department that a homeless student is in need of transportation.

FOSTER CARE PROGRAM

A foster youth is defined as any child who has been removed from the custody of their parent(s) or guardian(s) by the juvenile court, and placed in a group home or foster home. The child is under the direct supervision of a county social worker or probation officer.

“The federal Fostering Connections to Success and Increasing Adoptions Act of 2008, Public Law 110-351, requires state child welfare agencies to work with their state and local education systems to support initiatives to improve educational outcomes for children in foster care. On August 25, 2011, the U.S. Departments of Education and of Health and Human Services issued a joint letter to all Chief State School Officers and State Child Welfare Directors informing them of provisions in the federal law that require local education agencies and child welfare agencies to coordinate to ensure that children in foster care maintain education stability. To view the TAA letter in its entirety visit: <http://www.tea.state.tx.us/index4.aspx?id=2147508587>

SCHOOL RESPONSIBILITIES FOR SERVICES

- Immediate enrollment
- Proper school placement
- Least restrictive appropriate environment
- Timely transfer of records (within 2 business days)
- Partial credits applied as appropriate
- Release of records as appropriate
- Free / Reduced Meals eligibility
- Academic review and needed services made available
- Transportation assistance according to recent legislation

APPLICABLE DOCUMENTS FOR VERIFYING AND REGISTERING A STUDENT IN FOSTER CARE

1. All forms in the 2085 series:
 - Foster Care/Residential Care - 2085 FC
 - Kinship or Other Non-Foster Caregiver - 2085 KO

- Verified Kinship Foster Caregiver - 2085 KF
- Legal Risk - 2085 LR
- Home and Community-based Services (HCS) - 2085 HCS
- Supervised Independent Living - 2085 SIL
- Designation of Education Decision-Maker - 2085 E
- Designation of Medical Consenter - 2085 B

2. DFPS Kinship Caregiver Agreement – 0695

3. Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

Samples of these forms can be viewed by visiting:

http://www.dfps.state.tx.us/site_map/forms.asp

The student must be coded into PEIMS under Foster Care.

Contact Federal and State Programs for questions regarding Foster Care
Medicaid Administrative Claiming and School Health and Related Services

San Benito CISD participates in **two** Medicaid reimbursable programs with through the Texas Health and Human Services Commission. The programs are managed by the Special Education Department and documentation is submitted quarterly the through the Federal and State Programs Department

Program	Program Objectives
Medicaid Administrative Claiming (MAC)	MAC program provides Texas school districts the opportunity to submit reimbursement claims for administrative activity that support the Medicaid program.
School Health and Related Services (SHARS)	SBCISD receives reimbursement for services provided to special education students with said services documented on their Individual Education Plan (IEP)

In order for the district to maintain eligibility to participate in both Medicaid programs, providers (district staff) must participate in Random Moment Time Study (RMTS) and participate in annual training provided by the Special Education Department. Parental permission is required, usually obtained during the ARD meetings, prior to requesting reimbursement for services. Information may be obtained at

[http://tea.texas.gov/Curriculum and Instructional Programs/Special Education/Programs and Services/School Health and Related Services/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/School_Health_and_Related_Services/).

TRAVEL

STUDENT TRAVEL

In an effort to provide for efficiency and consistency in initiating and completing student field trips/travel, San Benito CISD has developed the [FMG-R \(Regulation\)](#) regarding Field Trips/Out of Town Travel as well as the accompanying [FMG-R, Exhibit A](#), Student Field Trip Request Form.

These documents will replace any previous documentation associated with student travel and will be the sole document needed to initiate and complete student travel.

EMPLOYEE TRAVEL

DRAFT

BILINGUAL/DUAL, ESL AND LOTE PROGRAMS

Upon initial enrollment into San Benito CISD, a home language survey is completed by all parents during the enrollment process. The Home Language Surveys are administered annually to students new to the district for whom a survey has never been completed (in Texas) or when a copy of the survey cannot be located. If a language other than English is indicated on the survey, the student is assessed for English proficiency with an Oral Language Proficiency test (Pre LAS 2000, LAS Links and we are currently transitioning to IPT). If the student scores below the English proficiency level as determined by the assessment standards, the student is considered to be limited English proficient (LEP).

Any student in grades 2-12 scoring at or above the English proficiency level as determined by the oral language proficiency test standards are then administered the **IOWA** survey. If the student scores below the 40th percentile on either the reading or the language arts section of the test, the student is considered LEP.

Within four weeks (20 days) of the student's initial enrollment in the district, the student shall be identified as LEP and enrolled into the required program. Even though the student may be served in the bilingual/ESL program, the student should not be coded with the bilingual/ESL indicator unless all documentation is on file.

The Language Proficiency Assessment Committee (LPAC) then places the identified student in either the bilingual/dual education program or the ESL program as follows:

- Elementary Spanish speaking LEP students are placed in a Dual Language Program. (PreK/K through 5/6 campuses)
- Elementary LEP students of languages other than Spanish are placed in an ESL program.
- Secondary LEP students in grades 6-12 are placed in the ESL program.

Approval to place a student in the appropriate program is obtained from the parent/legal guardian, with the "date completed by parent/guardian" section completed. All LPAC documentation will be completed in eSTAR. The non-negotiable hard copy will be in the student's legal folder as indicated below.

ELLEVATION LPAC Electronic Documents –Campus E-file Excel Sheet

- Home Language Survey (HLS) & Parental Approval-Archive Manager (scanned together)
- Home Language Survey (HLS), Program Benefit AND Parent Hand Written Denial Letter- Archive Manager (scanned together) for LEP Parent Denials
- Us Years In US School-History 3 of 3 screen-Archive Manager as LPAC: School History or LPAC: Student Background
- LPAC Initial Review & Program Recommendation-LPAC Placement/Initial Screen - Archive Manager as LPAC: Placement/Initial
- State Assessment Review & STAAR Linguistic Accommodations (if applicable) –LPAC State Assessment Review Screen-Archive Manager as LPAC: State Assessment Review
- STAAR Special Provisions-English I (High School Only)-LPAC State Assessment
 - Review Screen- Archive Manager as LPAC: State Assessment Review
- **TAKS**/LEP Postponement-High School Only- LPAC State Assessment Review Screen- Archive Manager as LPAC: State Assessment Review
- LPAC Annual End of Year Review- LPAC End of Year Screen- Archive Manager as
 - LPAC: End of Year
- Exit Letter of LEP status ONLY IF A STUDENT MEETS EXIT CRITERIA-Archive

- Manager (scanned)
- Monitoring of Exited Students F (First Year Monitor) or S (Second Year Monitor): LPAC Monitoring of Students- Archive Manager as LPAC: Monitoring of Student

TEA STUDENT ACCOUNTABILITY POLICY FOR MIDDLE SCHOOL ESL

Programs (taken from Student Attendance Handbook p.184, 188, 190)

6.7 Bilingual and ESL Education Services Districts are Required to Provide

- o Each district must offer the following for students of limited English Proficiency:
 - ▢ Bilingual Education, instruction in English as a second language, or other TEA-approved transitional language instruction in middle school

6.10 Teacher Certification Requirements

- o 6.10.2 Students in Grades 6 through 8
 - ▢ Students in grades 6 through 8 (if grade 6 is not clustered with elementary grades PK-5) must be served by at least one teacher who is certified in ESL for that grade level and is responsible for meeting the linguistic needs of the LEP students.

6.11.4 Proof that a student has been served in an eligible Bilingual or ESL Education

Program

- o Proof (such as grade books, student Academic Achievement Records (AARs), class rosters, or all of these) must also exist that a student is:
 - ▢ Provided instruction in ESL by staff members certified or on permit to teach ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program.

MIDDLE SCHOOL ESL PROGRAM

Limited English Proficient (LEP) students enter middle school at different English language proficiency levels. The middle school ESL program allows for individualized progression of course work depending on the student's program entry level. The program is committed to address English language acquisition and fluency while also providing students with academic content classes.

PROGRAM LEVELS

The student will be placed at the appropriate program level as determined by the LPAC based on LEP identification assessment results, TELPAS Reading score and other pertinent student data. Students will be placed in to Level 1, Level 2, Level 3 (see Placement Guidelines for Middle School LEP Students to follow). This placement will determine the student's course progression sequence.

CURRICULUM

Students are enrolled in effective language academic courses for English language learners. These course are designed to meet the needs of LEP students while meeting the academic requirements set by the district and state guidelines. Extensive resource materials support the course, enabling students to achieve academic success while acquiring English proficiency. English/ESL certified teachers deliver instruction in the language arts classes using research based ESL methodologies.

EXIT CRITERIA

The Texas Education Agency has established specific performance requirements for oral proficiency, reading and writing in English on state approved assessment instruments as the exit criteria requirements that all LEP students must meet to be reclassified in PEIMS as non- LEP. The LPAC will monitor the student's academic progress for two years after the exit criteria have been met.

PLACEMENT GUIDELINES FOR MIDDLE SCHOOL ESL COURSES

TELPAS Reading Rating

No Rating, Beginning

Intermediate, Advanced

Advanced, Advanced High

Lower Class Size/High Linguistic Support

Higher Class Size/Lower Linguistic Support

6th Grade -

E621 - ESL I

and

J622 - Reading Sheltered

7th Grade

E721 - ESL I

and

J722 - Reading Sheltered

8th Grade

E821 - ESL I

and

J822 - Reading Sheltered

6th Grade

E622 - ESL II

and

J622 - Reading Sheltered

7th Grade

E722 - ESL II

and

J722 - Reading Sheltered

8th Grade

E822 - ESL II

and

J822 - Reading Sheltered

6th Grade

E623 - ESL III

and

J622 - Reading Sheltered (if
extra support needed)

7th Grade

E723 - ESL III

and

J722 - Reading Sheltered (if
extra support needed)

8th Grade

E823 - ESL III

and

J822 - Reading Sheltered (if
extra support needed)

*English teacher must be ESL certified.

*90 minute block for all levels of English Language Learners with the same teacher are recommended.

ESL students should be placed in classes with SIOP and ELPS trained teachers for all core and enrichment content area courses.

*District Course Catalog provides state credit and course descriptions.

TEA STUDENT ACCOUNTABILITY POLICY FOR HIGH SCHOOL ESL PROGRAMS (TAKEN FROM STUDENT ATTENDANCE HANDBOOK P.184, 188, 190)

- 6.7 Bilingual and ESL education services your district is required to provide
 - Instruction according to LPAC recommendation:
 - ☞ Under the graduation requirements adopted by the State Board of Education in March 2010, LEP students who successfully complete English for Speakers of Other Languages (ESOL I and ESOL II) may satisfy the English I and English II graduation requirement(s). Students identified as Limited English Proficient (LEP) who are at the TELPAS beginning or intermediate level of English language proficiency, as defined by 19 Texas Administrative Code, Ch. 74.4(d), relating to English Language Proficiency Standards, may be enrolled in English 1 & 2 for Speakers of Other Languages. Therefore, number of years in United States or country of birth are NOT considered for placement in ESL courses.
 - ☞ For all other LEP students in grades 9 through 12, LPAC documentation must reflect appropriate services to meet the student's needs. For example, LPAC documentation may indicate that a student will enroll in state elective courses to strengthen his or her English skills, enroll in ESL courses for local credit, participate in tutorials, or be assigned to teachers with training in sheltered instruction or training in ESL methods.
- 6.10 Teacher Certification Requirements
 - 6.10.2 Students in grades 9 through 12
 - ☞ Students in grades 9 through 12 may be counted for funding in a bilingual or ESL education program, even if they are served by staff members who are not bilingual/ESL certified, but only if the staff members have received professional development in sheltered instruction. However, ESOL I and ESOL II must be taught by teachers who have an English or English Language Arts certification plus and ESL or Bilingual Certification.
- 6.11.4 Proof that a student has been served in an eligible Bilingual or ESL Education Program
 - Proof (such as grade books, student Academic Achievement Records (AARs), class rosters, or all of these) must also exist that a student is:
 - ☞ Provided sheltered instruction as recommended by the LPAC (students in grades 9 through 12 may receive services other than ESL).
- Chapter 128.31 English I for Speakers of Other Languages (one credit), Beginning with school year 2009-1010
 - (10) ELL students are at different stages of language acquisition. Proficiency levels are not grade specific: Beginning, Intermediate, Advanced, Advanced High. The ELL student The ELL student may exhibit different proficiency levels within the four language components: listening,

speaking, reading, and writing. A student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum. The proficiency level of the student determines the accommodations in language that must be made (e.g., adapted text appropriate for student proficiency level; translations) as well as, determines additional scaffolds (e.g., pictures, realia, glossaries, bilingual dictionaries, thesaurus) in order to learn the academic content. Any combination of the language components is possible and is affected by opportunities for interaction in and outside of school. For further guidance in second language acquisition, refer to the English language proficiency standards (ELPS) described in §74.4 of this title.

HIGH SCHOOL ESL PROGRAM

Limited English Proficient (LEP) immigrant students enter high school at different English language proficiency levels. The high school ESL program allows for individualized progression of course work depending on the student's program entry level. The ESL program at the high school level addresses the needs of students with limited English proficiency and promotes English language acquisition and fluency while providing students with academic content classes.

PROGRAM LEVELS

The student will be placed at the appropriate program level as determined by the LPAC based on LEP identification assessment results, TELPAS Reading score and other pertinent student data. Students will be placed in to Level 1, Level 2, Level 3 (see Placement Guidelines for High School LEP Students to follow). This placement will determine the student's course progression sequence.

CURRICULUM

Students are enrolled in effective language academic courses for English language learners. These courses are designed to meet the needs of LEP students while meeting the academic requirements set by the district and state guidelines. Extensive resource materials support the course, enabling students to achieve academic success while acquiring English proficiency. English/ESL certified teachers deliver instruction in the language arts classes using research based ESL methodologies.

EXIT CRITERIA

The Texas Education Agency has established specific performance requirements for oral proficiency, reading and writing in English on state approved assessment instruments as the exit criteria requirements that all LEP students must meet to be reclassified in PEIMS as non- LEP. The LPAC will monitor the student's academic progress for two years after the exit criteria have been met.

PLACEMENT GUIDELINES FOR HIGH SCHOOL ESL COURSES

Foreign Language Course Offerings for Languages Other than English (LOTE) and Dual Language Program (taken from Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English Subchapter A. Elementary, B. Middle School, C. High School)

According to the National Standards for Foreign Language Learning, advanced level language proficiency is necessary for college and career readiness. To that end, students should have uninterrupted, consistent access to early standards-based learning experiences in languages other than English. School districts are strongly encouraged to offer languages other than English in the elementary grades in immersion or Foreign Language in Elementary Schools (FLES) settings with consistent and frequent exposure. For districts that offer languages in elementary school, the expected student outcomes are the same as those designated at levels I- IV in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

Students may be awarded one unit of high school credit per level for successful completion of the level or demonstration of equivalent proficiency and one-half to one unit of high school credit for successful completion of a non-sequential course.

Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

The third language at the elementary level is supported at 10% every year. Students have the option to continue the third language through high school. The goal for high school language courses is to achieve the highest rating for Advanced Placement and/or college level credit.

Beginning in High School, students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

BILINGUAL/DUAL, ESL AND LOTE PROGRAMS SUMMARY

All programs and course offerings will be in direct correlation to the statutes and provisions as outlined by the Texas Education Agency to include the TEKS, ELPS, STAAR/EOC, and TELPAS. The Academic Language Programs Department (ALPs), is committed to supporting the campus principal with professional development, resources and materials specific to the unique needs of language learners. Each campus Language Proficiency Assessment Committee (LPAC) Coordinator will be provided training, resources and a digital system to assure compliance and adherence to all state and federal mandates. All students that are participating in any of the San Benito CISD academic language programs will be an aligned program as outlined under Chapters 74, 89 and 114.

SPECIAL EDUCATION PROGRAM

The San Benito CISD Special Education Operating Guidelines manual is accessed through the [Special Ed](#) department website. The manual provides Federal regulations and State rules for special education as well as outlines and describes procedures to be followed by district personnel in the implementation of special education. These guidelines introduce the parameters necessary to support uniformity of the special education program and service delivery across the district to students with disabilities.

The publication is for informational purposes only. It is not intended to create or interpret laws and is not to be construed as legal advice nor relied upon as a substitution for the advice of legal counsel. The manual will be available electronically only. The guide was developed strictly for district employees.

Region 18 provides Statewide leadership for the Legal Framework for the Child-Centered Process in Texas in collaboration with the Division of IDEA Coordination at the Texas Education Agency. The Legal Framework may be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>

TEXAS PRINCIPAL EVALUATION AND SUPPORT SYSTEM (T-PESS)

The Texas Principal Evaluation & Support System (T-PESS) is a new principal evaluation system for the state of Texas designed to support principals in their professional development and help them improve as instructional leaders.

T-PESS has three measures of principal effectiveness. These measures include:

- A rubric capturing the effective practices of high-performing principals;
- Progress in achieving goals and initiatives;
- Student growth (scheduled to be rolled out during the 2018-2019 school year).

The steering committees that built both the teacher and principal evaluation systems established the same primary goals for each evaluation. These goals include feedback that is specific, ongoing, and timely, and a process that builds relationships between appraisers and appraisees to enable them to strengthen their understanding of effective practices together. With that in mind, both the T-PESS and the T-TESS systems:

- Differentiate practices across five performance levels;
- Establish processes that value reflection, goal setting, and professional development throughout the school year;
- Consider student growth as essential information in determining effectiveness and areas for improvement.

To ensure that the T-PESS rubric accurately articulated the appropriate progression of principal practices, performance ratings were differentiated across an ordinal scale from “developing” to “distinguished.” Equally important, the focus was directed at making sure the rubric captured the context of Texas principals and allowed for enough flexibility in application so that all districts could use the rubric regardless of their size or location.

The rubric has five standards:

- Instructional Leadership
- Human Capital
- Executive Leadership
- School Culture

- Strategic Operations

There are 21 total indicators within these five standards, with five indicators in School Culture and four indicators in each of the remaining standards.

The T-PESS process seeks to establish that:

- Development is an ongoing process for all principals regardless of their level of proficiency,
- Development isn't isolated in single-year snapshots of performance but is continuous and consistently building off prior efforts and attention,
- Principals have a say in and monitor their own goals and growth throughout the year, with appraisers seeking to provide the support that principals need to achieve their goals.

GRADING POLICY & PROCEDURES

Academic Achievement/Grading/Progress Reports to Parents

In accordance with [EIA \(Local\)](#) and [EIA-R](#), the following will be used as guidelines for reporting academic achievement, grading and reporting progress:

REPORTING GRADES

Current academic performance for all students in the foundation and enrichment subjects shall be communicated via progress reports and sent home after the third and sixth weeks of each nine-week grading period. Report cards shall be issued every nine weeks. Grades shall be recorded and communicated using district-approved reporting forms and/or software programs.

It is encouraged that the student academic achievement record be mailed to the student's parent or guardian at the high school level.

District-wide parent-teacher conferences shall be placed on the district calendar. In addition to conferences scheduled on the district calendar, a parent or teacher may request an additional conference, as needed.

DETERMINING CLASSROOM GRADES

Grades shall be assigned by the classroom teacher that reflect relative mastery of the student expectations within the state-mandated curriculum. Classwork should be rigorous and standards-based. Grading criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students, using tools such as rubrics or criteria charts.

The classroom teacher may not assign a minimum grade for an assignment without regard to the student's work. The teacher may allow a student to make up or redo a class assignment or examination for which the student received a failing grade. The student's scores shall be averaged and recorded in the grade book as one. The district shall permit a student one opportunity to redo an assignment or retake a test within five school days after the failing grade was received or no later than ten days of the date of the test. Criteria for grading should be clearly communicated to parents and displayed in the class.

TEST AND/OR PROJECT GRADES

Teachers should use a variety of assessment methods such as unit tests, project evaluation, nine-weeks test, etc. Projects may assess multiple learning standards and therefore more than one grade may be recorded for a

project (based on the scoring rubric). District benchmarks (state-released assessment) are not graded and should be used for instructional purposes.

The semester grade is computed by averaging the reporting period numerical grades posted on the pupil's academic achievement record. This semester numerical average shall then be placed on the final academic achievement record.

ASSESSMENT SYSTEMS

Grading Guidelines for Pre-kindergarten and Kindergarten

Progress in pre-kindergarten and kindergarten shall be reported by means of district approved systems, including but not limited to portfolios, checklists of developed skills, and observations by teachers.

Pre-Kindergarten and Kindergarten

1. Pre-kindergarten and kindergarten age-appropriate indicators will be used to evaluate student progress.
2. Pre-kindergarten and kindergarten indicators including but are not limited to E, M, P, L, NI.

E	Exceptional	Masters concepts independently and consistently and demonstrates higher level thinking
M	Meets	Applies concepts and skills independently and consistently
P	Progressing	Applies developmentally appropriate concepts and skills with assistance
L	Limited	Inconsistent application of developmentally appropriate concepts even with assistance
NI	Not Introduced yet	

Report cards for pre-kindergarten and kindergarten shall indicate progress towards academic achievement and demonstrated proficiency of student learning standards in each content area. For areas identified as Limited, narrative comments shall be provided to indicate targets for growth and a parent conference shall be requested.

In kindergarten, art or music/theatre and physical education teachers shall assign grades in their content area for each grading period of the school year.

Grading Guidelines for Grades 1 -12

Student progress in first through twelfth grade shall be reported by means of district approved assessments which will be converted to numerical grades.

1. Numerical grades (0-100) shall be recorded in the performance recording system, and shall be averaged in order to arrive at a reporting period grade. The reporting period numerical average shall then be placed on the student academic achievement record.
2. Alternative assessments shall include but are not limited to portfolios, checklists of developed skills, and observations by school staff and parents. These assessments shall be recorded in the performance recording system and placed on the student academic achievement record.

3. Justification of a student's achievement record is based on grades/progress actually recorded in the performance recording system.
4. Attainment of the established achievement level of the assessment system in use, or a grade average of 70 or higher, is necessary for passing a course or subject area.

A = 90-100

B = 80-89

C = 75-79

D = 70-74

F = 69 and below

Grades 1-5 (To include grade 6 at elementary schools)

Numerical grades (0-100) in the foundational and extra-curricular curriculum should be derived from group and/or independent student classwork and should include both formative and summative assessments for each of the grading periods.

1. The Foundational Curriculum shall include:

- a. Reading
- b. Language Arts (composition, speaking, and spelling)
- c. Mathematics
- d. Science
- e. Social Studies

The Extra-curricular Curriculum shall include:

- a. Art
- b. Music/Theatre
- c. Physical Education

2. The following weights shall be used for each of the grading periods for grades 1-5 (to include grade 6 at elementary schools):

- a. 60 % = Daily work shall include a minimum of nine daily grades, quizzes, teacher observations of participation, skills demonstration or performance, etc.
- b. 40% = Major assignments formative and summative assessments shall include a minimum of three unit, chapter, or skills tests, and/or major assignments such as projects, multiple-draft compositions, journals, notebooks, etc.
- c. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on scoring rubric).
- d. Extra credit may be added to any of the daily or test grades; however, extra credit must be related to content instruction and learning.
- e. Project-based learning (optional)

In grades 1-5 (to include grade 6 at elementary schools), art, music/theatre, and physical education teachers shall assign grades in their content area for each grading period of the school year.

3. Evaluation of work habits and social habits such as, study skills, and discipline shall use E, S, N, and U:

E = Excellent
S = Satisfactory
N = Needs improvement
U = Unsatisfactory

Grades 7-12 (To include grade 6 at middle schools)

1. Extensive data determined by the assessment criteria established by the campus (daily work, major assignments and tests) must be collected on each student using such instruments including, but not limited to:

1. Traditional essay examinations with open-ended questions
2. Essay examinations with definite questions, requiring specific answers
3. Short answer objective test or quizzes
4. Oral presentations
5. Projects or independent study
6. Analysis of creative products
7. Compositions appropriate to the subject
8. Daily recitations or papers
9. Demonstrated proficiency in English usage
10. Skills demonstrations or performances
11. Laboratory Experiments
12. Laboratory Reports
13. Teacher observations of participation

2. Student punctuality and behavior shall be reflected in the conduct grade, not the subject area grade.

3. Conduct Assessment Data must be collected on each student to assess conduct which shall be recorded using indicators including but not limited to:

O = Outstanding
S = Satisfactory
N = Need Improvement
U = Unsatisfactory

The following weights shall be used to determine nine-week report card grades for grades 7 and 8 (to include grade 6 at middle schools):

- a. 45% = Classwork/Homework--no more than one-fourth homework
- b. 20% = Tests
- c. 20% = Projects/Products
- d. 15% = Nine-week Test Grade

4. An overall average shall be determined in each core area of language arts, mathematics, science and social studies.

- a. Daily work must include a minimum of ten daily grades, quizzes, homework assignments, teacher observations of participation, skills demonstration or performance, etc.
- b. Major assignments and tests other than reporting period.

Tests – must include a minimum of three unit, chapter or skills tests, and/or major

assignments such as projects, multiple-draft compositions, quizzes that require higher order thinking skills, journals, notebooks, etc.

- c. Reporting Period Test – The reporting period test must consist of a minimum of 25% essay and/or short answer responses and must cover the prescribed Texas Essential Knowledge and Skills (TEKS) for that grading period. Extra credit may be added to any of the daily or test grades; however, extra credit must be related to content instruction and learning.

Grades 9-12

1. Daily Work (50% of grade) must include a minimum of 12 daily grades. Daily grades may include class assignments, real world applications, quizzes, homework assignments, teacher observation of participation, skills evaluations, demonstrations or performances, etc. to be determined by the campus.
2. Major Assignments and Tests Other Than Reporting Period Grade (40% of grade) must include a minimum of 3 unit, chapter, or skills tests, and/or assignments such as projects, multiple-draft compositions, etc. as determined by the campus.
3. 9 Week Exam (10% of grade) must consist of 25% of essay and/or short answer responses and must cover the prescribed Texas Essential Knowledge and Skills (TEKS) for that grading period.
4. Cooperative/Practicum Education Programs shall derive grades using the following method: 40% of their reporting period grade shall come from daily grades, 25% shall come from test grades, 10% shall derive from a nine weeks test, while 25% shall be based on employer evaluations of on-the-job training and completion of assignments directly related to on-the-job training.
5. Dual credit courses must follow grading policies as shown in the partner institute of higher education; cases where the partner institute of higher education course syllabus does not include grading guidelines, teachers must use SBCISD high school grading regulation listed in this document.

Extra Credit may be added to any of the daily or test grades; however, extra credit must be related to content instruction and learning.

Semester Grades

1. The semester grade is computed as determined by averaging the final grade from each grading period within the semester.
2. The semester numerical average shall then be placed on the student academic achievement record. Each semester passed by the student shall result in the awarding of appropriate credit.
4. If a student is enrolled in a two-semester course that has a Part A and Part B, credit averaging shall be applied if the student has a failing grade in either semester. However, the combined total for the grades in part A and Part B cannot be less than 140.

Comprehensive Assessment

A comprehensive assessment shall be completed by each student to demonstrate proficiency of the Texas Essential Knowledge and Skills (TEKS) as prescribed by the state and district. The standard for measuring mastery of the comprehensive assessment is set by the state and available at each campus.

HOMEWORK GUIDELINES

Grades PK-5th (To include grade 6 at elementary schools)

Homework should be used to reinforce and support mastery of learning, engage parents in the learning process, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives.

In pre-kindergarten through grade 5 (to include grade 6 at elementary schools), homework assignments may not be recorded in the grade book or used in the calculation of nine-week grades, but teachers may assign homework that is engaging and reinforces classroom learning. Feedback should be provided regarding any assignment sent home for completion. Homework should be based only on content standards previously taught, assigned, and completed during the same instructional week at a level of difficulty that can be completed independently by students.

Grades 7-12 (To include grade 6 at middle schools)

Homework is based on learning standards that have previously been taught in class that must be completed outside the regular school day and not during the regular class period. Homework can help families become more involved with the educational process, communicate high expectations for students, and help students develop self-discipline and organizational skills. All homework assignments must be designed as a meaningful part of the educational process and be reviewed by the teacher. Feedback should be provided within 48 hours of the submission of the assignment or as soon as reasonably possible given the rigor of the assignment. Feedback is defined as written comments, peer review, conference, grades and the like.

Homework assignments may or may not be awarded a grade at the teacher's discretion. When recording grades, primary consideration should be given to recording homework grades that raise a student's average, not lower it.

Students may be assigned no more than one-half hour per night or no more than seven hours per week for all grade-level subjects/teachers combined. Department heads/CILT teachers should collaborate to determine homework assignments that meet this expectation.

Incomplete Grades

1. Students must be present at least 90% of the days a course or program is offered in order to receive credit or be promoted. (Education Code 25.092)
2. Students shall be permitted to make up assignments and tests without grade penalty after an excused absence. Giving zeros as a grade is not a best practice, and therefore, a zero can be recorded only after a parent call/notification has been made, and the student has been given two days for every day missed or two days after parent notification to complete the assignment(s) and/or test(s). An incomplete (I) grade on the nine-weeks report card will be recorded if the make-up time has not elapsed prior to the end of the nine-weeks period.
3. Student participants in UIL who have an "incomplete" grade due to an excused absence shall be given up to a seven-day grace period unless the "I" is replaced with a passing grade at the end of the seven-day grace period.

School Attendance and Course Credit-Incomplete Grades

- A. Students must be present at least 90% of the days a course or program is offered in order to receive credit or be promoted. (Education Code 25.092)
- B. If absences are excused, students who are absent shall have a reasonable amount of time to make up missed work as determined by the criteria established by the principal or the Campus Attendance Committee.
- C. Student participants in UIL who have an "incomplete" grade due to an excused absence shall be given up to a seven-day grace period to make-up work. The student shall be considered "ineligible" at the end of the seven-day grace period unless the "I" is replaced with a passing grade at the end of the seven day grace period.
- D. In grades 6 -12, a student who transfers to the district from another district may be enrolled in a course which he/she was not taking previously.
 - 1. If such a student is enrolled in this course during the first reporting period of a semester, he/she may have an opportunity to make up the missed work.
 - 2. In grades 9-12, if such a student is enrolled during the first half of the second reporting period of a semester, he/she should receive an "Incomplete" grade for the first reporting period and be required to make up the missed work of the second reporting period.
 - 3. In grades 9-12, if such a student is enrolled on or after the first half of the second reporting period of a semester, he/she cannot receive credit for the semester course, and although grades may be recorded in the performance recording system, none shall be reported on the academic achievement record.

Note - Assignment of Transfer Students:

Classification of Transfer students from outside the San Benito District, shall be determined by the campus counseling staff and shall be based on an evaluation of the student's transcript. Questions regarding the classification of students within the District, shall be resolved by the campus counseling staff and will be based on an evaluation of the student's transcript.

Late Enrollment (Grades 6-12)

In grades 6 -12, a student who enters school late and who has not been attending school elsewhere shall be allowed to make up the missed work.

Credit for In-District Transfer Students

If a student transfers into the school from another school in the district or from another accredited school, the grades-in-progress from the sending school shall be used to calculate the student's reporting period, or yearly grade/progress, as appropriate.

Students Transferring from Non-Accredited Schools

If a student transfers into the school from a school that is not accredited, his/her grades-in progress shall be used to determine placement and then used to calculate the student's reporting period, or yearly grade/progress as appropriate.

Incomplete Grade

Any "Incomplete" grade must be made up within the next reporting period or prior to the beginning of the next school year if it occurs during the last reporting period of the year. Exception to this "incomplete" grade may be waived at the district level.

Credit Loss Due to Excessive Absences

Students in grades 1-12 who will lose credit or will not be promoted due to violation of Policy FEC, School Attendance and Course Credit, are still required to maintain class attendance and course work. Academic work shall still be recorded for the reporting period. The term average/progress shall still be included in the student's overall grade point average tabulation/progress, even though no credit has been awarded for a course/grade level due to excessive absences and violation of Policy FEC, Refer to Policy FEC for grade redemption.

Alternative School Grading Procedures

Teachers in the Alternative School (school/community guidance center) will follow the Texas Essential Knowledge and Skills and District approved grading procedures. Grades from that center will be accepted in the same way that transfer grades from any accredited school are accepted.

Special Program Students

Appropriate assessment guidelines are available for use with identified students with disabilities in the Special Education Procedures Manual.

The assessment guidelines for limited English Proficient students are the same as those for non- limited English proficient students.

Academic Achievement/Grading/Retention and Promotion

The district shall adhere to state standards for promotion. Therefore, the procedures outlined for placement, retention, or promotion shall not be used to replace the requirements delineated in state law and Board policy on these topics. [See [EIE \(LEGAL\)](#) and [\(LOCAL\)](#)]

Philosophy on Placement/Retention and Promotion of Students

District philosophy concerning placement, retention, and promotion of a student is based on the recognition that each child is a unique individual. When considering retention or promotion, attention must be given to all aspects of the student's development in order to accommodate individual needs and to promote the full development of the learner's potential.

General guidelines

Students shall be assigned where their educational and personal needs shall be met and success will be possible. The following general guidelines shall be used in determining assignments:

1. Each student in the district shall be taught the pre-defined curriculum at the student's classified grade level.
2. The grade placement committee (GPC), taking into account recommendations from the teacher and district guidelines, and state law, shall be responsible for making the final decision regarding placement, promotion, and retention of students as appropriate, except those in special education. (Exhibit 1 – GPC documentation for grades K-5, to include grade 6 at elementary schools)
3. The admission, review, and dismissal (ARD) committee shall make the final decision in the placement of special education students, except those receiving only speech/language services and those whose IEP requires no academic modifications.

Transfer Students

1. A student who transfers within the district during the school year shall remain at the same grade level as assigned.
2. A student who transfers within the district at the beginning of the school year shall be placed in the grade level assigned at the previous school.
3. A student who transfers from a school outside of the district shall be evaluated according to the school records accompanying the student and placed accordingly.

Kindergarten

Kindergarten students shall be promoted to the next grade level unless a GPC determines that the student would significantly benefit from retention.

Request for First Grade Placement by Parents of Kindergarten Students

Parents of kindergarten eligible students may request placement in first grade. A student shall be initially placed in kindergarten classroom until a final determination is made regarding placement. Procedural assessment and observation for possible first grade placement should occur as soon as possible after the school year begins.

1. Obtain parents' signature when a request is made.
2. Exercise Option A or B below:
 - Option A: A joint meeting of the principal, parent, kindergarten teacher and any other appropriate party shall decide the placement based on appropriate assessments and consensus on the prediction

for student success and socialization.

- Option B: If all interested parties exhaust efforts to resolve grade placement, the following procedures shall be exercised:
 1. The kindergarten teacher shall provide a portfolio which includes evidence of the student's performance both academically and socially. The parent may also supply evidence which shall become part of the portfolio.
 2. Based on the evidence in the portfolio, the kindergarten teacher shall provide a written summary on the prediction for student success and socialization.
 3. The first grade teacher shall observe the child and provide written comments about the student's overall performance and potential for success in first grade.
 4. At this point, the principal shall review that documentation and determine appropriate placement.
 5. Whenever a kindergarten student is placed in first grade, a copy of the documentation form shall be placed in the student's permanent record.
 6. Requests shall be reviewed at the beginning of the academic year and shall be completed no later than October 31.

Reclassification and State Assessment Procedures for Students Repeating a Grade 9-12

The following procedures shall be followed for the reclassification of students in grades 9-12 repeating a grade due to insufficient credits:

1. The department of Assessment, Research, Evaluation and Accountability (AREA) shall conduct a credit history review each fall, prior to the October PEIMS snapshot, for all high school students repeating a grade.
2. Following the AREA credit history review, a list of all repeaters shall be sent to campuses with appropriate grade level and assessment information based on credits.
3. Needed grade level changes shall be made at the campus.
4. Counselors shall be responsible for ensuring that each repeater is appropriately classified and the appropriate state assessment shall be administered.
5. Campus testing coordinators in collaboration with counselors shall verify the appropriate state assessment is scheduled for each student. Verification shall be completed at least one month prior to testing.
6. Potential seniors who are not eligible for reclassification at the fall credit history review but gain appropriate credits by the end of the fall semester, shall undergo a subsequent credit history review by AREA to determine needed changes in classification and assessment. Reclassification for potential seniors may occur at the beginning of the spring semester.

7. All verification procedures above shall apply.

Campuses with a student who does not have state assessment scores from the previous grade level in the previous school year shall contact AREA for guidance on classification and/or testing determinations.

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EXHIBIT 1 EIE Retention and Promotion K – 5

Rationale for Consideration for Retention/Placement/Promotion

Check the items that apply:

☐ **Promotion:** The student did not meet ADA attendance requirements, but did meet both academic and attendance plan requirements.

☐ **Retention:** This student is in Kindergarten and demonstrates the need for additional time to develop. His/her parent is requesting the student be retained. Attach parental letter.

☐ **Retention:** The student is in 1st – 5th grade and did not meet one or more of the following criteria (check all that apply):

- ☐ Academic requirements for promotion
- ☐ ADA attendance requirements and attendance plan
- ☐ 5th Grade STAAR passing standard in Reading
- ☐ 5th Grade STAAR passing standard in Mathematics

☐ **Placed:** The student is in 1st – 5th Grade and **did not** meet one or more of the following criteria (check all that apply):

- ☐ Academic requirements for promotion
- ☐ ADA attendance requirements and attendance plan
- ☐ 5th Grade STAAR passing standard in Reading
- ☐ 5th Grade STAAR passing standard in Mathematics

The student is being placed for the following reason:

- ☐ Previously Retained in Grade
- ☐ Possible stigmatization based on child's physical size/stature

Other: _____

Parent Contact/Conference Information

List the dates that parents were contacted about the student's academic progress. You may attach additional documentation.

Date: _____ Contact by/Position: _____ ☐ Phone ☐ Email ☐ Conference ☐ Letter/Agenda
Comments: _____

Date: _____ Contact by/Position: _____ ☐ Phone ☐ Email ☐ Conference ☐ Letter/Agenda
Comments: _____

Date: _____ Contact by/Position: _____ ☐ Phone ☐ Email ☐ Conference ☐ Letter/Agenda
Comments: _____

Administrator Checklist (Attach Documents)

☐ Report Card ☐ Assessment Information ☐ RtI Minutes Describing Interventions ☐ Attendance Plan

☐ Parent Appeal Documentation ☐ Parent Request for Retention ☐ Retention Checklist ☐ LPAC Review

SIGNATURES

Parent/Legal Guardian

Date

Teacher Signature

Date

Administrator

Date

Teacher Signature

Date

CAMPUS SAFETY AND EMERGENCY OPERATIONS

Campus Safety Drill Calendar

Purpose: To define the months for each drill type, so all employees participate in required safety drills and safety standards are met.

Drill	Fall 2018	Spring 2019
Evacuation	September 2018	May 2019
Lock Down	October 2018	January 2019
Severe Weather	November 2018	February 2019

Reminders:

- Fire drills are required every month, September 2018 – May 2019.
- A fire drill must occur the first two weeks of school, August 27 – September 07, 2018.
- Campuses are encouraged to drill both modified lock-down and reverse evacuation.
- Campus Drill Logs are due into the **Emergency Management Office** no later than the last Friday of the drill month.

Campus Emergency Operations Plan

Purpose: All campuses are required to have an up-to-date plan detailing the current state of emergency preparedness.

Due September 28, 2018 (Fall Semester) and January 31, 2019 (Spring Semester)

Campuses are required to review the 2018-2019 Campus **EOP** and resubmit the revised document to **Emergency Management Office**.

Areas that may need revising:

- Changes in administration, teachers and paraprofessional personnel.
- Changes in room assignments
- Additions or changes to the buildings (evacuation routes/shutoffs)
- Changes in hazards and mitigations (issues/concerns rectified)

Safety Committee Meeting

Purpose: All campus safety coordinators, security guards, **Transportation, Maintenance, and Child Nutrition Program Directors** will meet to discuss changes in the Safe Schools Program, conduct tabletop exercises and review safety information from the emergency management community.

Quarterly Meetings

Room_____ @ 4:30pm

September 13, 2018,

November 15, 2018,

February 7, 2019, and

April 18, 2019

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