



Notice of Regular Meeting
The Board of Trustees
LVISD

A meeting of the Board of Trustees of Lago Vista ISD will be held on March 19, 2012, at 6:00 PM in the Board Room of Viking Hall, 8039 Bar K Ranch Road, Lago Vista, Texas 78645.

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

1. Determination of quorum, call to order, pledges of allegiance
2. Welcome Visitors/Student Recognition/Public participation
3. Construction Update
4. Closed Session pursuant to Government Code section 551.074. Discussion of Teacher Contracts and Performance
5. Consider and act on proposed nonrenewal of Teresa Halliwill's term contract at the end of the 2011-2012 school year.
6. Teaching staff contract renewals
7. Discussion and approval to defer implementation of the statutory provision that requires performance on an end-of-course assessment to count as 15 percent of a student's final course grade for the 2011-2012 school year.
8. Superintendent report
 - a. Calendar Planning
 - b. Goal Setting/Survey Development
 - c. Apple Transition
 - d. Facility Use Policy
 - e. Enrollment Report
 - f. Transportation Update
 - g. Budget Process
9. Minutes of previous meetings (Feb. 20-Regular; March 5-Special)
10. Monthly Financial report
11. Discuss April meeting date
12. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Matt Underwood
Superintendent

Date



Current Activities

- Baird Williams Construction (BWC) has submitted contract documents for review.
- Professional Service Industries (PSI) continues with the geotechnical investigation at the site. As of the end of the day on March 15, approximately 100 feet of drilling remained. The information collected as part of the geotechnical investigation will be used to develop the design criteria for building foundations and pavements. We expect a draft of recommendations in two weeks.
- Site survey, topography and tree survey are complete. Final data compilation has been digitized and submitted to Hagood Engineering. This information will enable us to begin the rezoning and platting process for the site. It will also enable the Hagood Engineering to begin site work design.
- The memorandum of understanding has been submitted to the City of Lago Vista for review. The memorandum summarizes our discussions with the City related to off-site utility and roadway improvements and joint participation therein.
- Traffic count data from HDR was submitted on March 13. We are awaiting a final scope and proposal from the traffic engineer. Once it is received and reviewed, we'll move forward with the Traffic Impact Analysis (TIA) which will enable us to define the extent of roadway improvements related to our project.
- Fromberg has prepared questionnaires for the HS staff along with our notes from Schematic Design. We intend to review each of these questionnaires with the staff at our next round of meetings. The questionnaires are focused on outfitting each space with the appropriate Cabinets, Finishes, Equipment, Power, Data, Plumbing Fixtures, etc. Interviews are being set up for after spring break.
- We are scheduling our first design team/consultant/contractor meeting for the week of the 19th. We will be discussing the approved schematic design, project schedule and budget. We will also be discussing options for structural systems for all of the buildings.





Lago Vista ISD 2011 - Monthly Bond Update



2011 Bond Budget Summary	Budget	Committed	Budget Balance
Construction Costs			
BWC - General Conditions*	\$262,644	\$262,644	\$0
BWC - Overhead/Profit*	\$250,137	\$250,137	\$0
BWC - GMP (less GC/O/P)	\$25,013,678	\$0	\$25,013,678
Total Construction Costs	\$25,526,458	\$512,780	\$25,013,678
Non-Fixed Furniture/Fixtures/Equip	\$607,637	\$0	\$607,637
Fees/Design/Acctg/Legal/Admin (9.6% of Construction Costs)			
Architectural/Structural/MEP Fees**	\$1,549,220	\$1,549,220	\$0
Acoustical Consultant	\$41,400	\$41,400	\$0
Civil Engineer Fees***	\$239,791	\$239,791	\$0
Surveying	\$67,500	\$67,500	\$0
Traffic Impact Analysis	\$25,000	\$25,000	\$0
Environmental Consultant	\$10,000	\$10,000	\$0
Geotechnical Fees	\$26,400	\$26,400	\$0
Construction Materials Testing	\$40,000	\$0	\$40,000
PM Fees	\$402,300	\$402,300	\$0
Misc.	\$50,000	\$0	\$50,000
Total Professional Fees	\$2,451,611	\$2,361,611	\$90,000
Technology Equipment	\$500,000	\$0	\$500,000
Contingency	\$514,294	\$0	\$514,294
Total Project Budget	\$29,600,000	\$2,874,391	\$26,725,608

* Estimate based on GMP of \$25,526,458

** Based on construction costs of \$23,526,458

*** Based on construction costs of \$3,996,521



TERM CONTRACTS
NONRENEWAL

DFBB
(LEGAL)

FOUNDATIONS FOR
NONRENEWAL

The Board may terminate a term contract for a financial exigency that requires a reduction in personnel. *Education Code 21.211(a)*

REASONS

The Board shall establish by policy reasons for nonrenewal at the end of a school year. *Education Code 21.203(b)*

EVALUATIONS

Before making a decision not to renew a term contract, the Board shall consider the most recent evaluations if the evaluations are relevant to the reason for the Board's action. *Education Code 21.203(a)* [See DNA]

NOTICE

Not later than the tenth day before the last day of instruction in a school year, the Board shall notify in writing each employee whose contract is about to expire whether the Board proposes to renew or not renew the contract.

The notice must be delivered personally by hand delivery to the employee on the campus at which the employee is employed. If the employee is not present on the campus on the date that hand delivery is attempted, the notice must be mailed by prepaid certified mail or delivered by express delivery service to the employee's address of record with the District. Notice that is postmarked on or before the tenth day before the last day of instruction is considered timely for these purposes.

FAILURE TO
PROVIDE TIMELY
NOTICE

The Board's failure to give timely notice of a proposed renewal or nonrenewal constitutes an election to employ the term contract employee in the same professional capacity for the following school year.

Education Code 21.206

REQUEST FOR
HEARING

If the employee desires a hearing after receiving notice of the proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after:

1. The date the employee receives hand delivery of the notice of proposed nonrenewal; or
2. The date the notice is delivered to the employee's address of record with the District, if the notice is mailed by prepaid certified mail or delivered by express delivery service.

The Board shall provide for a hearing to be held not later than the 15th day after receiving written notice from the employee requesting a hearing unless the parties agree in writing to a different date. The hearing shall be closed unless the employee requests an open hearing and shall be conducted in accordance with rules adopted by the Board.

TERM CONTRACTS
NONRENEWAL

DFBB
(LEGAL)

BOARD HEARING

At the hearing before the Board the employee may:

1. Be represented by a representative of the employee's choice;
2. Hear the evidence supporting the reason for nonrenewal;
3. Cross-examine adverse witnesses; and
4. Present evidence.

Education Code 21.207(c)

BOARD DECISION

To evaluate the evidence put before it, the Board shall use the preponderance of the evidence standard of review. *Whitaker v. Marshall ISD, Comm. Ed. Dec. No. 112-R1-598 (1998)*

Following the hearing, the Board shall take the appropriate action and notify the employee in writing of that action within 15 days following the conclusion of the hearing.

NO HEARING

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Education Code 21.208

APPEALS

An employee aggrieved by a decision of the Board to nonrenew a term contract may appeal to the Commissioner for a review of the Board's decision. *Education Code 21.209*

REASONS

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, national origin, disability, or age. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFF]
10. Reduction in force because of a program change. [See DFF]
11. A decision by a campus intervention team that the employee not be retained at a reconstituted campus. [See AIC]
12. The employee is not retained at a campus that has been repurposed in accordance with law. [See AIC]
13. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on school property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
14. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
15. Failure to meet the District's standards of professional conduct.
16. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime

involving moral turpitude, or other offense listed at
DH(LOCAL). [See DH]

17. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
18. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
19. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job.
20. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the employee's effectiveness in the District.
21. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
22. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
23. A significant lack of student progress attributable to the educator.
24. Behavior that presents a danger of physical harm to a student or to other individuals.
25. Assault on a person on school property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
26. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
27. Falsification of records or other documents related to the District's activities.
28. Falsification or omission of required information on an employment application.
29. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

30. Failure to fulfill requirements for certification, including passing certification examinations required by state law for the employee's assignment.
31. Failure to achieve or maintain "highly qualified" status as required for the employee's assignment.
32. Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit.
33. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
34. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
35. Any reason constituting good cause for terminating the contract during its term.

RECOMMENDATIONS
FROM
ADMINISTRATION

Administrative recommendations for renewal or proposed nonrenewal of professional employee contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

SUPERINTENDENT'S
RECOMMENDATION

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal. The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

NOTICE OF
PROPOSED
NONRENEWAL

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all of the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

REQUEST FOR
HEARING

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

HEARING
PROCEDURES

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made.

BOARD DECISION

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

NO HEARING

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

2012

August						
		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						
						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

October						
	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	39 days in 9 wk		

November						
			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	1

19 days in month

December						
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	41 days in 9 week period				

January						
		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		

Lago Vista ISD

2012-2013 Calendar

First day of school Aug 27, 2012
 Last day, First Semester Dec. 20
 First Day, Second Semester Jan. 7
 Last day of school May 31

Holidays

Labor Day September 3
 Thanksgiving..... Nov. 21-23
 Winter Break.....Dec. 20-Jan. 4
 Spring Break March 11-15
 Good Friday/Bad Weather DayMarch 29
 Memorial Day/Bad Weather DayMay 27

Teacher Professional Development/ Student Holiday State Testing

(TAKS/STAAR Dates*)

October 19-25TAKS Exit Retest
 Nov. 12-16STAAR English I-III
 Dec. 3-14STAAR EOC Window
 Jan. 7-Apr. 19STAAR Alt. Window
 March 4-7TAKS Exit
 March 18-April 10 TELPAS Window
 April 1-5STAAR English I-III,
 Grades 4, 5, 7 and 8
 April 22-26..... STAAR Grades 3-8
 May 6-17STAAR EOC Window
 June 25-26 STAAR Gr 5 & 8 retest
 July 8-19..... STAAR EOC retest

Calendar Key

- [- Start of Nine Weeks
-] - End of Nine Weeks

- Holidays
- Teacher Workday/Student Holiday
- Bad Weather Makeup Day

Student days – 178

Professional development days - 7
 Contract days - 187
 1st semester days - 80
 2nd semester days – 98
 January 3 and 4 are state waiver days

2013

February						
				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		

March						
				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

April						
31	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				

45 days in 9 week period

May						
		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]	

53 days in 9 week period

June						
						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

July						
	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

Services to Conduct Employee Opinion Surveys

HR Services Division
Texas Association of School Boards, Inc.
hrservices.tasb.org



Introduction to HR Services

HR Services is a fee-based program of the Texas Association of School Boards which provides surveys, data, information, and consulting in human resource management to over 960 district members. The HR Services program has been serving Texas public schools since 1984 and conducting employee surveys since 2003.

Purpose and Scope of Survey

An employee opinion survey can provide useful and balanced information for decision-makers about levels of employee satisfaction with their work conditions and environment, instructional climate, communication systems at the campus and district level, and administrative supports – factors that correlate with employee engagement and retention. Using TASB as an independent survey administrator provides the assurance of anonymity for respondents and encourages candor and participation.

TASB surveys assess employee attitudes and perceptions about the following topics and may be modified to meet other local needs:

- Personal satisfaction with jobs, work units, and district as a whole
- Attitudes and support received from coworkers
- Workload, physical space, safety, tools and supplies
- Competitive compensation and benefits package
- District level communications and access to information
- Service and support received from central office
- Support received from immediate supervisor
- Access, service, and support for technology needs
- Campus climate, leadership, and work environment (instructional staff)
- Classroom support for teachers
- Curriculum and instruction support and learning environment
- Support for student discipline

Employee Survey Process

Step One—Prepare the Survey Instruments

A sample survey instrument is illustrated in this proposal. The district can choose survey items from this list or add other items for the local survey. TASB reserves the right to edit the phrasing of survey questions added by the district to ensure objectivity and validity. An open comments section is included at the end of the survey to allow free response, suggestions, or clarification if the employee wants to elaborate. Comments will be reviewed by TASB and summarized in topic order by frequency. The survey instrument is web-based but a print format option may be requested for employees without computer access. A Spanish language version may also be requested by the district.

Step Two—Test the Survey Instrument

Once the survey instrument has been designed, TASB will test the survey on line. District administrators will also have an opportunity to review and test the on line survey.

Step Three—Invite Employees to Participate

After the superintendent has announced the survey and encouraged employees to participate, TASB will send an invitation to respond to the survey with a web link to the survey instrument using employee email addresses provided in an Excel file by the district. Each employee will receive a random access code to the survey to ensure that only one response per person can be submitted. TASB will assure employees that their responses will be kept anonymous. Survey responses will be submitted on line directly to TASB for analysis and reporting. TASB staff will inform the district administrator of the number of responses submitted prior to the established deadline. The district should send out a survey reminder to employees at this time.

Step Four—Analyze the Data and Prepare the Report

Once the deadline date for participation has passed, TASB will tabulate and analyze the survey responses and comments to develop a draft report that will include an executive summary of results; item response analysis with graphs and tables; item response analysis by demographic groups; separate data results for each campus; and a summary of employee comments analyzed by frequency of topic. The district administrator will have an opportunity to review the draft before the final report is produced. No individual respondent's identity will be identified by TASB. The district will receive an electronic copy of the report (PDF).

APPENDIX

**SAMPLE SURVEY
INSTRUMENT**

Sample ISD Employee Opinion Survey 2011

1.	Job Type	
	<input type="radio"/>	Teacher
	<input type="radio"/>	Other Campus Professional (Counselor, Librarian, Nurse, Diagnostician, Speech Language Pathologist, etc.)
	<input type="radio"/>	Instructional Aide
	<input type="radio"/>	Campus Administrator
	<input type="radio"/>	District Administrator
	<input type="radio"/>	Other District Level Professional
	<input type="radio"/>	Clerical/Office
	<input type="radio"/>	Auxiliary Support (Food Service, Transportation, Custodian, Maintenance, Police, etc.)

2.	Work Location	
	<input type="radio"/>	Elementary School
	<input type="radio"/>	Middle School
	<input type="radio"/>	High School
	<input type="radio"/>	Alternative School
	<input type="radio"/>	Administration Building
	<input type="radio"/>	Operations Building

3.	Length of Employment at Sample ISD	
	<input type="radio"/>	One year or less
	<input type="radio"/>	1 - 3 years
	<input type="radio"/>	4 - 9 years
	<input type="radio"/>	10 years or more

4.	Please indicate those factors that you value as most important to your personal job satisfaction (check all that apply).	
	<input type="checkbox"/>	Compensation and benefits
	<input type="checkbox"/>	Feeling safe in the workplace
	<input type="checkbox"/>	Job security
	<input type="checkbox"/>	Work that is meaningful to me
	<input type="checkbox"/>	Recognition for good work
	<input type="checkbox"/>	Support from coworkers
	<input type="checkbox"/>	Support from supervisors
	<input type="checkbox"/>	Learning opportunities
	<input type="checkbox"/>	Working conditions

Please indicate your level of agreement with the following statements.

5.	Job Satisfaction					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I like the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	On most days I feel good about what I have accomplished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand what is expected of me in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The work I do is meaningful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My job challenges me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend my campus or department to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend this district to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I plan to be working in the district two years from now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.	Working Conditions					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	The hours I work are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My workload is appropriate for my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel safe working in my building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel secure in my employment with this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have the equipment, tools, and supplies to be successful in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.	Compensation and Benefits					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	My pay is fair for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My pay is competitive with other districts in the area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The leave time provided to me is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand my benefits and know how to use them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I get help with problems or questions about benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Support from Coworkers						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	My coworkers maintain a supportive environment at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My coworkers are willing to help during times of heavy workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I trust my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My team works well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Support from Supervisor						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I am allowed to make appropriate decisions within my scope of authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor makes timely decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor sets clear goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I get the training I need to do my job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I receive useful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I receive the support I need with problems on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor is open to suggestions for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My work is appreciated by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I trust my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10.	District Communications					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I understand how my efforts contribute to the district's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district Web Site has useful information for employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures affecting my work are communicated clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district uses e-mail effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district shares important news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district provides a means of recognizing important accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with employee communications in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.	Human Resource Department Support					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	Staff in the HR department are courteous and respectful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HR staff are responsive to my calls or e-mails when I need assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HR policies, forms, and information I need are easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The HR staff protects confidential information about employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District HR staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.	Business Office Support					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	Staff in the business office are courteous and respectful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Business office staff are responsive to my calls or e-mails when I need assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Business office policies, forms, and information I need are easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District business office staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Only employees with access to technology will answer the following question.

13.	Technology Support	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I have the training and technical support I need to utilize available technology equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have access to reliable communication technology including phones and e-mail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have sufficient access to instructional technology including computers, software, and internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Maintenance and repairs on computer equipment are prompt and effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District technology staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers, classroom aides, and other campus professionals will answer the following question.

14.	Campus Environment	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I am satisfied with employee communication at the campus level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with the support I get from campus office staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The building and grounds at my campus are clean and properly maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My campus cafeteria provides a variety of nutritious and tasty meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have pride in the performance of my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel my opinions at work are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My campus principal is effective in leading my campus to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am treated fairly by my campus principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Only teachers will answer questions 15 and 16.

15. Curriculum and Instruction Support						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion	
The instructional program in my school enables students to master the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I have sufficient access to appropriate instructional resources and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I understand achievement standards and grading policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Curriculum objectives and materials are periodically reviewed with input from teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Resources are available to help teachers with enrichment, remediation, or acceleration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teachers are challenged to be effective and have high expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Staff development provides teachers with useful knowledge and skills to accomplish instructional objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am satisfied with services from paraprofessional support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am satisfied with resources for teachers with special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

16. Student Discipline Support						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion	
Our student code of conduct is consistently and fairly enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The principal provides leadership in setting and maintaining behavioral standards for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am given appropriate assistance to help resolve disciplinary problems in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

All employees will be given an opportunity to include additional comments.

17. Comments	
	<hr/>
	<hr/>
	<hr/>
	<hr/>

Sample ISD

Demographics

Sample ISD

2011 Community Survey

Sample ISD is gathering community feedback to use in district planning. As the district prepares for its future, it is important to understand your needs and opinions. We have hired the Texas Association of School Boards (TASB) to conduct a brief survey. Please take a few minutes to provide your feedback.

These survey responses will be anonymous and will only take a few minutes of your time.

All responses are valuable to Sample ISD. However, if any question is unclear or too personal, feel free to skip that question.

How long have you lived in Sample ISD?

- Less than 3 months
- 3 to 12 months
- 1 to 5 years
- 6 to 10 years
- 11 to 20 years
- 21 to 30 years
- More than 30 years
- No longer live in Sample ISD

What is your Zip Code?

- 12345
- 23456
- 34567
- 45678
- 56789
- 67890

Do you rent or own your home?

- Own
- Rent
- Rent-free situation

What is your gender?

- Male Female

Which best describes your age category?

- Under 18
 18-24
 25-34
 35-54
 55+

Which of the following best describes your ethnicity?

- Asian/Pacific Islander Caucasian Native American/Alaska Native
 Black/African-American Hispanic
 Other/Multi-Racial

Which of the following best describes the highest level of education you have completed?

- 12th grade or less Some college, no degree Bachelor's degree
 Graduated high school or equivalent Associate degree Post-graduate degree

Please select the job title that best describes yours from the drop down below.

- Top Level Executive
 Director
 Manager
 Professional
 Administrative/Support personnel
 N/A - Unemployed/Retired/Homemaker

Which range best describes your total annual household income level?

- Less than \$25,000
- \$25,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 to \$149,999
- \$150,000 or more

How many people live in your household?

- 1 to 2
- 3 to 4
- 5 or more

Please select which identifier best describes you.

- Parent or guardian of a Sample ISD student
- Relative of a Sample ISD student
- Community resident

Do you have school aged children?

- Yes
- No

Do your children attend Sample ISD public schools?

- Yes
- No

Where do your children attend school?

- Charter school
- Private school (Church or Parochial school)
- Private school (not Church or Parochial school)
- Other (please specify)

Which campus(es) do your children attend? (Check all that apply)

- Elementary School #1
- Elementary School #2
- Elementary School #3
- Elementary School #5
- Elementary School #6
- Middle School #1
- Middle School #3
- High School #1
- High School #2

- Elementary School #4 Middle School #2

Questions about Sample ISD

Where do you get most of your information about Sample ISD? *(Check all that apply)*

- Daily/weekly folders sent home with student
 Flyers included in water bills
 Other publications, such as Chamber or School District
 District/School Web Sites
 Local Newspapers
 Email or Listserv
 City Publications
 Word of Mouth
 Other (please specify)

Please share your overall opinion of Sample ISD.

	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
I am proud of the schools in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school/district to other families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children receive a good education at Sample ISD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the school board and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district employs principals, teachers, and staff who are committed to student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the chain-of-command when I have a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share your opinion about student learning in Sample ISD.

	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
There is a proper balance between academics and extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

All students are provided equal opportunities for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has high expectations for student academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum and learning environments are innovative and child-focused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children know what teachers expect of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the academic opportunities this district provides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents are informed about their children's academic progress in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district-wide discipline policy is consistently applied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children are safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a proper balance between college preparatory classes and vocational classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides additional academic assistance as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at the school respect cultural diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share your opinion about extra-curricular activities in Sample ISD.

	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
The district provides a good mix of extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students are provided equal opportunities to participate in extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The athletic program is managed well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-athletic extra-curricular activities are managed well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students receive proper encouragement to do their very best and are encouraged by fellow students and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

staff to not give up.

Please share your opinion about community relationship with Sample ISD.

	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
District leadership is in tune with students and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school district works well with community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and community members are welcome to visit the schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents feel welcome to comment at school meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community is regularly invited to attend district events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and administrators are interested in what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any additional comments you have about Sample ISD.

Thank You!

Thank you for taking our survey. Your response is very important to us.

2. School Culture / Atmosphere

1. Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

- Likely to leave
- Not likely to leave
- Not too likely
- Not at all likely

2. Do you feel safe while in school?

- Yes
- No

3. Do other teachers go out of their way for you?

- Yes
- No

4. Do you have enough time for helping individual students?

- Yes
- No

5. Have you been assigned to classes you feel qualified to teach?

- Yes
- No

6. Do you have adequate time for classroom instruction?

- Yes
- No

7. Do you have enough time for planning and grading?

- Yes
- No

<< Prev

Next >>

3. Relationships

How would you rate your relationships with the following people?

1. Other teachers

- Excellent
- Very Good
- Good
- Fair
- Poor

2. Students

- Excellent
- Very Good
- Good
- Fair
- Poor

3. Parents

- Excellent
- Very Good
- Good
- Fair
- Poor

4. Your principal

- Excellent
- Very Good
- Good
- Fair
- Poor

5. Support Staff

- Excellent
- Very Good
- Good
- Fair
- Poor

6. Your superintendent

- Excellent
- Very Good
- Good
- Fair
- Poor

[<< Prev](#)

[Next >>](#)

4. Equipment and Facilities

1. Are school buildings and grounds clean and in good condition?

Yes

No

2. Does equipment in your area meet the needs of students?

Yes

No

3. Are there enough current textbooks for students?

Yes

No

<< Prev Next >>

Mason Independent School District



Fall 2003 Teacher Satisfaction Survey

On a scale from "Strongly Agree" to "Strongly Disagree," please circle the letter that best reflects your level of agreement to the following statements about your school. If you have no information on a specific statement, please circle E indicating "No Opinion."

MISD Campus	
<input type="checkbox"/>	Mason Elementary
<input type="checkbox"/>	Mason Jr. High
<input type="checkbox"/>	Mason High

A = Strongly Agree B = Agree C = Disagree D = Strongly Disagree E = No Opinion

-
- The principal makes frequent informal contacts with students and teachers and visits classrooms to observe instruction.
A B C D E
 - The principal is highly visible through the school on a regular basis.
A B C D E
 - The principal is an effective communicator.
A B C D E
 - The principal models curriculum knowledge and instructional leadership.
A B C D E
 - The principal emphasizes participation by teachers in staff development activities related to instructional improvement.
A B C D E
 - In general, administrative leadership is effective in resolving problems concerning the educational program at this school.
A B C D E
 - The principal is accessible to discuss matters dealing with instruction.
A B C D E
 - Instructional leadership from the principal is clear, strong, and centralized in this school.
A B C D E
 - In our school, there is a staff development program based on school goals and relates to our campus improvement goals.
A B C D E
 - A variety of teaching strategies are used in my classroom.
A B C D E
 - Teachers and the principal thoroughly review and analyze test results to plan instructional program modification.
A B C D E
 - Our campus develops specific action plans based on data and research to implement the Campus Improvement Plan.
A B C D E
 - Parental involvement is encouraged.
A B C D E
 - Students are provided opportunities to investigate a variety of career choices.
A B C D E
 - Academic success for all students is a core value at our school
A B C D E

16. Students with special needs are supported with a minimum of labeling and separation.

A B C D E

17. Curriculum, instruction, and assessment are aligned on this campus.

A B C D E

18. Teachers use student performance data to evaluate the effectiveness of instructional techniques.

A B C D E

19. I periodically receive useful feedback about my performance.

A B C D E

20. A positive work environment has been created at this campus.

A B C D E

21. This school is safe and secure from crime, drugs, and alcohol.

A B C D E

22. High standards and expectations for student and staff performance are established and maintained.

A B C D E

23. The counselor communicates with students, staff, and parents.

A B C D E

Please circle the letter that best reflects your level of satisfaction with the following areas, programs, or activities at your school.

A = Very Satisfied B = Satisfied C = Undecided D = Dissatisfied E = Very Dissatisfied

- | | | | | | |
|---|---|---|---|---|---|
| 1. Cleanliness of your school | A | B | C | D | E |
| 2. Nursing/health care services available for students on campus. | A | B | C | D | E |
| 3. Quality of food available for students in the cafeteria. | A | B | C | D | E |
| 4. Counseling services provided to students on campus. | A | B | C | D | E |
| 5. Library services available for students. | A | B | C | D | E |
| 5. Student access to computers. | A | B | C | D | E |
| 7. Quality of ESL program | A | B | C | D | E |
| 3. Quality of services provided by the Special Education program | A | B | C | D | E |
| 9. Quality of the G/T program. | A | B | C | D | E |
| 10. Quality of the Dyslexia Services program. | A | B | C | D | E |
| 11. Quality of the Music program. | A | B | C | D | E |
| 12. Quality of the Art program | A | B | C | D | E |
| 13. Quality of the Drama/Theatre Arts program | A | B | C | D | E |
| 14. Quality of the Physical Education program | A | B | C | D | E |
| 15. Quality of the Athletics program | A | B | C | D | E |
| 16. Quality of the Career & Technology program | A | B | C | D | E |
| 17. Quality of the bus services and bus safety | A | B | C | D | E |

Round Rock ISD

2011 Climate Survey - Parents All High Schools

Round Rock ISD is committed to maintaining a high quality environment for its students and staff. To measure our success at achieving this important goal, school climate surveys were administered to staff, students, and parents in the spring of 2011. In the parent survey, Round Rock ISD parents were asked to evaluate several aspects of their children's experiences in the 2010-2011 school year, including perceptions of teachers, school atmosphere, and the quality of education received. Results from the surveys, including individual campus reports and reports for the district as a whole, are available on the Round Rock ISD website.

This survey was available to parents from February 21 to April 15, 2011.

Number of Respondents: 1873

School Environment

The principal has established a positive learning environment for my child.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	94	5.2%						
Disagree	122	6.8%						
Neutral	310	17.3%						
Agree	854	47.7%						
Strongly Agree	411	22.9%						

The principal welcomes my comments and suggestions.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	117	7.6%						
Disagree	132	8.6%						
Neutral	468	30.6%						
Agree	519	33.9%						
Strongly Agree	294	19.2%						

Parental involvement is encouraged.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	87	4.8%						
Disagree	178	9.9%						
Neutral	370	20.5%						
Agree	738	41.0%						
Strongly Agree	429	23.8%						

I feel welcome when I visit my child's school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	88	4.8%						
Disagree	153	8.4%						
Neutral	376	20.5%						
Agree	777	42.4%						
Strongly Agree	437	23.9%						

I am treated with respect at my child's school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	72	3.9%						
Disagree	117	6.4%						
Neutral	299	16.3%						
Agree	876	47.8%						
Strongly Agree	469	25.6%						

I am well-informed about what's happening at school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	134	7.2%						
Disagree	241	13.0%						
Neutral	323	17.5%						
Agree	771	41.7%						
Strongly Agree	380	20.6%						

I believe my child's school is safe.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	102	5.5%						
Disagree	169	9.2%						
Neutral	363	19.7%						
Agree	896	48.7%						
Strongly Agree	309	16.8%						

Disciplinary problems and student misbehavior are handled effectively.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	151	9.6%						
Disagree	193	12.3%						
Neutral	391	24.9%						
Agree	611	39.0%						
Strongly Agree	222	14.2%						

Students are safe from the dangers of drugs and alcohol at my child's school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	246	14.4%						
Disagree	365	21.4%						
Neutral	479	28.1%						
Agree	490	28.8%						
Strongly Agree	124	7.3%						

Students are protected from bullying at my child's school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	173	10.7%						
Disagree	265	16.3%						
Neutral	548	33.8%						
Agree	503	31.0%						
Strongly Agree	134	8.3%						

Classroom/Academic Environment

My child is being well-prepared academically for next year.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	87	4.7%						
Disagree	191	10.4%						
Neutral	258	14.0%						
Agree	877	47.5%						
Strongly Agree	432	23.4%						

My child has been provided opportunities to investigate a variety of career choices.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	80	4.5%						
Disagree	196	10.9%						
Neutral	296	16.5%						
Agree	832	46.3%						
Strongly Agree	392	21.8%						

I receive regular information about my child's performance.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	151	8.1%						
Disagree	284	15.3%						
Neutral	310	16.7%						
Agree	769	41.4%						
Strongly Agree	343	18.5%						

Concerns about my child's progress are quickly communicated to me.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	238	13.7%						
Disagree	372	21.4%						
Neutral	431	24.8%						
Agree	473	27.2%						
Strongly Agree	226	13.0%						

The amount of homework my child is assigned is reasonable.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	148	8.1%						
Disagree	248	13.5%						
Neutral	348	19.0%						
Agree	918	50.1%						
Strongly Agree	170	9.3%						

My child's homework assignments are meaningful.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	97	5.4%						
Disagree	221	12.4%						
Neutral	462	25.8%						
Agree	823	46.0%						
Strongly Agree	186	10.4%						

Teachers care about my child's needs.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	107	5.9%						
Disagree	194	10.7%						
Neutral	424	23.4%						
Agree	794	43.9%						
Strongly Agree	290	16.0%						

Teachers encourage my child to do his/her very best.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	82	4.6%						
Disagree	161	9.0%						
Neutral	412	23.1%						
Agree	795	44.6%						
Strongly Agree	331	18.6%						

My child interacts socially with students of all races and ethnicities at school.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	30	1.6%						
Disagree	32	1.7%						
Neutral	111	6.0%						
Agree	876	47.7%						
Strongly Agree	786	42.8%						

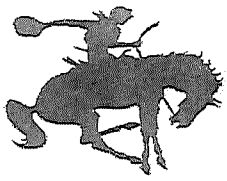
Teachers respect all students, regardless of their race or ethnic background.

Response	Frequency	Percent	0	20	40	60	80	100
Strongly Disagree	62	3.7%						
Disagree	85	5.1%						
Neutral	340	20.5%						
Agree	741	44.6%						
Strongly Agree	433	26.1%						

School Rating

Overall, I feel that my child's school is...

Response	Frequency	Percent	0	20	40	60	80	100
Poor	116	6.2%						
Fair	239	12.8%						
Good	529	28.3%						
Very Good	635	34.0%						
Excellent	348	18.6%						



Parent and Community Survey 2003-2004

Mason ISD



I represent the following group:

(please circle the appropriate group)

Parent

Business Rep/Community Member

Please circle your answer choice:

A = Strongly Agree

B = Agree

C = Disagree

D = Strongly Disagree

E = No Opinion

1. My child likes to go to school.

A B C D E

2. Student learning is the chief priority for this school.

A B C D E

3. This school has clear, consistent rules.

A B C D E

4. Teachers in this school hold consistently high expectations for all students.

A B C D E

5. Specific feedback on daily assignments, tests, and TAKS results are given to students regularly and are followed up by teachers.

A B C D E

6. A variety of teaching strategies are used in the classroom (e.g., lectures, discussions, cooperative/team learning, etc.)

A B C D E

7. Teachers use a variety of assessment methods to evaluate student achievement.

A B C D E

8. Teachers and staff project a positive and friendly attitude.

A B C D E

9. Homework assignments are the appropriate length for my child.

A B C D E

10. Academic success for all students is a core value at our school.

A B C D E

11. Overall I am satisfied with this school.

A B C D E

12. The physical condition of this school building is generally pleasant and well kept.

A B C D E

13. Teachers respect all students, regardless of their racial or ethnic backgrounds.

A B C D E

14. The school environment encourages enthusiasm for learning.

A B C D E

15. Teachers discuss progress and difficulties with students and parents in a timely manner.

A B C D E

16. There is clear, strong leadership from the principal in this school

A B C D E

17. The principal is highly visible throughout the school.

A B C D E

18. The principal communicates with students, staff, and parents.

A B C D E

19. Parental involvement is encouraged

A B C D E

20. Instructional leadership from the principal is clear, strong, and centralized in this school.

A B C D E

21. Problems are confronted and resolved in a timely manner.

A B C D E

22. Disciplinary problems and student misbehavior are handled effectively.

A B C D E

23. The counselor communicates with students and parents.

A B C D E

24. The academic program is preparing students for what they will need to know for the future.

A B C D E

25. I believe my child is well-prepared academically to succeed after graduation.

A B C D E

26. My child has been provided opportunities to investigate a variety of career choices.

A B C D E

27. The counselor educates parents and the community about the campus guidance program.

A B C D E

28. My child feels comfortable talking with the counselor.

A B C D E

29. The school environment encourages enthusiasm for learning.

A B C D E

30. Communication between the home and school is regular and meaningful.

A B C D E

31. Students feel safe and secure at school.

A B C D E

32. I am well-informed about what is happening at school

A B C D E

33. I feel welcome and respected when I visit my child's school.

A B C D E

34. The school's facilities are adequate to meet the learning needs of all students.

A B C D E

35. Students are safe from the danger of drugs and alcohol at my child's school.

A B C D E

36. In general, administrative leadership is effective in resolving problems concerning the educational program at this school.

A B C D E

I believe that the following services/programs meet the needs of my child.

Please circle your answer choice:

A = Very Satisfied

B = Satisfied

C = Undecided

D = Dissatisfied

E = Very Dissatisfied

NA = Does Not Apply

1. Bus services and safety

A B C D E NA

2. Food services

A B C D E NA

3. Nursing/health care services

A B C D E NA

4. Counseling services

A B C D E NA

5. Office services

A B C D E NA

6. Special programs

(ESL, Dyslexia, G/T, Special Education, Career & Technology, Migrant)

A B C D E NA

7. Extracurricular programs

A B C D E NA

The results of this survey will be presented to the Mason ISD Board of Trustees and the Mason ISD District and Campus Education Improvement Committees in order to better address the needs of our community and our school

Thank you for your participation in this survey. Please return this survey to any Mason ISD campus, the Mason ISD Administration Office, or any drop-off box located at The Commercial Bank, Mason National Bank, First State Bank Central Texas, Davenport Pharmacy, Script Shoppe Pharmacy, and the Mason County News office.

Thank you for your support of Mason ISD administration and staff.



Mason ISD Business and Community Survey 2006-2007

Please circle your answer choice:

A = Strongly Agree

B = Agree

C = Disagree

D = Strongly Disagree

E = No Opinion

1. This school has clear, consistent rules.
A B C D E
2. The school holds consistently high expectations for all students.
A B C D E
3. Teachers and staff project a positive and friendly attitude.
A B C D E
4. Academic success for all students is a core value at our school.
A B C D E
5. Overall I am satisfied with this school.
A B C D E
6. I feel students are safe and secure at school.
A B C D E
7. The school has clear, strong leadership.
A B C D E
8. Teachers respect all students, regardless of their ethnic backgrounds.
A B C D E
9. I feel welcome and respected when I visit school.
A B C D E
10. Community involvement is encouraged.
A B C D E

11. The physical condition of the school buildings is generally pleasant and well kept.
A B C D E
12. Communication between the school and community is regular and meaningful.
A B C D E
13. The school's facilities are adequate to meet the learning needs of all students.
A B C D E
14. Students are safe from the danger of drugs and alcohol at school.
A B C D E
15. The counselor educates the community about the campus guidance program.
A B C D E
16. The agricultural program is consistent with community expectations and values.
A B C D E
17. The school board is the voice of the community.
A B C D E
18. Mason High School graduates are academically and/or vocationally prepared for an entry level position with your business.
A B C D E
19. I believe that students who choose to attend an institution of higher learning are academically prepared.
A B C D E
20. Graduates are socially well-adjusted for the work place.
A B C D E

21. Teachers/staff are business-like, productive, professional, and good role models at school and school activities.

A B C D E

I believe that the following services/ programs meet the needs of children.

Please circle your answer choice:

A = Very Satisfied

B = Satisfied

C = Dissatisfied

D = Very Dissatisfied

E = Does Not Apply

1. Bus services and safety
A B C D E
2. Food services
A B C D E
3. Nursing/health care services
A B C D E
4. Counseling services
A B C D E
5. Office services
A B C D E
6. Special programs (ELL, Migrant, Dyslexia, G/T, Career/Technology, Special Education)
A B C D E
7. Athletic programs are consistent with expectations and values of the community.
A B C D E

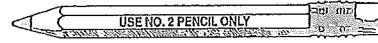
Comments: _____

COMMUNITY QUESTIONNAIRE
TELL US ABOUT YOUR SCHOOL DISTRICT!

DIRECTIONS:

Please tell us about the schools located in your district. Be sure to completely fill in each oval. Use a LEAD PENCIL.

If a question does not apply to you, leave it blank.



Correct mark: (filled oval)

EQUIPMENT & FACILITIES

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

- Yes No
Are school buildings and grounds clean and in good condition?
Are classrooms comfortable?
Are there enough current textbooks for children?
Do athletic facilities and gym equipment meet the needs of children?
Is there enough safe and accessible parking?
Does the library meet the needs of children?
Are District schools too crowded?
Do school computers meet the needs of children?

Please give an overall rating for the District's EQUIPMENT & FACILITIES.

Rating scale table with columns: Excellent (A, A-), Good (B+, B), Average (B-, C+, C), Poor (C-, D+, D), Unacceptable (F).

COMPUTER TECHNOLOGY

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

- Yes No
Do school computers meet the needs of children?
Do school computers help children to learn?
Do you have a computer at home?
Does your district allocate sufficient funds to support computer technology?
Does your district have a policy regarding Internet access?
Does your school district have a Home Page on the World Wide Web?
Have you ever tried to contact a teacher or administrator via e-mail?

Please give an overall rating for the District's COMPUTER TECHNOLOGY.

Rating scale table with columns: Excellent (A, A-), Good (B+, B), Average (B-, C+, C), Poor (C-, D+, D), Unacceptable (F).

COMMUNICATIONS AND INVOLVEMENT

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

- Yes No
Does the District keep you adequately informed about school activities?
Does the District give you enough opportunity to be involved with the education of children?
Does the District include the community's views when making decisions?
Does the District provide a well-rounded program of continuing adult education?
Does the District use community volunteers in the schools?
Does the District work with businesses to develop educational experiences for students?
Have you received the District newsletter recently?
(If yes) Did you read the newsletter?
Have you attended a school board meeting in the past year?
Have you attended a school sponsored event, such as a play/sporting event, in the past year?

Please give an overall rating for the District's COMMUNICATIONS AND INVOLVEMENT.

Rating scale table with columns: Excellent (A, A-), Good (B+, B), Average (B-, C+, C), Poor (C-, D+, D), Unacceptable (F).



CURRICULUM/TRAINING

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Yes No

- | | | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Is the required academic curriculum in your District strong? |
| <input type="radio"/> | <input type="radio"/> | Does the District provide a wide variety of academic courses for students? |
| <input type="radio"/> | <input type="radio"/> | Does the District do a good job preparing students for the college? |
| <input type="radio"/> | <input type="radio"/> | Does the District do a good job preparing students for the work world? |
| <input type="radio"/> | <input type="radio"/> | Does the District provide adequate training in the use of computers? |
| <input type="radio"/> | <input type="radio"/> | Does the District provide enough extracurricular opportunities and activities? |
| <input type="radio"/> | <input type="radio"/> | Does the District provide education to children of all ability levels? |
| <input type="radio"/> | <input type="radio"/> | Should the District provide training for dealing with issues such as drugs/AIDS/crime? |

Please give an overall rating for the CURRICULUM AND TRAINING in your District.

Excellent		Good		Average			Poor	Unacceptable		
A	A-	B+	B	B-	C+	C	C-	D+	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHERS

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Yes No

- | | | | | | |
|-----------------------|-----------------------|---|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Are teacher salaries too high for the work they do? | <input type="radio"/> | <input type="radio"/> | Do you respect the teachers in the District? |
| <input type="radio"/> | <input type="radio"/> | Are teacher salaries too low for the work they do? | <input type="radio"/> | <input type="radio"/> | Are teachers supportive of the community? |
| <input type="radio"/> | <input type="radio"/> | Do teachers treat you with respect? | <input type="radio"/> | <input type="radio"/> | Is the community supportive of teachers? |

Please give an overall rating for the TEACHERS in your District.

Excellent		Good		Average			Poor	Unacceptable		
A	A-	B+	B	B-	C+	C	C-	D+	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DISTRICT ADMINISTRATION

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Yes No

- | | | | | | |
|-----------------------|-----------------------|--|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Do school administrators treat you with respect? | <input type="radio"/> | <input type="radio"/> | Does the Superintendent do a good job? |
| <input type="radio"/> | <input type="radio"/> | Are school administrators available when you want to talk to them? | <input type="radio"/> | <input type="radio"/> | Do the School Board members perform their roles well? |
| | | | <input type="radio"/> | <input type="radio"/> | Are you aware of the mission of the District? |

Please give an overall rating for the ADMINISTRATION in your District.

Excellent		Good		Average			Poor	Unacceptable		
A	A-	B+	B	B-	C+	C	C-	D+	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BUDGET/BUDGET PROCESS

Answer each question by filling in one oval under YES or NO. (If a question does not apply to you, leave it blank.)

Yes No

- | | | | | | |
|-----------------------|-----------------------|--|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Does the District communicate to you regarding the school budget? | <input type="radio"/> | <input type="radio"/> | Do your schools give you a good value for your tax dollars? |
| <input type="radio"/> | <input type="radio"/> | Does the District keep you informed as to how the budget is spent? | <input type="radio"/> | <input type="radio"/> | Are your current school tax rates acceptable to you? |
| <input type="radio"/> | <input type="radio"/> | Does the District seek community input when creating the budget? | <input type="radio"/> | <input type="radio"/> | Would you recommend your District to parents? |

Please give an overall rating for the BUDGET/BUDGET PROCESS in your District.

Excellent		Good		Average			Poor	Unacceptable		
A	A-	B+	B	B-	C+	C	C-	D+	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give an OVERALL RATING for your School District.

Excellent		Good		Average			Poor	Unacceptable		
A	A-	B+	B	B-	C+	C	C-	D+	D	F
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are You: Female Male

Have you ever had children attend public school in this District?

Yes No

Do you volunteer in District Schools? Yes No

To help us process your questionnaire, please be sure all stray marks have been erased, and that you have completely filled in each oval.
THANK YOU FOR COMPLETING THIS SURVEY! © 2007 Harris Interactive Inc.

You can learn more about Harris Interactive by visiting www.harrisinteractive.com. If you would like to participate in the Harris Poll On Line, please register on the Website.

Lago Vista ISD
Community Questionnaire - 2008
Additional Questions

Please respond to the following questions directly on this sheet and include it with your completed questionnaire in the postage paid envelope provided.

For questions A-D, please choose from the following response options:

- a. Absolutely
- b. Yes
- c. Maybe
- d. Probably not
- e. No

- A. Do you believe portable buildings are an acceptable solution for managing growth?
- B. Do you believe the school district provides value to the community?
- C. Do you believe the district spends your tax dollars responsibly?
- D. Would you support the Board authorizing a small (\$1000-\$3000) pay incentive for teachers based on student performance on state standardized testing?
- E. At what capacity would you most likely support the district raising a bond for new facilities?
 - a. 110%
 - b. 100%
 - c. 90%
 - d. 80%
 - e. 70%
- F. Should cheer squad members have to pay for uniforms and equipment?
 - a. Yes
 - b. No

If you'd like to write additional comments, please do so on the back of this page, and return with your completed questionnaire. Thank you! →

Survey Question	K-6	JH	HS	Jane Vargas Spanish	K-12 Parent Avg.	Total		Rank Order
Climate								
1	3.1	3.1	2.9	3.8	3.2	3.1	Climate	3.3 Parent
11	3.1	3	2.9	3.5	3.1			3.2 Safety
12	3	3.2	3.1	3.3	3.2			3.1 Climate
13	2.9	3.2	2.9	3.1	3.0			3.1 Communication
14	3.1	3.1	2.9	3.2	3.1			3.1 Instruction
29	3	3	2.8	2.9	2.9			3.0 Administration
Instruction								
2	2.9	3.2	2.9	3.7	3.2	3.1	Instruction	2.6 Counselor
4	3.1	3.2	3.0	3.2	3.1			
5	3.1	3.1	2.9	3	3.0			
6	3.2	3.2	3.1	2.9	3.1			
7	3.1	3.1	3.0	3	3.1			
8	3	3.3	3.0	3.3	3.2			
9	2.9	3.1	3.0	3.2	3.1			
10	3.1	3.1	3.0	3.6	3.2			
Safety								
31	3.2	3.4	3.1	3.9	3.4	3.2	Safety	
34	3	3.2	3.0	3.2	3.1			
35	2.9	3.2	2.8	2.9	3.0			
Administration								
3	2.7	2.8	2.6	2.8	2.7	3.0	Administration	
16	2.8	3.2	2.9	3.5	3.1			
17	3.3	3.5	3.1	3.4	3.3			
18	2.9	3.4	3.1	3.5	3.2			
20	2.9	3.2	2.9	3.4	3.1			
21	2.9	2.9	2.7	3.2	2.9			
22	2.9	2.8	2.7	3.3	2.9			
36	2.9	3.2	3.0	3	3.0			
Counselor								
23	2.6	2.6	2.7	2.3	2.6	2.6	Counselor	
24	3	2.9	2.9	3.1	3.0			
25	2.8	3	2.8	2.9	2.9			
26	2.5	2.8	2.7	2.2	2.6			
27	2.6	2.8	2.8	1.7	2.5			
28	2.5	2.3	2.7	2	2.4			
Communication								
15	3	3.1	2.8	3	3.1	3.1	Communication	
30	2.5	3	2.8	3.1	2.9			
32	2.7	3	2.7	3.5	3.0			
33	3	3.5	3.1	3.9	3.4			
Parent								
19	3.2	3.3	2.9	3.8		3.3	Parent	
GENERAL QUESTIONS								
Question	Bus							Rank Order
1G	2.5	2.8	2.9	4		3.1	Bus	3.3 Office
Question	Food							3.2 Nursing/health
2G	2.9	2.6	2.8	3.7		3.0	Food	3.1 Bus
Question	Nursing/ health care							3.0 Food
3G	3.1	3.2	2.8	3.7		3.2	Nursing/health care	3.0 Special Programs
Question	Counseling							3.0 Extracurricular
4G	2.2	2.3	2.6	3.3		2.6	Counseling	2.6 Counseling
Question	Office							
5G	3.2	3.4	3.1	3.4		3.3	Office	
Question	Special programs							Scoring Key
6G	3	2.6	2.7	3.5		3.0	Special Programs	4 = Very Satisfied
Question	Extracurricular							3 = Satisfied
7G	2.8	3.1	2.9	3.3		3.0	Extracurricular	2 = Undecided
								1 = Dissatisfied
								0 = Very Dissatisfied

Apple Inc. Education Price Quote

Customer:	James Shipman LAGO VISTA INDEP SCH DISTRICT 5123372086 phone email	Apple Inc:	Joe Foster 12545 Riata Vista Circle MS: 198-9IES Austin, TX 78727-6524 512-674-6553 ph 866-845-2999 fax jfooster@apple.com email
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Apple Quote:	W72547078
Quote Date:	09-MAR-2012
Quote Valid Until:	20-APR-2012

Quote Comments:

	Part Number	Details & Comments	Qty	Unit List Price	Unit Disc. Price	Extended Disc. Price
1	Z0MD	MacBook Air, 13-inch 128GB flash storage 065-0551 1.7GHz Dual-Core Intel Core i5 065-0421 128GB Flash Storage 065-0553 4GB 1333MHz DDR3 SDRAM 065-0436 Accessory Kit 065-0433 Keyboard (English) & User's Guide 065-0426 Mini DisplayPort to VGA Adapter	35	1,278.00	1,278.00	44,730.00
2	S3130LL/A	AppleCare Protection Plan for MacBook Air/MacBook - Auto Enroll	35	183.00	183.00	6,405.00
3	MC978LL/A	iMac 21.5-inch	75	999.00	999.00	74,925.00
4	S3128LL/A	AppleCare Protection Plan for iMac - Auto-enroll	75	119.00	119.00	8,925.00
5	MC684ZM/A	Apple MacBook Air SuperDrive	5	79.00	79.00	395.00
6	D2460LL/B	APS 2 Consecutive Days Apple Professional Development - Prepay	2	4,500.00	4,500.00	9,000.00
7	MC704ZM/A	Apple USB Ethernet Adapter	10	29.00	29.00	290.00
8	H3204LL/A	Microsoft Office Mac Acad. Open - Institution License 2011	110	58.95	58.95	6,484.50
9	H8069LL/A	JAMF CASPER 8 EDU+1YR MNT 1-249	110	18.00	18.00	1,980.00
Edu List Price Total						153,134.50
- Total Discount						0.00
						153,134.50
Extended Disc. Sub Total						
- eWaste Fee / Recycling Fee						0.00
-						
-						
Extended Disc. Total Price*						153,134.50

*In most cases Extended discounted Total price does not include Sales Tax
*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

Completing your order is easy:

*Reference Apple Quote number W72547078 on your Purchase Order
*Email some of this quote along with your Purchase Order to 866-845-2999

Fax a copy of this quote along with your Purchase Order to 800-645-2999.

Apple Inc.
12545 Riata Vista Circle
MS: 198-9IES
Austin, TX 78727-6524

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- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE CLICK [HERE TO APPLY FOR A CONTRACT](#).
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Nonschool Use of School Facilities and Distribution of Nonschool Literature

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This *Starting Points* document is provided to Policy Service subscribers for educational purposes only, to inform your understanding of the topic and assist you in your local policy development. It contains information to facilitate a general understanding of the law, but it is not an exhaustive treatment of the law on this subject nor is it intended to substitute for the advice of an attorney. **It is important for you to consult with your own attorneys in order to apply these legal principles and make local policy choices.**

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An increasing number of school districts in Texas and around the nation are being challenged in court for their policies and practices regarding facilities use and distribution of nonschool literature. These challenges usually focus on the First Amendment and its application to the public school setting. Such lawsuits can result in monetary damages and expensive attorneys' fees, not to mention the cost to districts in time, effort, and public goodwill. The best defense against such legal challenges is advance planning. With a well-considered policy and consistent practices, a district can minimize legal challenges, control activities on school grounds, and (if the district wishes) serve the community by keeping doors open for public use.

This **Starting Points** is intended to assist districts in developing thorough and effective policies on these topics. In assessing the following policy considerations, districts are strongly encouraged to seek the advice of their school attorneys. Many of the policy decisions prompted by this **Starting Points** have legal implications.

Nonschool Use of School Facilities

Introduction and Overview

Most of Texas' public schools open their doors for after-hours use by the public. School districts that permit community use of their facilities do so as a public service, in recognition of the community's contribution to the public schools. Districts that permit such use need to consider a host of related legal and policy issues.

A school district, like the owner of private property, may limit the use of its property. A district is not required to permit after-hours use of its property. Once a district has chosen to open its doors, however, the Free Speech Clause of the First Amendment to the United States Constitution may limit the district's ability to deny access to similar community groups based solely on their viewpoint or the content of their speech.

School officials can open school facilities for community use—in legal terms, create a "limited public forum"—by opening facilities to the community for certain purposes through the policies or practices of the district or individual campuses. Ideally, a policy is adopted by the board and applies district-wide. But, if policy does not exist or is ignored, the practices of individual campuses can also open a limited public forum. To ensure uniform practices across the district, TASB recommends that districts adopt explicit board policy at GKD(LOCAL), which governs the nonschool use of school facilities by community groups. For information regarding the use of school facilities by noncurriculum related student groups, see policy FNAB and the Legal Principles section below.

Legal Principles

What is a limited public forum?

A forum is either a place for communication (such as campus classrooms or a cafeteria) or a means of communication (such as a school newspaper or campus mailboxes).

Normally, all school facilities are operated for school purposes and therefore are not public. For example, classrooms are used during the school day for instruction only. If a district permits nonschool use of its facilities, however, the district will have created a type of public forum for community use. For example, if the district allows a Boy Scout troop to use one of its classrooms once a week after school for regular meetings, the district has opened its doors for similar community uses.

A district's ability to regulate expression depends in part on the type of public forum it has created. A district can create the equivalent of a traditional public forum, where any viewpoint on any topic must be allowed, and where the district may not impose a content limitation unless it is narrowly tailored to serve a compelling governmental interest, such as safety. Most districts choose instead to open a "limited public forum," where facilities are open to public use only for certain purposes.

What is viewpoint neutrality?

Once a limited public forum for community use has been opened, then district decisions about who may use the limited public forum must be "viewpoint neutral." In other words, once a district has opened its doors to community use, the district may not pick and choose among the views to be expressed in its limited public forum. Unless the district can point to some other reason to exclude a group, such as a safety reason, the fact that a group is controversial or the district disagrees with the message of the group will not suffice as a legal reason to keep a group off school grounds. For example, courts have applied viewpoint neutrality to require a Louisiana school district to permit the Ku Klux Klan to meet at its facilities and to require a Colorado school district to allow organizers of the Million Man March to meet at its facilities because the districts had opened limited public forums for use by similar groups.¹

The United States Supreme Court has twice applied viewpoint neutrality to prevent school districts from excluding religious groups from limited public forums for community use. In one of these cases, a church sued a school district after being denied the use of a classroom to show a six-part film series on Christian family values. The Supreme Court acknowledged that public schools are not traditional public forums and schools may refuse access to all people after school hours. If, however, a school chooses to open a limited public forum, the school must treat all similar groups in the same manner. Therefore, because the school would have permitted a secular film on family values, the school had to allow films regarding family values based on a religious viewpoint.²

Can a school district put any limits at all on the content of expression in a limited public forum?

Within a limited public forum, limits on expression must be viewpoint neutral and reasonable in light of the purpose of the forum.³ Even if a district has opened a limited public forum for community use, however, the district still has some measure of control over the activities of groups meeting on campus. Within a limited public forum, for example, the district can prohibit or regulate speech that is likely to cause a material

and substantial disruption of school operations. In addition, a district can impose regulations on behavior, such as prohibiting the alteration of school facilities. The district may not, however, apply its regulations unevenly, depending on the views expressed by the groups meeting on campus. For example, many districts require parental permission before allowing elementary-aged students to participate in community groups that meet on campus after school. Such a regulation is viewpoint neutral and should be applied uniformly to all groups; it should not be applied to some groups and not others, like to a Bible study but not a Scout meeting.

For example, a district may adopt a policy that limits community use to groups whose members are mostly children or young adults. This restriction is viewpoint neutral: it focuses on the membership of the groups, not the viewpoints they will espouse. Under such a policy, groups like Boy Scouts and Girl Scouts, the Good News Club, and Big Brothers/Big Sisters could use school facilities; groups for adults, like the Rotary Club, could not.

A second example of a viewpoint-neutral limitation would be one that permits use by nonprofit groups but disallows commercial use of school facilities. It would even be permissible to adopt a policy that prohibits commercial use but makes an exception to permit use for private academic tutoring. Under such a policy, a district could permit a local teacher to offer violin lessons in the band room after school but refuse to allow a teacher to sell cosmetics in the teachers' lounge after school.

Can a school district impose reasonable restrictions on groups meeting as part of a public forum?

Regardless of the type of public forum a district opens for community use, the district can impose reasonable "time, place, and manner" restrictions on the groups that use school facilities. For example, a "time" restriction might require all groups to conclude their meetings by 9 p.m. or limit the frequency with which groups may use school facilities. A "place" restriction might disallow community use of the district's newly renovated high school gymnasium. And a "manner" restriction might require all groups to leave school facilities just as they found them. Of course, these restrictions should be applied uniformly to all groups.

Do different rules apply when students make use of school facilities?

From a legal perspective, school districts typically receive requests for two different types of after-hours nonschool use. One type of use is referred to as "community use," described above and governed by policy GKD; the other is referred to as "student use," described below and governed by policy FNAB.

What is the difference? "Student use" occurs when a district permits noncurriculum-related groups organized by and for students to make use of school facilities after hours. To qualify as a "student group," a group must be operated by students; neither adults nor children who are not students at the school may regularly attend or lead the group.⁴ For example, a Boy Scout troop, led by a Scout's parent, does not qualify as a

“student group,” even though its meetings are attended primarily by school-aged children. Instead, the Boy Scouts’ meetings are a community use, governed by policy GKD. On the other hand, noncurriculum-related groups led by students, for students (such as a Bible study, chess club, or scuba club) constitute student groups whose use of school facilities is governed by policy FNAB.

If a district permits nonschool-sponsored student use of school facilities, all of the First Amendment principles described above apply. In addition, when considering a request from secondary school students, school officials must consider the Equal Access Act.⁵ Under the Act, a school that has created a limited public forum for use by noncurriculum-related student groups may not deny access to students wishing to meet as part of the forum on the basis of the content of the students’ speech.

Moreover, under the Act, the school and its employees may not “sponsor” noncurriculum-related student group meetings.⁶ And school employees may be present during religious student group meetings only in a nonparticipatory capacity.⁷ For example, a school employee may monitor the student-led Bible study meeting to ensure that school rules are being obeyed, but the employee may not participate in the Bible study in any way.

The fact that a district permits student use of school facilities does not require the district to open a public forum for community use. As a practical matter, however, the policies of most Texas districts permit both types of use.

Legal Pitfalls

Scheduling Use

Protecting school district access: Policy and use agreements should protect the district’s ability to access its own facilities for school purposes. School officials may not lease school property for community use in a way that might interfere with the primary educational purpose of the facilities. For example, a court declared void a school district’s long-term lease of a football stadium to a corporation. The lease effectively divested the district of its exclusive right to manage and control the property, including its right to determine when the district could use school property for school purposes.⁸

District-affiliated school support groups: Districts may want to allow priority access to district-affiliated school support organizations, like PTAs and booster clubs. This can be addressed in policy GE(LOCAL) regarding district-affiliated school support groups, rather than in policy GKD(LOCAL) regarding nonschool use of school facilities by community groups. PTAs, PTOs, and booster clubs are key mechanisms for promoting parental involvement in schools, and schools routinely grant these groups priority access, free of charge, to assist them in their efforts and to facilitate coordination between these organizations and the schools. Most PTA groups, for example, meet at the relevant school campus.⁹ It is from this vantage point that these organizations are best able to accomplish their mission of supporting public schools, parents, students, and teachers. Because this broader grant of access is based on the nature of these

groups and the schools' need to coordinate with the groups (not on any particular viewpoint espoused by the groups), this broader access does not conflict with First Amendment principles.

Employee groups: Districts may want to allow priority access to groups composed of district employees meeting during their free time. Groups composed of district employees are subject to the same rules of access as other community groups unless district policy specifically grants employee groups special access to school facilities. For example, the district may want to specify in policy DGA(LOCAL) that employees' professional organizations are permitted to meet in district facilities during noninstructional time. Under such a policy, a professional association of school employees would be able to meet on a campus after school. If, however, employees formed a group for a nonschool-related purpose, such as a sewing circle, the group's access to school facilities would depend on the district's policy GKD(LOCAL).

Rental Fees

Recovering reasonable costs: Districts should charge a reasonable fee for community use, if only to recover the cost of operations (including utilities, wear and tear, and personnel costs, if any). The Texas Constitution prohibits school districts from spending district resources to serve nonschool purposes. Arguably, charging no fees at all constitutes an improper "gift of public funds," if the district is spending its resources to keep its doors open for nonschool use.

No viewpoint discrimination: Charging different fees based on the viewpoints expressed by participating groups is illegal viewpoint discrimination. For example, a Virginia school district violated the First Amendment by enacting a policy requiring higher fees from religious groups than from other community groups. The district had adopted a fee schedule applicable only to churches that required progressively higher rental fees to discourage long-term use of school facilities.¹⁰

No direct payment to staff: A community group's direct payment of compensation to district staff who work to keep a facility open may lead to violation of federal law. The federal Fair Labor Standards Act (FLSA) requires a school district employer to pay overtime to non-exempt employees who work more than 40 hours in a workweek. If community users are paying district employees directly, the district risks FLSA violations.

Time Limits

No viewpoint discrimination: Although it is permissible for a district to impose time limits on the use of its facilities, the time limits cannot differ based on the viewpoints expressed by participating groups.

Wednesdays and Sundays: Although no court case has addressed the issue, disallowing use on Wednesday evenings and Sundays would be subject to legal challenge if the primary reason for such a policy were to advance or inhibit religion.

Campaigning and Electioneering

The Texas Election Code provides that an officer or employee of a political subdivision may not knowingly spend public funds for *political advertising*.¹¹ *Political advertising* means a communication supporting or opposing a candidate or a measure that, in return for consideration, is published in a newspaper or other periodical or is broadcast by radio or television; or appears in a pamphlet, circular, flier, billboard or other sign, bumper sticker, or similar form of written communication; or on a Web site.¹² The Texas Ethics Commission has indicated that using school facilities is indirectly spending public funds.¹³ The Texas Election Code further regulates candidates' *campaign communications*, defined as "a written or oral communication relating to a campaign for nomination or election to public office or office of a political party or to a campaign on a measure."¹⁴ In addition, the Texas Education Code provides, "Notwithstanding any other law, the board of trustees of an independent school district may not use state or local funds or other resources of the district to electioneer for or against any candidate, measure, or political party."¹⁵ *Electioneering* is not defined in statute.

In order to avoid violating these state-law prohibitions, and in order to avoid the appearance of taking sides in election matters, school districts may choose to exclude political advertising, campaign communications, and electioneering from the limited public forum created by policy GKD(LOCAL).

A school district that decides to exclude political advertising, campaign communications, and electioneering from its limited public forum will have to determine on a case-by-case basis whether requests for facilities use involve these activities. The district must be sure to apply the restriction in a consistent and viewpoint-neutral manner. Moreover, for reasons explained below at Vague Limitations on Permissible Subject Matters, TASB Legal Services recommends that a school district that chooses to exclude campaign speech establish a restriction on "political advertising, campaign communications, and electioneering," rather than using the potentially vague term "political" speech.

Before deciding to exclude political advertising, campaign communications, and electioneering from its limited public forum, a district should consider the potential impact of the exclusion during elections related to the school district. For example, during a bond election or a tax ratification election, a citizens' political action committee (PAC) may want to meet on campus, or during board member elections, the PTA may want to conduct a candidate forum at a school facility. These common uses would not be available if campaign-related uses are excluded at GKD(LOCAL). The school district itself could still use its own facilities to host informational meetings about school elections, as long as no political advertising or electioneering is permitted.

On the other hand, a school district may choose to permit election-related uses of district facilities, as long as the district does so as part of its limited public forum for community use. Due to the state laws named above, the district itself may not sponsor or use its facilities to support political advertising, campaign communications, or

electioneering. Nevertheless, the Texas Ethics Commission has recognized that, under the First Amendment, a school district may open a forum for public use, which may include election-related communications.¹⁶ If a district chooses to extend its limited public forum in policy GKD(LOCAL) for this purpose, the district may not discriminate against groups on the basis of viewpoint.

In either event, whether a district chooses to include or exclude election-related communications in the limited public forum established by policy GKD(LOCAL), the district may still permit the use of district facilities as official polling places in accordance with state law.

Imposing Other Limitations

No viewpoint discrimination: Similarly, additional restrictions or requirements imposed by policy, including requiring additional security or insurance for a proposed use, cannot be based on the viewpoint expressed by the group. Special restrictions can, however, be based on other factors, such as a district's experience with a group that caused damage in the past.

Vague Limitations on Permissible Subject Matters

Vague descriptions: Vague descriptions of permissible subject matters, such as "beneficial," "in good taste," or within "community standards of decency," may leave the district open to challenge for viewpoint discrimination. Such descriptions do not provide adequate notice to the community of what uses are permitted.

Political use: Similarly, a prohibition on "political use" may be too vague. "Political use" could be interpreted to mean actual campaigning on campus, but it could also be interpreted to exclude groups that are seen as having a "political" agenda, like the National Rifle Association (NRA) or the National Organization for Women (NOW). While it may be viewpoint neutral to exclude the activity of campaigning from a public forum, it would not be viewpoint neutral to exclude community groups because of their political views.

Case-by-Case Decision Making

"Sole discretion": Leaving decisions on access to a limited public forum or on waivers of generally applicable fees or rules in the "sole discretion" of an administrator without any guidance on grounds for the decision may leave the district open to a legal challenge based on viewpoint discrimination. Such policies do not provide adequate notice to the community of what uses are permitted.

Attempts to Regulate Membership

Requiring open membership: Requiring groups to allow open membership or attendance (or otherwise imposing a district's policies against discrimination) may violate a participating group's rights to freedom of association and speech. For example, a student sued his school district, alleging that the Boy Scouts' use of school facilities

Legal
Pitfalls
(continued)

violated the Establishment Clause and the Equal Protection Clause by endorsing the Scouts' religious message. The Seventh Circuit Court of Appeals concluded that the Scouts' religious practices were private action and did not constitute state action merely because they took place on school grounds as part of a limited public forum. The fact that the Scout meetings are not open to the public because the Scouts require a religious oath does not mean that the organization cannot take part in the district's limited public forum.¹⁷

The Boy Scouts of America Equal Access Act: In 2002, Congress passed a statute ensuring the Boy Scouts and similar groups continued access to school facilities that have been opened for community use. The statute provides that if a school operates a limited open forum, it may not exclude the Scouts based on the organization's membership or leadership criteria or oath of allegiance to God or country.¹⁸

¹ See *Knights of the Ku Klux Klan v. E. Baton Rouge Parish Sch. Bd.*, 578 F.2d 1122 (5th Cir. 1978) (issuing a temporary injunction against school district's selective denial of access to designated public forum based on group's racially discriminatory views); see also *Local Org. Comm., Denver Chapter, Million Man March v. Cook*, 922 F. Supp. 1494 (D. Colo. 1996) (school district's denial of permit to use school auditorium on ground that proposed use was not in the best interests of the school was impermissible viewpoint discrimination absent showing that rally would cause school disruptions).

² *Lamb's Chapel v. Ctr. Moriches Union Free Sch. Dist.*, 508 U.S. 384 (1993); see also *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001) (requiring school district to allow religious youth group to meet after school on elementary campus, despite policy against "religious use").

³ See generally *Cornelius v. NAACP Legal Def. & Educ. Fund, Inc.*, 473 U.S. 788 (1985).

⁴ See 20 U.S.C. § 4071(c) (2001).

⁵ 20 U.S.C. §§ 4071-4072 (2001).

⁶ 20 U.S.C. § 4071(c)(2) (2001).

⁷ 20 U.S.C. § 4071(c)(3) (2001).

⁸ *River Rd. Neighborhood Ass'n v. S. Tex. Sports*, 720 S.W.2d 551 (Tex. App.—San Antonio 1986, writ dismissed w.o.j.).

⁹ State law requires every school district to "cooperate in the establishment of ongoing operations of at least one parent-teacher organization at each school in the district to promote parental involvement in school activities." Tex. Educ. Code § 26.001(e).

¹⁰ *Fairfax Covenant Church v. Fairfax County Sch. Bd.*, 17 F.3d 703 (4th Cir. 1994).

¹¹ Tex. Elec. Code § 255.003(a).

¹² Tex. Elec. Code § 251.001(16).

¹³ Tex. Ethics Comm'n Op. No. 443 (2002).

¹⁴ Tex. Elec. Code § 251.001(17).

¹⁵ Tex. Educ. Code § 11.169.

¹⁶ Tex. Ethics Comm'n Op. No. 443 (2002).

¹⁷ *Sherman v. Cmty. Consol. Sch. Dist.* 21, 8 F.3d 1160 (7th Cir. 1993).

¹⁸ Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905 (2003).

Distribution of Nonschool Literature

Introduction and Overview

Many school districts permit community members to distribute nonschool literature on school grounds. “Distribution” takes many forms: passing around a petition at a board meeting, placing a stack of flyers about community meetings in the main office, or sending pamphlets for community organizations like Little League home in students’ backpacks.

School districts that permit the distribution of nonschool literature are potentially opening a limited public forum for communication. [See “Nonschool Use of School Facilities: Legal Principles,” above.] A district is not required to permit the distribution of nonschool literature on its property; once a school district has chosen by policy or practice to allow distribution, however, the Free Speech Clause of the First Amendment to the United States Constitution may limit the district’s ability to refuse to allow distribution based solely on the content of the materials or the viewpoint of those distributing the materials.

School officials can open school facilities for distribution of nonschool literature—in legal terms, create a limited public forum—through the policies or practices of the district or individual campuses. To ensure uniform practices across the district, TASB recommends that districts adopt explicit board policy at GKDA(LOCAL).

Legal Principles

What is nonschool literature?

Nonschool literature refers to any materials over which the district does not exercise control. Although the word “materials” might be a more accurate term, the word “literature” is used in policy GKDA because it is the term used in the relevant court cases. This term includes printed materials, such as handbills, flyers, book covers, signs, or posters, as well as other materials, such as electronic files, pictures, or other items like pencils or t-shirts bearing messages. Examples of nonschool literature might include pamphlets about an upcoming arts festival, invitations to a church social event, flyers advertising guitar lessons, or copies of the Bible.

What limits can a school district place on the distribution of nonschool literature?

A district’s ability to regulate distribution depends in part on the type of public forum it has created. A district could create the equivalent of a traditional public forum, permitting distribution anytime, anywhere, but most districts choose to open a limited public forum, permitting distribution only at certain times and places and under specified conditions. At all other times, the district’s facilities remain a nonpublic forum. But even in limited public forums and nonpublic forums, a school district’s limits on expression must be viewpoint neutral and reasonable.¹

For example, a school district may adopt a policy FNAA(LOCAL) that permits students to distribute nonschool materials to their peers. The district may choose, however, to adopt a policy GKDA(LOCAL) that denies access for distribution of nonschool materials by community members.² Such a distinction is viewpoint neutral: it focuses on the identity of the potential distributors, not the viewpoints they will espouse. Under such policies, a student could pass out invitations to an event at her church, but an adult youth group leader from the church could not come on campus and pass out invitations to the same event.

How does viewpoint neutrality apply to the distribution of nonschool literature?

Once a limited public forum for distribution of nonschool literature has been opened, district decisions about what may be distributed must be viewpoint neutral. For example, if a district sends students home with flyers about a summer enrichment program operated by the John Birch Society, the district cannot refuse to send home flyers about a summer enrichment program sponsored by the American Civil Liberties Union (ACLU) based solely on the viewpoint of the ACLU.

What kinds of “time, place, and manner” restrictions can be placed on the distribution of nonschool literature?

Even if a district opens a limited public forum for distribution of nonschool literature, the district can impose reasonable “time, place, and manner” restrictions on distributors. For example, a school district could adopt a “time” restriction that allowed non-students to disseminate nonschool materials in the public schools only one day each year.³ Or a campus could adopt a “place” restriction that required all materials to be placed on a particular table in the front office. Or a district could impose a “manner” restriction that required all remaining materials to be picked up after a certain number of days. Another common example of a reasonable “time, place, and manner” restriction arises in the elementary setting, where a school might permit community members to stack materials in a specified location but decline to have district staff facilitate distribution by handing the materials to students or placing materials in students’ backpacks.

Can any restrictions be placed on the content of nonschool literature?

Even if a district has opened a limited public forum for distribution of nonschool materials, the district still has some control over the content of the materials that can be distributed on campus. A district can prohibit certain categories of speech that courts have determined do not qualify for First Amendment protection. For example, the district can prohibit or regulate speech that is obscene; that is likely to cause a material and substantial disruption of school operations; or that promotes illegal use of drugs, alcohol, or other controlled substances.

Can district officials review materials before they are distributed?

Whether a district can require prior review depends on the circumstances of the distribution. If distribution will occur during the school day or at a school event where students are likely to be present, then the district can impose a prior review requirement. For example, a community member may be required to seek prior review of handbills to be distributed at a school-sponsored extracurricular event, such as a football game. The Fifth Circuit Court of Appeals has indicated, however, that a district may not impose such a requirement at school-sponsored events that take place after hours and are intended for adults rather than students.⁴ Consequently, a school district should not require a community member to seek prior review of handbills to be distributed at a school-sponsored open house for parents. Even if prior review is not required, however, the district's other policies concerning distribution of nonschool literature—such as limitations on content and time, place, and manner restrictions—still apply.

Can the district require or post a disclaimer stating that the school is not responsible for the content of nonschool literature?

A school may take steps to avoid an appearance of school sponsorship of nonschool materials. For example, a school may require a disclaimer statement to be posted or included with materials.⁵

Do different rules apply when students, rather than community members, distribute nonschool literature?

Both students and community members enjoy First Amendment rights that must be respected by the district. Consequently, the rules that govern distribution of nonschool literature by students are similar to the rules that govern such distribution by community members. [Compare the policies at FNAA and GKDA.]

Student distribution of nonschool literature differs from community distribution of nonschool literature in one basic way, however. Because students are required by compulsory attendance laws to attend school, courts have concluded that students have a right to speak their minds on school grounds in a way that nonstudents do not. For this reason, districts may choose to permit student distribution of nonschool literature but disallow such distribution by nonstudents. In addition, in recognition of students' right to engage in interpersonal communications while at school, TASB-recommended policy language in FNAA(LOCAL) does not require prior review before a student distributes less than ten copies of a nonschool item. This permits a student to pass a note to a friend between classes or hand a friend a birthday card before school without first seeking approval from the campus principal. Even when prior review is not required, however, the district's other policies concerning discipline and distribution of nonschool literature still apply.

Legal Pitfalls

Selective Adherence to Policy

Uneven application of policy: Failing to follow local policy by applying the rules to one potential distributor and not to another is an obvious source of legal challenge.

Untimely application of policy: Failing to respond to requests to distribute materials within the time frame stated in policy is another.

Vague Limitations on Permissible Subject Matters

Vague descriptions: Vague descriptions of permissible subject matters, such as “beneficial,” “in good taste,” or within “community standards of decency,” may leave the district open to a legal challenge based on viewpoint discrimination. Such descriptions do not provide adequate notice to the community of what distribution is permitted.

Case-by-Case Decision Making

“Sole discretion”: Leaving decisions on access to a limited public forum in the “sole discretion” of an administrator without any guidance on grounds for the decision may leave the district open to a legal challenge based on viewpoint discrimination. Such policies do not provide adequate notice to the community of what distribution is permitted.

Campaigning on Campus

Polling sites: Policy should address the fact that school campuses are often used as polling sites. In such circumstances, it may be appropriate to adopt a permissive distribution policy (allowing legal distribution of campaign materials in appropriate areas of campus) for the period of time the campus is being used as a polling site. For more information on the legal guidelines pertaining to the distribution of campaign materials near a polling place, see the Texas Ethics Commission’s Web site at <http://www.ethics.state.tx.us/>.

Curtailing campaigning: Distribution of campaign materials on campus is complicated by the fact that the Election Code prohibits a school district from using district funds to distribute campaign materials, and the Ethics Commission has interpreted use of school facilities (including placing flyers on a table in the teachers’ lounge) to be a prohibited use of district funds.⁶ Campus mailboxes and other means of mail distribution (potentially including e-mail) may not be used to distribute campaign materials.⁷

¹ See generally *Cornelius v. NAACP Legal Def. & Educ. Fund, Inc.*, 473 U.S. 788 (1985).

² See *Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118*, 9 F.3d 1295 (7th Cir. 1993) (by allowing students to distribute materials, a school does not obligate itself to allow nonstudents similar distribution rights).

³ *Peck v. Upshur County Bd. of Educ.*, 155 F.3d 274 (4th Cir. 1998).

⁴ *Chiu v. Plano Indep. Sch. Dist.*, 339 F.3d 273 (5th Cir. 2003) (rejecting prior review requirement before parents distributed materials critical of the district's math curriculum at district-sponsored "Math Nights" for parents).

⁵ *Muller ex rel. Muller v. Jefferson Lighthouse Sch.*, 98 F.3d 1530 (7th Cir. 1996).

⁶ Tex. Ethics Comm'n Advisory Op. No. 443 (May 10, 2002).

⁷ Tex. Elec. Code § 255.0031.

Distribution of Nonschool Literature by Students and Nonschool Use of School Facilities by Students

Starting Points

6/7/2005



[Download the Worksheet](#)

(PDF, 198 KB)

An increasing number of school districts in Texas and around the nation are facing legal challenges for policies and practices regarding distribution of nonschool literature and facilities use by students. These challenges usually focus on the First Amendment, which protects students' right to free speech, and its application in the public school setting. The law in this area continues to develop, and consequently, all public school districts—regardless of size and circumstance—should periodically reassess their policies and practices.

This *Starting Points* is intended to assist districts in developing or fine-tuning effective policies on these topics. The attached worksheet contains “TASB-recommended” policy language. This wording is merely a starting place for your policy development; if the wording does not reflect your local circumstances or practices, please revise the language. In assessing these policy considerations, districts are encouraged to seek the advice of their school attorneys. Many of the policy decisions prompted by this *Starting Points* have legal implications.

Much of the material in this publication may seem familiar to you because TASB Policy Service published a similar *Starting Points* regarding community use of school facilities and distribution of nonschool literature for policies GKD(LOCAL) and GKDA(LOCAL) in 2004. This *Starting Points* will help your district generate policies regarding student use of school facilities and distribution of nonschool literature [FNAA(LOCAL) and FNAB(LOCAL)]. While many of the themes underlying these policies are the same, students' use of school facilities and distribution of nonschool literature raise additional legal and practical concerns that were not addressed previously.

Distribution of Nonschool Literature by Students

Most school districts permit students to distribute nonschool literature on school grounds. “Distribution” takes many forms, such as passing out flyers about a youth group event, giving friends invitations to a birthday party, or bringing to school pamphlets for community organizations like Scouts or Little League.

A district is not required to permit the distribution of nonschool literature on its property, but once it does, the Free Speech Clause of the First Amendment to the United States Constitution limits the district's ability to refuse to allow distribution based solely on the content of the materials or the viewpoint of those distributing the materials.

To ensure uniform practices across the district, TASB recommends that districts adopt explicit board policy at FNAA(LOCAL). As you consider the provisions at FNAA(LOCAL) on distribution by students, consider also the provisions at GKDA(LOCAL) on distribution by community members. These policies need not match. For example, the district may open the door wider for student distribution of materials than it opens the door for outside community members' distribution of similar materials.¹ Legally and

practically, however, it makes little sense to grant students *fewer* opportunities to distribute nonschool materials than the general public is permitted. As citizens themselves, students could simply make use of the opportunities created at the community policy, GKDA(LOCAL), rather than the student policy, FNAA(LOCAL).

Legal Principles

What is nonschool literature?

Any material that the district itself does not produce or control, including students' love notes, invitations, flyers, or compact discs with downloaded music.

Nonschool literature refers to any materials over which the district does not exercise control. (Although the word “materials” might be a more accurate term, the word “literature” is used in the policies at FNAA because it is the term used in the relevant court cases.) This term includes printed materials, such as flyers or signs, as well as other materials, such as electronic files, pictures, or items such as pencils or t-shirts bearing messages. Examples of nonschool literature might include students’ personal notes, pamphlets about a community activity like Boys’ and Girls’ Club, invitations to a church social event, or copies of the Bible.

What materials are school related?

Materials distributed for a school purpose or in an instructional setting.

School-related materials are not subject to FNAA(LOCAL). School-related materials include all of the materials—from textbooks to calendars to permission slips—disseminated by the campus or district itself. Even if the district chooses a “closed door” approach to prohibit the distribution of nonschool materials, the district is still free to distribute its own materials related to instruction and other school functions.

In addition, there are many instances when students distribute materials at school for a school-related purpose. For example, high school students regularly distribute printed materials to their classmates as part of oral presentations of research projects, and elementary students bring items to share during “show-and-tell.” Class parties centered on the holidays, especially Valentine’s Day and winter holiday parties, often present opportunities for students to bring items to school to distribute to classmates. If this distribution takes place under the supervision of instructional staff (such as teachers and coaches) for an instructional purpose, the distribution may be considered school related. For example, if a teacher’s lesson plan calls for students to distribute personal notes to fellow students, the students’ distribution of the notes is part of the day’s curriculum. Consequently, the distribution, even though done by students and not the school itself, is school related and not subject to FNAA(LOCAL).²

Even though FNAA(LOCAL) does not apply in these instances, other policy and legal considerations influence school district decisions about these matters.³ We suggest that districts work with parents, staff, and school attorneys to develop and communicate appropriate guidelines for student distribution and expression in instructional settings.⁴

Do different legal standards apply when students, rather than community members, distribute nonschool literature?

Perhaps, because students have a free speech right to communicate with each other while they are at school.

Because students are required by compulsory attendance laws to attend school, court decisions imply that students have a right to speak their minds on school grounds in a way that nonstudents do not. Some legal commentators call this students' right to "speak where they are" (on campus) or a right of interpersonal communication with their peers while at school.⁵ Of course, this does not mean that students' communications are not subject to reasonable regulation, but it does mean that school rules cannot be designed to suppress student speech entirely.

How does a school district create a "limited public forum"?

By allowing some, but not all, distribution of nonschool materials.

A forum is either a place for communication (such as campus classrooms or a cafeteria) or a means of communication (such as a school newspaper or announcements over a public address system). Normally, all school facilities are operated for school purposes and therefore are not public. For example, if a campus maintains a bulletin board for official school announcements only, the bulletin board is not available for nonschool use. If, however, the campus permits nonschool-related announcements to be posted on a bulletin board (such as flyers for youth softball leagues, Scouts, or church activities), the bulletin board will become a type of public forum for nonschool use.

A district's ability to regulate expression depends in part on the type of public forum it has created. A district can create the equivalent of a traditional public forum, where any viewpoint on any topic must be allowed, and where the district may not impose a content limitation unless it is narrowly tailored to serve a compelling governmental interest, such as safety. Most districts choose instead to open a "limited public forum," permitting distribution only at certain times and places and under specified conditions. At all other times, the district's facilities remain a nonpublic forum.⁶

How does “viewpoint neutrality” apply to the distribution of nonschool literature?

Within a limited public forum, a school district cannot pick and choose what materials will be distributed based solely on the viewpoints expressed in the materials.

Once a district has opened a limited public forum for the distribution of nonschool literature, district decisions about what may be distributed must be “viewpoint neutral.” In other words, once a district has opened its doors to the distribution of nonschool materials, the district may not pick and choose among the views expressed in the materials. Unless the district can point to some other reason to stop a student from distributing materials, such as a safety reason, the fact that materials are controversial or the district disagrees with the message will not suffice as a legal reason to stop the distribution. For example, if a district sends students home with flyers about a summer enrichment program operated by the Boy Scouts, the district cannot refuse to send home flyers about a summer enrichment program sponsored by a Christian youth group based solely on the religious viewpoint of the group.⁷

Can district officials review materials before they are distributed by students?

Yes, school officials can require prior review before students distribute multiple copies of nonschool materials to other students on school grounds.

Most school district policies require that nonschool materials be reviewed by a school official before distribution. Whether a district can require prior review depends on the circumstances of the distribution. If distribution will occur during the school day or at a school event where students are likely to be present, the district can impose a prior review requirement. For example, a student may be required to seek prior review of flyers to be distributed at a school-sponsored extracurricular event, such as a football game.⁸

The Fifth Circuit Court of Appeals has indicated, however, that a district may not impose such a requirement at school-sponsored events that take place after hours and are intended for adults rather than students.⁹ Consequently, in the rare case that a student is distributing nonschool materials at a school event intended for adults rather than students (such as a parents’ night at a school campus or a school board meeting), prior review cannot be required. Even if prior review is not required, however, the district’s other policies concerning distribution of nonschool literature—such as limitations on content and time, place, and manner restrictions—still apply.

The TASB-recommended policy language at FNAA(LOCAL) requires that the designated school official complete any prior review within two school days. If a district lengthens this time frame to allow more time for prior review, the district risks a legal challenge that the delay caused by prior review inhibits free speech. For this reason, we recommend that the time

frame for prior review be as short as administratively possible—two or three school days at most.¹⁰

In addition, in recognition of students' right to engage in interpersonal communication while at school, TASB-recommended policy language in FNAA(LOCAL) does not require prior review before a student distributes fewer than a certain number of copies of a nonschool item. This permits a student to pass a note to a friend between classes or hand a friend a birthday card before school without first seeking approval from the campus principal. Even when the number of copies being passed between students is so small that the need for "prior review" is not triggered, the district's disciplinary policies remain in force; school officials may still punish students for inappropriate speech or breaking school rules.

Some school districts have chosen to adopt policy language requiring prior review of all nonschool materials being distributed among students on campus. Arguably, a school district may have a legal right to adopt such a policy. Districts with this provision should exercise caution, however. Such a rigorous prior review policy may be subject to legal challenge, either because the policy interferes with students' right to interpersonal communication or because the district will not be able to enforce the policy consistently. Realistically, school officials will not be able to intercept and screen every love note or party invitation exchanged between students on school grounds.

What is the purpose of prior review? Can content be rejected?

Although school officials' decisions must be viewpoint neutral, school officials may screen for content that is lewd, obscene, or otherwise likely to cause a substantial disruption of school operations.

As an administrator conducts a prior review, what is he or she looking for? We know that any decision the administrator makes must be "viewpoint neutral"—but does that mean the administrator must be blind to content? No, even if a district has opened a limited public forum for distribution of nonschool materials, the district still has some control over the content of the materials that can be distributed. For example, the district can prohibit or regulate speech that is obscene; that is likely to cause a material and substantial disruption of school operations; or that promotes illegal use of drugs, alcohol, or other controlled substances.¹¹ But the district cannot exclude content just because it contains a controversial message or content with which the district disagrees.

District policy should provide administrators and students clear guidance about prohibited content, so that district policy can be consistently enforced. For example, vague descriptions of permissible subject matters, such as "beneficial," "in good taste," or within "community standards of decency," do not provide adequate notice of what distribution is prohibited and may leave the district open to a legal challenge based on viewpoint discrimination. Similarly, leaving decisions on distribution in the "sole discretion" of an

administrator without any guidance on the grounds for decision making may also leave the district vulnerable to a legal challenge based on viewpoint discrimination.

What practical limits can a school district place on the distribution of nonschool literature?

School officials can tell students when, where, and how they are permitted to distribute nonschool materials.

Even if a district opens a limited public forum for student distribution of nonschool literature, the district or individual campuses may impose reasonable “time, place, and manner” restrictions on the distribution, like the ones described below. For all “time, place, and manner” restrictions, it is essential that campus rules be reasonable, clearly communicated to the student body, and enforced even-handedly, regardless of the viewpoint expressed in the materials.

Limits on time: Although one court decided that a district could adopt a “time” restriction that allowed distribution of nonschool materials on campus only one day each year,¹² the vast majority of schools allow daily opportunities for students to distribute nonschool materials. A district or campus could choose to allow distribution during all noninstructional time, but such a permissive policy is not required. Rather than specify times for distribution in policy, the TASB-recommended policy language for FNAA(LOCAL) requires individual campuses to set reasonable rules regarding times for distribution. A campus’s options could include times before and after school; during recess, lunch, or homeroom periods; during any “activity period,” fairs, or open houses; and/or between classes.¹³

Limits on place: Similarly, the TASB-recommended policy language at FNAA(LOCAL) states that individual campuses will develop rules regarding locations for distribution. Designated locations may include entrances and exits, atriums, a handout table, or bulletin boards. For example, a common choice is to require that all materials be placed on a particular table in the front lobby of a campus.

Limits on manner: Finally, the TASB-recommended policy language at FNAA(LOCAL) states that individual campuses will establish rules regarding the “manner” of any distribution. For example, a campus could impose a “manner” restriction that requires all remaining materials to be picked up after a certain number of days.

Can distribution policies distinguish between campuses based on the age of the students?

Yes, but regulations must be reasonable and viewpoint neutral.

As described above, it is permissible for campuses within the same school district to have different time, place, and manner restrictions regarding

distribution of nonschool literature. Many districts choose to have stricter rules at elementary schools where the age and impressionability of the students causes school officials to exercise greater caution and control over outside messages. These concerns are heightened in the elementary school environment where students are less likely to understand the difference between school-sponsored speech and private speech within a limited public forum.

Although it is permissible to adopt stricter time, place, and manner restrictions for an elementary campus, the same First Amendment principles (including the requirement of “viewpoint neutrality”) apply equally in the elementary setting.¹⁴

Can the district require or post a disclaimer stating that the district is not responsible for the content of nonschool literature?

Yes, use of a disclaimer may help clarify that the district does not endorse the contents of nonschool material.

A district may take steps to avoid an appearance of school sponsorship of nonschool materials. TASB-recommended language at FNAA(LOCAL) includes a disclaimer of school sponsorship in the text of the policy.

Districts may also choose to post a disclaimer or require that a disclaimer statement be printed or affixed to all nonschool materials distributed on school grounds.¹⁵ A prominent disclaimer can serve as a helpful reminder that the district does not endorse, approve, or sponsor the activities, views, or events promoted by the materials. Remember, however, that enforcement of a disclaimer requirement must be uniform. If a district allows students to distribute nonschool materials without the disclaimer, but suddenly tries to stop distribution of controversial material that lacks the disclaimer, the district is risking a legal challenge. To facilitate consistent enforcement of a disclaimer requirement, one option might be to print and make available to distributors copies of labels containing a standard disclaimer notice.

Conclusion

We hope that the legal information and policy guidance in this *Starting Points* will help your district develop a thorough and effective FNAA(LOCAL) policy. Remember, however, that adopting a well-considered policy means little if the policy is not understood, communicated, and applied consistently. Be sure to inform administrators, students, and parents about your new FNAA(LOCAL), and consult your school attorney during both the development and application of this policy.

¹ See *Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118*, 9 F.3d 1295 (7th Cir. 1993) (by allowing students to distribute materials, a school does not obligate itself to allow nonstudents similar distribution rights).

² See, e.g., *Walz ex rel. Walz v. Egg Harbor Township Bd. of Educ.*, 342 F.3d 271 (3rd Cir. 2003) (concluding that a classroom holiday party was an organized and structured educational activity subject to reasonable regulation). See also *Hazelwood Sch. Dist. v. Kuhlmeier*, 484

U.S. 260, 265 (1988) (concluding that when student speech occurs in an instructional setting, such as a journalism class, school officials may place reasonable restrictions on speech for any legitimate pedagogical reason).

³ See, e.g., policies at EMB and EMI.

⁴ Decisions regarding distribution of materials and other student expression during instructional time can be controversial and raise a risk of litigation. See, e.g., *Walz ex rel. Walz v. Egg Harbor Township Bd. of Educ.*, 342 F.3d 271 (3rd Cir. 2003) (concluding that a student did not have a First Amendment right to distribute religious messages attached to candy to classmates during a school party); *DeNooyer ex rel. DeNooyer v. Livonia Pub. Sch.*, 799 F. Supp. 744 (E.D. Mich. 1992) (upholding a teacher's decision to stop a student from showing a religious video during show-and-tell because the second-grade classroom was a nonpublic forum subject to reasonable restrictions and legitimate pedagogical concerns), *aff'd without opinion*, 1 F.3d 1240 (6th Cir. 1993).

⁵ See *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969). See also Douglas Laycock, *Equal Access and Moments of Silence: The Equal Status of Religious Speech by Private Speakers*, 81 Nw. U. L. Rev. 1 (1986).

⁶ See generally *Cornelius v. NAACP Legal Def. & Educ. Fund, Inc.*, 473 U.S. 788 (1985).

⁷ See, e.g., *Hills v. Scottsdale Unified Sch. Dist. No. 48*, 329 F.3d 1044 (9th Cir. 2003) (per curiam); *Child Evangelism Fellowship of N.J., Inc. v. Stafford Township Sch. Dist.*, 386 F.3d 514 (3d Cir. 2004) (granting a Christian youth group access to a school's methods of distributing nonschool materials to students and posting nonschool materials).

⁸ *Shanley v. Northeast Indep. Sch. Dist.*, 462 F.2d 960 (5th Cir. 1972).

⁹ *Chiu v. Plano Indep. Sch. Dist.*, 339 F.3d 273 (5th Cir. 2003) (rejecting a prior review requirement before parents distributed materials critical of the district's math curriculum at district-sponsored "Math Nights" for parents).

¹⁰ See *Shanley v. Northeast Indep. Sch. Dist.*, 462 F.2d 960 (5th Cir. 1972) (permitting prior review if the process is not too complex or onerous); *Baughman v. Freiemuth*, 478 F. 2d 1345 (4th Cir. 1973) (striking down a prior review requirement in part because it did not provide for prompt administrative response).

¹¹ *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969); *Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675 (1986); *Morse v. Frederick*, 2007WL 1804317 (U.S. 2007).

¹² *Peck v. Upshur County Bd. of Educ.*, 155 F.3d 274 (4th Cir. 1998).

¹³ See *Donovan v. Punxsutawney Area Sch. Bd.*, 336 F.3d 211 (3d Cir. 2003).

¹⁴ See *Rusk v. Crestview Local Sch. Dist.*, 379 F.3d 418 (6th Cir. 2004); *Child Evangelism Fellowship of N.J., Inc. v. Stafford Township Sch. Dist.*, 386 F.3d 514 (3d Cir. 2004).

¹⁵ *Muller ex rel. Muller v. Jefferson Lighthouse Sch.*, 98 F.3d 1530 (7th Cir. 1996).

Nonschool Use of School Facilities by Students

Most of Texas’s public schools open their doors for “noncurriculum-related student groups” to meet in school facilities during noninstructional time. School districts that permit student group use of their facilities need to consider a host of related legal and policy issues.

A district is not required to permit noncurriculum-related student groups to use its property. Once a district opens its doors, however, the Free Speech Clause of the First Amendment to the United States Constitution and other federal laws limit the district’s ability to deny access to student groups based solely on their viewpoint or the content of their speech.

Legal Principles

What is a “noncurriculum-related student group”?

A group with a purpose not directly related to a particular course or the body of courses offered at a school.

The United States Supreme Court has defined a noncurriculum-related student group as one whose purpose does not *directly* relate to the body of courses offered by the school. Examples of curriculum-related groups include a Spanish Club, Physics Club, or National Honor Society. A group is directly related to the school’s curriculum if:

- the subject matter of the group is actually taught or will soon be taught in a regularly offered course,
- the subject matter of the group concerns the body of courses as a whole,
- participation in the group is required for a particular course, or
- students get academic credit for participating in the group.¹

Groups that do not meet these criteria are considered noncurriculum-related.

How does a noncurriculum-related student group differ from other groups that meet in school facilities?

To qualify as a “student group,” a group must be created and run by students, for students. Groups organized and run by adults are considered “community groups,” even if students attend the meetings.

School districts typically receive requests for two different types of nonschool use. One type of use is referred to as “community use,” governed by the policies at GKD; the other is referred to as “student use,” described below and governed by the policies at FNAB. The fact that a district permits student use of school facilities does not require the district to open a public forum for community use. As a practical matter, however, the policies of most Texas districts permit both types of use.

What is the difference? Student use occurs when a district permits noncurriculum-related groups organized by and for students to make use of school facilities during noninstructional time. To qualify as a student group, a group must be operated by students; neither adults nor children who are not students at the school may regularly attend or lead the group (although a faculty member may be present to monitor the group's activities).² For example, a Boy Scout troop, led by a Scout's parent, does not qualify as a student group, even though its meetings are attended primarily by school-aged children. Instead, the Boy Scouts' meetings are a community use, governed by GKD(LOCAL). On the other hand, noncurriculum-related groups led by students, for students (such as a Bible study, chess club, or scuba club) constitute student groups whose use of school facilities is governed by FNAB(LOCAL).

An example may help to further clarify these distinctions:

- **Noncurriculum-related student group:** Imagine that a group of high school students wished to form an interest group for “Young Republicans.” Such a group would be student initiated, and due to its partisan nature, it would not be curriculum related. The group might occasionally invite local officials as guest speakers, but the club would be student led. No school employee would actively participate in the group, but one could be present as a monitor. FNAB(LOCAL) would govern this group's access to school facilities.
- **School-sponsored, curriculum-related group:** Imagine instead that a high school government teacher wished to form a “Political Science Club” that would meet after school to study political systems, including our two-party system of government. The group would be directly related to school curriculum and would be directed by a member of the faculty. As a school-sponsored activity, this group's access to school facilities would be governed by FM(LOCAL).
- **Community group:** Finally, imagine that the chair of the local Republican party, a community member and parent, wished to form a group for “Young Republicans.” She would be actively involved in structuring and leading the club, which would be designed for high school-aged students, but would be run by adults. This group's access to school facilities would be governed by GKD(LOCAL), because it would be a community group, not a student group.

How does a school district create a “limited public forum” or a “limited open forum” for student groups to use school facilities?

By allowing students to use school facilities for nonschool purposes.

Normally, all school facilities are operated for school purposes only and therefore are not open to the public. If, however, a district allows nonschool use of its facilities by students, the district will have created a type of public

forum for nonschool use. For example, if the district allows a group of students to use one of its classrooms once a week after school for regular meetings of the “Waterskiing Club,” the district has opened its doors for similar uses.

A district’s ability to regulate expression depends in part on the type of public forum it has created. A district could create the equivalent of a traditional public forum, where virtually any viewpoint on any topic would be allowed. But most districts choose instead to open a “limited public forum,” where facilities are open to nonschool use only for certain purposes. When the limited public forum the school district creates is also governed by the Equal Access Act (described in detail below), the statutory name “limited open forum” is used to mean essentially the same thing.

How does “viewpoint neutrality” apply to nonschool use of school facilities?

Within a limited public forum, a school district cannot pick and choose what groups will be allowed to meet based solely on the viewpoints expressed by the groups.

Once a limited public forum for nonschool use has been opened, district decisions about who may use the limited public forum must be “viewpoint neutral.” In other words, the district may not make decisions about which groups meet on school grounds based on the viewpoints expressed by the groups. The United States Supreme Court has twice applied viewpoint neutrality to prevent school districts from excluding religious groups from limited public forums for community use.³ The First Amendment requirement that district decisions be viewpoint neutral protects not only community groups, but also student groups; and not only religious viewpoints, but also the viewpoints of any group that would otherwise be eligible to meet on school property under district policy.

In addition to this First Amendment protection, Congress has passed a federal law concerning students’ equal access to school facilities. The Equal Access Act, passed in 1984, reinforces and amplifies many of these First Amendment principles related to opening a limited public forum for nonschool use.⁴

What limits can a school district place on the content of student expression in a limited public forum?

The district can prohibit speech that is lewd, obscene, or otherwise likely to cause a substantial disruption of school operations. The district can also regulate conduct on school grounds.

Within a limited public forum, limits on expression must be viewpoint neutral and reasonable in light of the purpose of the forum.⁵ But even when a district has opened a limited public forum for nonschool use, the district still has some measure of control over the speech and activities of student groups meeting on

campus. Within a limited public forum, the district can prohibit or regulate student speech that is lewd, obscene, or likely to cause a material and substantial disruption of school operations.⁶ In addition, a district can impose regulations on behavior, such as prohibiting the alteration of school facilities. The district may not, however, apply its regulations unevenly, depending on the views expressed by the groups meeting on campus. For example, many districts require parental permission before allowing students to participate in groups that meet on campus after school. Such a regulation is viewpoint neutral and should be applied uniformly to all groups; it should not be applied to some groups and not others, like to a student-led Bible study group but not to a student-led service club.

Can a school district regulate when, where, and how student groups meet on campus?

Yes, the district or individual campuses may adopt rules that regulate the “time, place, and manner” of student group meetings, as long as these rules are reasonable and viewpoint neutral.

Regardless of the type of public forum a district opens, the district or individual campuses can impose reasonable “time, place, and manner” restrictions on the student groups that use school facilities. For example, a “time” restriction might require all student groups to conclude their meetings by 5 p.m. or limit the frequency with which groups may use school facilities. A “place” restriction might disallow students’ use of the district’s newly renovated high school gymnasium or limit use to classrooms. A “manner” restriction might require that all student groups leave school facilities just as they found them or state that all school rules (such as the Student Code of Conduct and other classroom rules) continue in effect during student group meetings.

Rather than including specific “time, place, and manner” regulations in policy, TASB-recommended policy language for FNAB(LOCAL) requires individual campuses to set reasonable rules regarding student group meetings. For all “time, place, and manner” restrictions, it is essential that campus rules be reasonable, clearly communicated to the student body, and consistently enforced, regardless of the viewpoint espoused by a particular group.

Can a district adopt special rules for nonschool-related meetings at elementary schools?

Yes, as long as the regulations are reasonable and viewpoint neutral.

As described above, it is permissible for different campuses within the same school district to have different regulations regarding nonschool uses of school facilities, as long as the regulations are reasonable and viewpoint neutral. Elementary campuses often adopt stricter rules due to the age and impressionability of their student population.

Moreover, students in elementary schools are far less likely to organize student-initiated, student-led groups. Typically, the noncurriculum-related groups that seek to meet on elementary campuses are led by adult volunteers. These include community groups like the Good News Club, Boy and Girl Scouts, and Little Dribblers. These groups' access to school facilities is governed by the policies at GKD, which clarify that the First Amendment principles (discussed above) apply in elementary schools, even though the Equal Access Act (discussed below) applies only to secondary schools.⁷ For these reasons, the TASB-recommended language at FNAB(LOCAL) does not allow student groups to meet on elementary campuses; instead, the policy gives a cross-reference to GKD(LOCAL) regarding meetings of community groups.

Do special rules apply to student group meetings on secondary campuses?

Meetings of noncurriculum-related student groups at secondary schools are subject to the Equal Access Act.

If a district permits noncurriculum-related student groups to meet in school facilities, all of the First Amendment principles described above apply. In addition, when considering a request from secondary school students, school officials must consider the Equal Access Act. The Equal Access Act (EAA or Act) prohibits public secondary schools that receive federal financial support and have established a "limited open forum" from discriminating against any student group on the basis of the group's speech.⁸

What does the Equal Access Act require?

Equal access and a fair opportunity for student groups to meet on campus, regardless of viewpoint.

Specifically, the Act states: "It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings."⁹

What counts as a "secondary school"?

Campuses categorized as "secondary" for purposes of reporting to the Texas Education Agency.

Under the Act, the term "secondary school" means "a public school which provides secondary education as determined by State law."¹⁰ Consequently, a district can determine whether an individual campus is subject to the EAA by relying on how the district categorizes the campus for purposes of reporting to the Texas Education Agency. For K–8 districts and others with both

elementary and secondary grades at the same campus, the district could adopt a set of rules applicable only to secondary grades (or the district could choose not to open a “limited open forum” for EAA purposes, but continue to follow the First Amendment principles outlined above).

What is a “limited open forum”?

A secondary school creates a limited open forum by allowing even one noncurriculum-related student group to meet on school grounds.

A “limited open forum” exists under the EAA whenever a public secondary school “grants an offering to or opportunity for one or more noncurriculum-related student groups to meet on school premises.”¹¹ When a school allows even one noncurriculum-related student group to meet, the obligations of the Act are triggered, and the school cannot deny other clubs access to meet on school grounds during noninstructional time based on the content of their speech. Therefore, when a school had several noncurriculum-related groups—including a scuba club, a chess club, and a service club—the Supreme Court held that the school violated the EAA when it refused to recognize a Christian student group.¹²

What is “equal access”?

Equal access includes more than just meeting space. It includes all of the activities of noncurriculum-related groups, including postings, announcements, and publications.

Under the Act, “meeting” is defined to include “those activities of student groups which are permitted under a school’s limited open forum and are not directly related to the school curriculum.”¹³ As a result, the Act covers more than a group’s in-person meetings: a school that has established a limited open forum for noncurriculum-related student groups must allow all such groups to use school facilities to the same extent. If some groups are allowed to make announcements on the school’s public address system, appear as a club in the student yearbook, or post items on a club bulletin board, all groups are entitled to that same access.¹⁴

What is a “fair opportunity”?

A chance to hold voluntary, student-initiated, student-run meetings that do not interfere with the orderly conduct of school.

According to the EAA, a school offers a “fair opportunity” to students who wish to conduct meetings within a limited open forum if the school uniformly provides that: (1) meetings are voluntary and student-initiated; (2) there is no sponsorship of meetings by the school, the government, or its agents or employees; (3) employees or agents of the school or government are present at religious meetings only in a nonparticipatory capacity; (4) meetings do not materially and substantially interfere with the orderly conduct of educational

activities within the school; and (5) nonschool persons do not direct, conduct, control, or regularly attend activities of student groups.¹⁵

The EAA goes on to say that nothing in the Act limits the authority of a school or its employees to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to ensure that attendance of students at meetings is voluntary.¹⁶

What is “noninstructional time”?

Any time before, during, or after the school day when noncurriculum-related student groups are allowed to meet.

“Noninstructional time” is defined as “time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.”¹⁷ This includes time before and after the school day, but it may also include time during the school day. For example, if one noncurriculum-related student group is permitted to meet during the lunch period, other such groups must be allowed to do the same.¹⁸ The same is true if noncurriculum-related groups are allowed to meet during a designated activity period.¹⁹

What if a controversial group asks permission to meet on campus?

The Act requires equal access for all student groups—not just religious groups—regardless of the content of their message.

Along with religious groups, the Equal Access Act protects student groups that advocate particular political or philosophical positions, including controversial ones.²⁰ Courts have concluded that secondary school students are mature enough to understand that a school does not necessarily endorse or support the content of student speech by providing a forum for it on a nondiscriminatory basis.²¹

The potential formation of controversial student groups has led some districts to attempt to place certain restrictions on the groups that use school facilities. For the reasons explained above, such limitations must be reasonable and viewpoint neutral. Two common restrictions may appear to be “viewpoint neutral,” but may have a discriminatory effect on controversial or unpopular groups. One is a requirement that every group find a voluntary faculty sponsor; the other is a requirement that a group have a minimum number of participants. Neither of these provisions is included in TASB’s recommended policy language for FNAB(LOCAL). In fact, the EAA specifically states that a school district may not limit the rights of student groups that are not of a specified numerical size.²²

Does opening a limited open forum mean that the district must allow gay rights groups to meet on campus?

The answer may depend on the circumstances, including the group's stated purpose and the district's curriculum.

When school districts outside of Texas have established limited open forums under the EAA, courts have ordered the districts to permit gay rights groups to meet on school campuses.²³ In general, courts have concluded that, once a limited open forum is established, gay rights or gay awareness groups cannot be excluded on the basis of the content of their speech.

In Texas, however, one school district relied on its strict abstinence policy to exclude such a group. A student group known as the Lubbock Gay-Straight Alliance (LGSA) sued Lubbock ISD when the district denied the group's request to be recognized as a student group with the right to meet on campus and publicize its meetings. Lubbock ISD had adopted a limited open forum for student groups in its FNAB(LOCAL). LISD had also adopted an abstinence policy applying to all matters concerning sexual activity. The school district successfully argued that it denied the group's request based upon its abstinence-only policy and the well-being and disruption exceptions to the EAA. The court explicitly distinguished cases from other jurisdictions because those cases did not involve schools that maintained an abstinence-only policy or banned any discussion of sexual activity on its campuses.²⁴

The outcome in the Lubbock ISD case turned on several factors particular to the individual circumstances in that district. If your district has questions regarding the application of the EAA or the First Amendment to a request from a gay rights organization, or any other organization, consult your district's school attorney.²⁵

To what extent can staff participate in noncurriculum-related student groups meeting on campus?

School employees should be present as monitors only.

Religious groups: The EAA requires schools to give student groups a "fair opportunity" to meet on campus. Part of the Act's definition of a "fair opportunity" is that school personnel may be present, but may not participate in religious student group meetings.²⁶ Nor may school personnel influence the form or content of any prayer or other religious activity.²⁷ The district retains its authority, however, "to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students is voluntary."²⁸

For example, a high school violated the EAA by permitting a school employee to lead a student gospel choir that met on campus during noninstructional hours. Under the Act, school employees may be present during student meetings "only in a nonparticipatory capacity." This prohibition prevents

employees from leading, teaching, or otherwise participating in religious student groups.²⁹

Other groups: The EAA also requires that school personnel not actively participate in the meetings of other noncurriculum-related student groups. The Act requires that groups be given a “fair opportunity” to meet. “Fair opportunity” includes “no sponsorship of the meeting by the school, the government, or its agents or employees,” and, according to the Act, “the term ‘sponsorship’ includes the act of promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.”³⁰

In order to comply with these provisions of the EAA and extend equal access opportunities to all noncurriculum-related student groups, regardless of viewpoint, we recommend that schools not sponsor *any* noncurriculum-related student groups. Remember, student clubs do not have to be “school sponsored” to receive the protection of the EAA.³¹

Conclusion

We hope that the legal information and policy guidance in this *Starting Points* will help your district develop a thorough and effective FNAB(LOCAL). Remember, however, that adopting a well-considered policy means little if the policy is not understood, communicated, and applied consistently. Be sure to inform administrators, students, and parents about your new FNAB(LOCAL), and consult your school attorney during both the development and application of this policy.

¹ *Bd. of Educ. of Westside Cmty. Sch. v. Mergens*, 496 U.S. 226 (1990). See also *Van Schoick v. Saddleback Valley Unified Sch. Dist.*, 104 Cal. Rptr. 2d 562 (Cal. Ct. App. 2001) (refusing to conclude that service clubs were curriculum related even though community service was required for graduation).

² See 20 U.S.C. § 4071(c) (2004).

³ See *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001) (requiring a school district to allow a Christian youth group to meet on an elementary school campus). See also *Lamb’s Chapel v. Ctr. Moriches Union Free Sch. Dist.*, 508 U.S. 384 (1993) (requiring a school district to permit a church group to show a video on religious family values in a classroom after school).

⁴ 20 U.S.C. §§ 4071-4072 (2004).

⁵ See generally *Cornelius v. NAACP Legal Def. & Educ. Fund, Inc.*, 473 U.S. 788 (1985).

⁶ *Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969); *Bethel Sch. Dist. No. 403 v. Fraser*, 478 U.S. 675 (1986).

⁷ See, e.g., *Good News Club v. Milford Cent. Sch.*, 533 U.S. 98 (2001); *Culbertson v. Oakridge Sch. Dist. No. 76*, 258 F.3d 1061 (9th Cir. 2001) (applying *Milford* to a Good News Club that included even younger students and met immediately after school).

⁸ 20 U.S.C. §§ 4071-4074 (2004).

⁹ 20 U.S.C. § 4071(a) (2004).

¹⁰ 20 U.S.C. § 4072(1) (2004).

- ¹¹ 20 U.S.C. § 4071(b) (2004).
- ¹² *Bd. of Educ. of Westside Cmty. Sch. v. Mergens*, 496 U.S. 226 (1990).
- ¹³ 20 U.S.C. § 4072(3) (2004).
- ¹⁴ *Bd. of Educ. of Westside Cmty. Sch. v. Mergens*, 496 U.S. 226, 247 (1990). *See also Prince v. Jacoby*, 303 F.3d 1074 (9th Cir. 2002) (requiring equal access to funding and the yearbook).
- ¹⁵ 20 U.S.C. § 4071(c) (2004).
- ¹⁶ 20 U.S.C. § 4071(f) (2004).
- ¹⁷ 20 U.S.C. § 4072(4) (2004).
- ¹⁸ *Caniceros ex rel. Risser v. Bd. of Tr. of the San Diego Unified Sch. Dist.*, 106 F.3d 878 (9th Cir. 1997).
- ¹⁹ *See Donovan v. Punxsutawney Area Sch. Bd.*, 336 F.3d 211 (3d Cir. 2003).
- ²⁰ *See, e.g., Student Coalition for Peace v. Lower Merion Sch. Dist. Bd. of Sch. Dir.*, 633 F. Supp. 1040 (E.D. Pa. 1986) (concluding that a school that allowed its gym to be used for a noncurriculum-related student meeting—an annual volleyball marathon—created a limited open forum and had to allow a student group to use the gym for a public antinuclear and peace exposition).
- ²¹ *Bd. of Educ. of Westside Cmty. Sch. v. Mergens*, 496 U.S. 226, 251-53 (1990).
- ²² 20 U.S.C. § 4071(d)(6) (2004).
- ²³ *See, e.g., Colin ex rel. Colin v. Orange Unified Sch. Dist.*, 83 F. Supp. 2d 1135 (C.D. Cal. 2000) (granting a preliminary injunction to permit the “Gay-Straight Alliance Club” to meet on campus pursuant to the Equal Access Act); *Boyd County High Sch. Gay Straight Alliance v. Bd. of Ed. of Boyd County*, 258 F.Supp.2d 667 (E.D. Ky. 2003) (mandating equal access for a gay student group even in the face of significant disruption created by objectors).
- ²⁴ *Caudillo b/n/f Caudillo v. Lubbock Indep. Sch. Dist.*, 311 F. Supp. 2d 550 (5th Cir. 2004).
- ²⁵ For additional information regarding the rights of gay students on campus, see the [National School Board Association’s](#) publication, [“Dealing with Legal Matters Surrounding Students’ Sexual Orientation and Gender Identity”](#).
- ²⁶ 20 U.S.C. § 4071(c)(3) (2004).
- ²⁷ 20 U.S.C. § 4071(d)(1) (2004).
- ²⁸ 20 U.S.C. § 4071(f) (2004).
- ²⁹ *See Sease v. Sch. Dist. of Phila.*, 811 F. Supp. 183 (E.D. Pa. 1993).
- ³⁰ 20 U.S.C. §§ 4071(c)(2), 4072(2) (2004).
- ³¹ *Pope v. E. Brunswick Bd. of Educ.*, 12 F.3d 1244 (3d Cir. 1993) (requiring a district that “sponsored” other noncurriculum-related student clubs to permit a Bible club to meet on campus, even though the board refused to sponsor the organization). *See also Hsu v. Roslyn Union Free Sch. Dist. No. 3*, 85 F.3d 839 (2d Cir. 1996) (requiring that a school recognize a student religious club that required certain officers and prayer leaders to be Christians).

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This document is provided for educational purposes only and contains information to facilitate a general understanding of the law. It is not an exhaustive treatment of the law on this subject nor is it intended to substitute for the advice of an attorney. It is important for you to consult with your own attorneys in order to apply these legal principles to specific fact situations.

STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

FNAA
(LEGAL)

PROTECTED SPEECH Activities such as distributing literature, displaying signs, petitioning for change, and disseminating information concerning issues of public concern are protected by the First Amendment. *Schenck v. Pro-Choice Network*, 519 U.S. 357 (1997) (recognizing leafletting and commenting on matters of public concern as protected speech); *Boos v. Barry*, 485 U.S. 312 (1988) (recognizing public issue signs as protected speech); *Meyer v. Grant*, 486 U.S. 414 (1988) (recognizing the solicitation of signatures for a petition drive as protected speech)

LIMITATIONS ON EXPRESSION A district may prohibit expression by students if:

1. It materially and substantially interferes with school activities;
2. It materially and substantially interferes with the rights of other students or teachers; or
3. The district can demonstrate reasonable cause to believe that the expression would engender material and substantial interference.

A district shall not prohibit student expression solely because other students, teachers, administrators, or parents may disagree with its content.

PRIOR REVIEW A district may subject student expression to prior screening under clear and reasonable regulations.

TIME, PLACE, AND MANNER LIMITATIONS A district may limit student expression in manner, place, or time by means of reasonable and equally-applied regulations.

Shanley v. Northeast Indep. Sch. Dist., 462 F.2d 960 (5th Cir. 1972)
[See also CPAB for use of a district's mail system]

EQUAL ACCESS ACT

If a district secondary school receives federal financial assistance and has a limited open forum, as defined below, it shall not deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. *20 U.S.C. 4071(a)*

LIMITED OPEN
FORUM IN
SECONDARY
SCHOOLS

A district secondary school has a limited open forum for purposes of the Equal Access Act whenever the school grants an offering to or an opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time. *20 U.S.C. 4071(b)*

“Secondary school” means a public school that provides secondary education as determined by state law.

“Meeting” includes those activities of student groups that are permitted under a school’s limited open forum and that are not directly related to the school curriculum.

“Noninstructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

20 U.S.C. 4072

“Noncurriculum-related student group” means any student group that does not directly relate to the body of courses offered by the school. A student group directly relates to the school’s curriculum if it meets any of the following criteria:

1. The subject matter of the group is actually taught or will soon be taught in a regularly offered course.
2. The subject matter of the group concerns the body of courses as a whole.
3. Participation in the group is required for a particular course.
4. Participation in the group results in academic credit.

Westside Cmty. Sch. v. Mergens, 496 U.S. 226 (1990)

If a school has a limited open forum, it shall be deemed to offer a fair opportunity for students to conduct meetings within its forum if it uniformly provides that:

1. The meeting is voluntary and student-initiated.
2. There is no sponsorship of the meeting by the school or any government or its agents or employees.

“Sponsorship” includes the act of promoting, leading, and participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

3. School employees are present at religious meetings only in a nonparticipatory capacity.
4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons shall not direct, conduct, control, or regularly attend activities of student groups.

20 U.S.C. 4071(c)

The establishment of a limited open forum shall not authorize a school or a district to:

1. Influence the form or content of any prayer or other religious activity.
2. Require any person to participate in prayer or other religious activity.
3. Expend public funds beyond the incidental cost of providing the space for student-initiated meetings.
4. Compel any school agent or employee to attend a meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee.
5. Sanction meetings that are otherwise unlawful.
6. Limit the rights of groups of students that are not of a specified numerical size.
7. Abridge the constitutional rights of any person.

20 U.S.C. 4071(d)

MAINTAIN ORDER

The establishment of a limited open forum shall not limit the authority of a school, a district, its agents, or its employees to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary. *20 U.S.C. 4071(f)*

RELIGIOUS GROUPS
AND ACTIVITIES

Students may organize prayer groups, religious clubs, “see you at the pole” gatherings, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Reli-

gious groups must be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression.

If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of the groups, a district may not discriminate against groups that meet for prayer or other religious speech.

A district may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Education Code 25.154

2012-2013 BUDGET CALENDAR

- | | |
|-----------|---|
| April 1 | TxEIS Budget available to campus principals, AD, Technology, Band, Maintenance, Library, etc. |
| May 15 | Budget numbers due back to Business Office |
| June 15 | Finalize campus/department budgets |
| July 15 | Finalize next year payroll |
| August 10 | Finalize 2012-2013 Budget |

Minutes of Regular Meeting

The Board of Trustees

Lago Vista ISD

A Regular Meeting of the Board of Trustees of Lago Vista ISD was held Monday, February 20, 2012, in the Board Room in Viking Hall, 8039 Bar K Ranch Road, Lago Vista, Texas 78645.

Members Present:

Jerrell Roque
Mark Abbott
David Baker (arrived 6:30pm)
Stacy Eleuterius
Tom Rugel
David Scott

Members Absent:

Laura Vincent

Also Present:

Matt Underwood, Superintendent
Henri Gearing, Asst. Superintendent & Director of Finance

1. *Invocation and Call to Order*

Jerrell Roque called the meeting to order at 6:03pm and led the Pledge of Allegiance and the Pledge to the Texas flag.

2. *Welcome visitors/Public participation*

No citizens signed up for public participation

3. *Facility Planning Update - Robert Gadbois and Bob Shelton*

Robert Gadbois presented weekly update (included with board packet) The weekly update included a budget summary with \$\$ amounts committed (for Fees/Design/Acctg/Legal/Admin). Tom Rugel does not want all those lumped together – wants to see those charges broken out. Gadbois agreed that he would break out charges in future updates.

4. *Approval of schematic design - Phase 1*

Bob Shelton of Fromberg Assoc. presented the schematic design for high school and the design criteria. There were some major changes made after meeting with faculty and staff and getting their input (i.e. flipped the library and administrative offices; moved the concession stand to make more accessible to all the fields and so volunteers

can view the game; relocated Special Ed and Life Skills). There was discussion of the gym facilities as some board members would like to see a different approach there. Shelton reported that to merge the 2 gyms or remove the walkway in between the main and auxiliary gym, would cost about \$260K.

David Scott moved that the board approve making changes to design by reversing vocational tech area with the auxiliary gym and maintaining exterior access.

Stacy Eleuterius seconded

Motion carries 6-0

5. *Consideration and possible action to evaluate, rank, and select a proposed offeror to be the District's Construction Manager-at-Risk for the High School Construction Project.*

Mr. Underwood went over the process for hiring a CMAR. The committee (Rugel, Abbott, Eleuterius, Underwood, Gadbois, Riley) had a prelim meeting and rated all the firms that submitted proposals. They then decided to bring in for interviews, the top 3 rated companies. Overall, Baird Williams was the top rated. Mr. Underwood checked their references, and commented that everyone he spoke with gave rave reviews. He is recommending that we hire Baird Williams to be our Construction Manager-At-Risk for the LVHS project.

Mark Abbott made a motion that the Board of Trustees evaluation and ranking be approved, and the selection of Baird Williams as the District's Construction Manager-At-Risk for the high school construction project be approved, and further move to direct the Superintendent to attempt to negotiate a contract with Baird Williams, and if unable to negotiate a satisfactory contract, formally and in writing end negotiates with that offer and proceed to negotiate with the next offeror in the order of ranking, until a contract is ready for the Board's consideration.

David Scott seconded

Motion carries 6-0

6. *Consideration and possible adoption of an*

"Order authorizing the issuance of "Lago Vista Independent School District unlimited tax school building bonds, series 2012"; levying a continuing direct annual ad valorem tax for the payment of such bonds; authorizing a purchase contract, a paying agent/registrar agreement, and other matters related thereto".

Dusty Traylor of RBC Capital Markets spoke. Reported they issued the rest of bonds on the market last Wednesday (Feb . 15, 25-yr @ 3.419%) See attached Bond Sales Results for LVISD for more market info.\$400K more in budget

Mr. Traylor asked that the board approve this sale tonight.

David Scott motioned to approve the sale

David Baker seconded

Motion carried 6-0

7. *Consideration and possible action to select the Energy Saving Performance Contracting method set forth in Texas Education Code 44.901 for utility conservation measures*

David Baker moved that the Board of Trustees select the Energy Savings Performance Contracting method set forth in Texas Education Code 44.901 for utility conservation measures and direct the Superintendent to request qualifications for an Energy Savings Performance Contract for utility conservation measures.

Mark Abbott seconded

Motions carried 6-0

8. Superintendent report

a. EOC/GPA Consideration – test will be given; students still has to pass the test but it will not be part of their grade

b. Apple Migration – looking at moving toward an Apple-based system. The idea is to start with a few laptops, maybe a few servers; negatives – real/corp world uses Windows, more expensive, but they are superior in staff development. If we changed out every teacher and put Macs in all labs, the cost would be about \$600K. Looked at lease situation, getting close to cost of the laptop over 4 year period. Do you go laptop or iPad. Matt thinks iPad is better way to go. Will take a while to grow but want to get buy-in from staff

c. Calendar Planning – committee is talking to parents and including that input; it usually comes down to high school vs elementary school. Will continue to work on final calendar

d. Staff Salary Planning – Ms. Gearing reported that she just found out today that ActiveCare 2 is going up \$460 (the district currently pays \$434 for ActiveCare 2).

9. Minutes of previous meetings (Dec. 22-Special; Jan 18-Special; Jan 23-Regular)

David Scott motioned to approve the minutes from above named meetings

Tom Rugel seconded

Motion carried 6-0

10. Monthly Financial report

Ms. Gearing gave her monthly financial report. She updated about new regulations from the USDA on school breakfast programs. Food service companies must use a food-based menu vs a nutrition based (which is what Sodexo uses) so the district would have to re-bid for food service.

David Scott moved to accept the financial report

David Baker seconded

Motion carries 6-0

11. *Closed Session pursuant to Government Code section 551.074. Discussion of Teacher and Administrative Contracts and Performance*

The board went in to closed session at 9:03pm per Government Code section 551.074

Board reconvened from closed session at 9:35pm

12. Administrative Contract Renewals and Teacher Contract

Mr. Underwood made the following recommendation for administrator contracts:

1-year contract extensions for Donna Larkin, Steve Elder, Beth Mohler, Heather Stoner, Alan Haire and Trisha Upchurch.

2-year contract for Paul Thailing

2-year contract extension for Henri Gearing

Tom Rugel moved that board accept the contract recommendations

Mark Abbott seconded

Motion carries 6-0

13. Consider date of March Board Meeting

Board will meet on Monday, March 19th

14. Adjourn

There being no further business, Stacy Eleuterius motioned to adjourn

David Baker seconded

Meeting adjourned at 9:40pm

Board President

Minutes of Special Meeting

The Board of Trustees

Lago Vista ISD

A Special Meeting of the Board of Trustees of Lago Vista ISD was held Monday, March 5, 2012, in the library of Lago Vista High School, 8039 Bar K Ranch Road, Lago Vista, Texas 78645.

Members Present:

Laura Vincent
Jerrell Roque
Mark Abbott
David Baker (arrived 7:32pm)
Stacy Eleuterius
Tom Rugel
David Scott

Members Absent:

Also Present:

Matt Underwood, Superintendent
Henri Gearing, Asst. Superintendent & Director of Finance
Donna Larkin
Alan Haire

1. *Invocation and Call to Order*

Laura Vincent called the meeting to order at 6:30pm

2. Consideration and Approval of Amended Schematic Design Plan

Bob Shelton of Fromberg Associates presented 4 Options

Option 1 – original with auxiliary gym separate

Option 2 – idea that was discussed at Feb. 20th board mtg with practice gym and vocational tech switch

Option 3 – corridor running between the gym; concession with a view across court-Adds 700SF

Option 3A – same as 3 but rotated practice gym; adds 800SF

Some discussion as to what the additional square footage would cost; Mr. Fromberg confirmed the cost of \$134 per square foot

Donna Larkin commented that Option 1 was preferred by staff.

Mr. Underwood stated the chances of getting the FEMA grant are slim.

Donna Larkin pointed out that on one design there were 14 different entrance points that would need to be manned; liked the Ag bldg behind the gym because it wasn't visible, would be more secure, and noise level wouldn't be factor; visiting teams could have a separate place to meet/dress; didn't like the idea of students having to go outside

or through the gym to get to Ag bldg.

Mr. Underwood recommended we go back to the first option/stick with original

Jerrell Roque moved that board go with Option 1

Tom Rugel seconded

Motion carries 5-0 with Stacy Eleuterius abstaining

3. Discussion of Off-Site Utility Costs and Scope of Work

An agreement was made regarding the offsite utilities that the scope of the school's budget would not exceed \$1.2 million for water and wastewater services. The school would be responsible for road improvements as a standalone project.

4. There being no further business, the meeting adjourned at 8:43pm

Board President

BANK STATEMENTS/INVESTMENTS												
11-12	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 188,426.74	\$ 250,392.39	\$ 161,445.49	\$ 284,520.23	\$ 191,797.23	\$ 130,635.62						
Cap Proj	\$ 19,281.96	\$ 19,282.78	\$ 19,283.57	\$ 19,284.36	\$ 19,285.21	\$ 18,035.94						
CD's SSB	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00						
Lonestar M & O	\$ 3,369,170.86	\$ 3,670,510.54	\$ 3,802,657.95	\$ 6,083,781.98	\$ 11,511,211.19	\$ 12,161,303.78						
Lonestar I&S	\$ 610,062.85	\$ 625,463.15	\$ 730,636.05	\$ 1,189,028.46	\$ 1,992,115.10	\$ 2,057,065.08						
Lonestar Constr	\$ 200,975.60	\$ 201,014.91	\$ 201,056.18	\$ 201,056.18	\$ 201,155.89	\$ 201,197.75						
Construction 2012				\$ 9,850,595.43	\$ 9,721,306.25	\$ 9,715,628.95						
TOTAL	\$ 7,387,918.01	\$ 7,766,663.77	\$ 7,915,079.24	\$ 20,628,266.64	\$ 26,636,870.87	\$ 27,283,867.12						
Difference	#REF!	\$ 378,745.76	\$ 148,415.47	\$ 12,713,187.40	\$ 6,008,604.23	\$ 646,996.25						
INTEREST EARNED												
General	\$ 13.13	\$ 13.78	\$ 9.14	\$ 12.21	\$ 9.63	\$ 7.82						
CD'Ss SSB			\$ 756.17			\$ 6,807.63						
Lonestar M & O	\$ 420.07	\$ 629.19	\$ 768.81	\$ 1,061.10	\$ 2,505.02	\$ 2,632.78						
Lonestar I&S	\$ 96.37	\$ 120.39	\$ 139.02	\$ 215.46	\$ 437.30	\$ 439.50						
Lonestar Constr	\$ 31.94	\$ 39.31	\$ 41.27	\$ 47.76	\$ 51.95	\$ 41.86						
Construction 2012				\$ 251.73	\$ 2,517.62	\$ 2,022.70						
TOTAL INTEREST	\$ 561.51	\$ 802.67	\$ 1,714.41	\$ 1,588.26	\$ 5,521.52	\$ 11,952.29						
Cumulative		\$ 1,364.18	\$ 3,078.59	\$ 4,666.85	\$ 10,188.37	\$ 22,140.66	Less that last year as interest rates are low.					
The bottom portion of this spreadsheet has been updated to include the 2010-2011 data - mistakenly this data was actually the 09-10 on past reports.												
10-11	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 49,719.66	\$ 49,858.55	\$ 49,769.58	\$ 49,774.40	\$ 49,783.46	\$ 49,779.33	\$ 49,851.27	\$ 104,184.09	\$ 180,618.23	\$ 260,764.98	\$ 130,926.87	\$ 202,617.54
Gen Sweep	\$ 93,006.57	\$ 181,578.29	\$ 260,755.70	\$ 99,245.26	\$ 121,090.23	\$ 177,848.15	\$ 177,848.13	CLOSED	CLOSED	CLOSED	CLOSED	CLOSED
Cap Proj Sweep	\$ 49,935.75	\$ 49,945.67	\$ 49,956.62	\$ 49,967.23	\$ 49,977.84	\$ 49,987.42	\$ 49,998.03	\$ 50,006.09	CLOSED	CLOSED	CLOSED	CLOSED
I & S	\$ 235.46	\$ 235.50	\$ 235.54	\$ 235.58	\$ 235.62	\$ 235.66	\$ 235.70	\$ 235.74	\$ 235.78	\$ 235.80	\$ 235.82	\$ 235.84
CD's SSB	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00
Lonestar M & O	\$ 1,460,904.98	\$ 2,365,266.60	\$ 2,363,612.51	\$ 5,871,555.00	\$ 9,855,974.75	\$ 10,579,406.19	\$ 9,346,443.68	\$ 7,881,484.50	\$ 6,548,705.67	\$ 4,864,395.60	\$ 3,522,663.06	\$ 2,511,716.59
Lonestar I&S	\$ 601,582.56	\$ 617,219.79	\$ 724,219.07	\$ 1,311,230.02	\$ 1,936,266.52	\$ 2,069,433.86	\$ 2,139,210.06	\$ 2,157,960.15	\$ 2,193,436.96	\$ 2,207,392.50	\$ 2,219,618.61	\$ 601,350.25
Lonestar Constr	\$ 200,531.74	\$ 200,578.69	\$ 200,619.15	\$ 200,660.25	\$ 200,700.77	\$ 200,737.39	\$ 200,776.02	\$ 200,815.99	\$ 200,852.71	\$ 200,885.02	\$ 200,914.07	\$ 200,943.66
TOTAL	\$ 5,455,916.72	\$ 6,464,683.09	\$ 6,649,168.17	\$ 10,582,667.74	\$ 15,214,029.19	\$ 16,127,428.00	\$ 14,964,362.89	\$ 13,394,686.56	\$ 12,123,849.35	\$ 10,533,673.90	\$ 9,074,358.43	\$ 6,516,863.88
Difference		\$ 1,008,766.37	\$ 184,485.08	\$ 3,933,499.57	\$ 4,631,361.45	\$ 913,398.81	\$ (1,163,065.11)	\$ (1,569,676.33)	\$ (1,270,837.21)	\$ (1,590,175.45)	\$ (1,459,315.47)	\$ (2,557,494.55)
INTEREST EARNED												
General	\$ 8.22	\$ 8.05	\$ 8.77	\$ 8.50	\$ 8.56	\$ 7.68	\$ 8.07	\$ 16.91	\$ 27.24	\$ 8.26	\$ 14.99	\$ 20.12
Gen Sweep	\$ 33.05	\$ 32.07	\$ 45.53	\$ 36.91	\$ 39.45	\$ 19.83	\$ 26.57	\$ 13.07	CLOSED	CLOSED	CLOSED	CLOSED
Cap Proj Sweep	\$ 10.26	\$ 9.92	\$ 10.95	\$ 10.61	\$ 10.61	\$ 9.58	\$ 10.61	\$ 7.06	CLOSED	CLOSED	CLOSED	CLOSED
I & S	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.02	\$ 0.02	\$ 0.04
CD'Ss SSB			\$ 6,069.86			\$ 9,546.56			\$ 11,186.30			\$ 3,738.71
Lonestar M & O	\$ 581.85	\$ 363.83	\$ 475.80	\$ 745.95	\$ 1,734.44	\$ 2,028.80	\$ 2,069.07	\$ 1,644.16	\$ 1,331.53	\$ 948.38	\$ 613.87	\$ 435.97
Lonestar I&S	\$ 162.17	\$ 142.75	\$ 135.87	\$ 195.42	\$ 344.28	\$ 385.87	\$ 429.75	\$ 406.63	\$ 397.74	\$ 354.36	\$ 320.10	\$ 192.74
Lonestar Constr	\$ 108.40	\$ 46.95	\$ 40.46	\$ 41.10	\$ 40.52	\$ 36.62	\$ 40.63	\$ 37.97	\$ 36.72	\$ 32.31	\$ 29.05	\$ 29.59
TOTAL INTEREST	\$ 903.99	\$ 603.61	\$ 6,787.28	\$ 1,038.53	\$ 2,177.90	\$ 12,034.98	\$ 2,584.74	\$ 2,125.84	\$ 12,979.57	\$ 1,343.33	\$ 978.03	\$ 4,417.17
Cumulative		\$ 1,507.60	\$ 8,294.88	\$ 9,333.41	\$ 11,511.31	\$ 23,546.29	\$ 26,131.03	\$ 28,256.87	\$ 41,236.44	\$ 42,579.77	\$ 43,557.80	\$ 47,974.97

Feb-12						
50.00%	11-12					
	Current Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	
57xx	LOCAL TAX REVENUES	\$ 11,873,559	\$ 12,458,788	\$ (585,229)	104.93%	
58XX	STATE PROG. REVENUES	\$ 4,408,614	\$ 2,758,094	\$ 1,650,520	62.56%	
	TOTAL REVENUE	\$ 16,282,173	\$ 15,216,882	\$ 1,065,291	93.46%	
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	
11	INSTRUCTION	\$ 6,126,018	\$ 2,925,403	\$ 3,200,615	47.75%	
12	LIBRARY	\$ 157,113	\$ 66,629	\$ 90,484	42.41%	
13	STAFF DEVELOPMENT	\$ 26,125	\$ 12,003	\$ 14,122	45.94%	
21	INST. ADMINISTRATION	\$ 186,890	\$ 94,374	\$ 92,516	50.50%	
23	SCHOOL ADMINISTRATION	\$ 695,521	\$ 329,519	\$ 366,002	47.38%	
31	GUID AND COUNSELING	\$ 343,692	\$ 165,126	\$ 178,566	48.04%	
33	HEALTH SERVICES	\$ 75,156	\$ 29,970	\$ 45,186	39.88%	
34	PUPIL TRANSP - REGULAR	\$ 325,150	\$ 158,724	\$ 166,426	48.82%	
36	CO-CURRICULAR ACT	\$ 565,128	\$ 299,416	\$ 265,712	52.98%	
41	GEN ADMINISTRATION	\$ 518,196	\$ 230,634	\$ 287,562	44.51%	
51	PLANT MAINT & OPERATION	\$ 1,079,509	\$ 453,833	\$ 625,676	42.04%	
52	SECURITY	\$ 10,000	\$ 2,530	\$ 7,470	25.30%	
53	DATA PROCESSING	\$ 243,625	\$ 111,848	\$ 131,777	45.91%	
61	COMMUNITY SERVICE	\$ 21,867	\$ 1,772	\$ 20,095	8.10%	
71	DEBT SERVICE	\$ 155,000	\$ 154,002	\$ 998	99.36%	
81	CONSTRUCTION	\$ 55,000	\$ -	\$ 55,000	0.00%	
91	STUDENT ATTENDANCE CR	\$ 5,545,000	\$ 767,375	\$ 4,777,625	13.84%	
99	TRAVIS COUNTY APP	\$ 90,000	\$ 36,429	\$ 53,571	40.48%	
0	Transfer Out	\$ -		\$ -		
	TOTAL EXPENDITURES	\$ 16,218,990	\$ 5,839,588	\$ 10,379,402	36.00%	
Feb-11						
50.00%	10-11					
	Prior Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	Variance
5710	LOCAL TAX REVENUES	\$ 11,695,899	\$ 12,252,816	\$ (556,917)	104.76%	
57XX	OTHER LOCAL REVENUES	\$ 513,701	\$ 446,864	\$ 66,837	86.99%	
58XX	STATE PROG. REVENUES	\$ 4,156,198	\$ 2,117,264	\$ 2,038,934	50.94%	
59XX	FED PROG. REVENUES	\$ -	\$ -	\$ -		
	TOTAL REVENUE	\$ 16,365,798	\$ 14,816,944	\$ 1,548,854	90.54%	2.92%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	
11	INSTRUCTION	\$ 6,428,456	\$ 2,892,398	\$ 3,536,058	44.99%	2.76%
12	LIBRARY	\$ 190,626	\$ 90,429	\$ 100,197	47.44%	-5.03%
13	STAFF DEVELOPMENT	\$ 53,100	\$ 14,994	\$ 38,106	28.24%	17.71%
21	INST. ADMINISTRATION	\$ 111,678	\$ 42,940	\$ 68,738	38.45%	12.05%
23	SCHOOL ADMINISTRATION	\$ 801,868	\$ 382,200	\$ 419,668	47.66%	-0.29%
31	GUID AND COUNSELING	\$ 323,647	\$ 146,181	\$ 177,466	45.17%	2.88%
33	HEALTH SERVICES	\$ 116,684	\$ 52,149	\$ 64,535	44.69%	-4.82%
34	PUPIL TRANSP - REGULAR	\$ 459,002	\$ 308,435	\$ 150,567	67.20%	-18.38%
36	CO-CURRICULAR ACT	\$ 566,538	\$ 282,595	\$ 283,943	49.88%	3.10%
41	GEN ADMINISTRATION	\$ 533,305	\$ 249,270	\$ 284,035	46.74%	-2.23%
51	PLANT MAINT & OPERATION	\$ 1,175,530	\$ 537,162	\$ 638,368	45.70%	-3.65%
52	SECURITY	\$ 15,000	\$ 656	\$ 14,344	4.37%	20.92%
53	DATA PROCESSING	\$ 197,840	\$ 79,229	\$ 118,611	40.05%	5.86%
61	COMMUNITY SERVICE	\$ 21,024	\$ 10,745	\$ 10,279	51.11%	-43.01%
81	CONSTRUCTION	\$ -	\$ -	\$ -		
91	STUDENT ATTENDANCE CR	\$ 5,264,500	\$ 857,711	\$ 4,406,789	16.29%	-2.45%
99	TRAVIS COUNTY APP	\$ 87,000	\$ 40,817	\$ 46,183	46.92%	-6.44%
0	TRANSFER OUT	\$ 20,000	\$ -	\$ 20,000	0.00%	
	TOTAL EXPENDITURES	\$ 16,365,798	\$ 5,987,911	\$ 10,377,887	36.59%	-0.58%

Monthly Tax Collection Calculations					
For the Month of February 29, 2012					
I&S Ratio	0.118644068				
M&O Ratio	0.881355932				
Date(s)	<u>Amount Collected</u>	<u>M&O</u>	<u>Actual %</u>	<u>I&S</u>	<u>Actual %</u>
2/1/2012	\$ 392,885.92	\$ 346,272.34	88.14%	\$ 46,613.58	11.86%
2/2/2012	\$ 521,275.14	\$ 459,428.94	88.14%	\$ 61,846.20	11.86%
2/3/2012	\$ 272,491.53	\$ 240,162.03	88.14%	\$ 32,329.50	11.86%
2/6/2012	\$ 353,638.98	\$ 311,681.81	88.14%	\$ 41,957.17	11.86%
2/7/2012	\$ 442,217.31	\$ 389,750.85	88.14%	\$ 52,466.46	11.86%
2/8/2012	\$ 269,011.99	\$ 237,095.31	88.14%	\$ 31,916.68	11.86%
2/9/2012	\$ 34,745.82	\$ 30,623.43	88.14%	\$ 4,122.39	11.86%
2/10/2012	\$ 9,271.54	\$ 8,171.53	88.14%	\$ 1,100.01	11.86%
2/13/2012	\$ 5,201.90	\$ 4,584.73	88.14%	\$ 617.17	11.86%
2/14/2012	\$ 13,152.21	\$ 11,591.78	88.14%	\$ 1,560.43	11.86%
2/15/2012	\$ 2,662.79	\$ 2,346.87	88.14%	\$ 315.92	11.86%
2/16/2012	\$ 13,259.13	\$ 11,686.01	88.14%	\$ 1,573.12	11.86%
2/17/2012	\$ 6,192.88	\$ 5,458.13	88.14%	\$ 734.75	11.86%
2/21/2012	\$ 5,073.93	\$ 4,471.94	88.14%	\$ 601.99	11.86%
2/22/2012	\$ 13,167.92	\$ 11,605.62	88.14%	\$ 1,562.30	11.86%
2/23/2012	\$ 11,167.25	\$ 9,842.32	88.14%	\$ 1,324.93	11.86%
2/24/2012	\$ 6,111.71	\$ 5,386.59	88.14%	\$ 725.12	11.86%
2/27/2012	\$ 20,057.99	\$ 17,678.23	88.14%	\$ 2,379.76	11.86%
2/28/2012	\$ 37,172.52	\$ 32,762.22	88.14%	\$ 4,410.30	11.86%
2/29/2012	\$ 27,262.97	\$ 24,028.38	88.14%	\$ 3,234.59	11.86%
Totals	\$ 2,456,021.43	\$ 2,164,629.06	88.14%	\$ 291,392.37	11.86%
	5711	5712	5719		
	Current Year	Prior Year	Pen & Int	Totals	
I&S	286,666.78	2,470.32	2,255.27	291,392.37	
M&O	2,129,524.65	18,350.96	16,753.45	2,164,629.06	
Totals	\$ 2,416,191.43	\$ 20,821.28	\$ 19,008.72	\$ 2,456,021.43	
Total M&O	\$ 2,147,875.61				
Total I&S	\$ 289,137.10				
(less P&I)					
Yearly M&O	\$ 12,276,924.07				
Yearly I&S	\$ 1,652,662.83				
(less P&I)					
Total	\$ 13,929,586.90				

Board Report
 Comparison of Revenue to Budget
 Lago Vista ISD
 As of February

Fund 199 / 2 GENERAL FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	11,798,858.00	-2,164,629.06	-12,385,511.31	-586,653.31	104.97%
5730 - TUITION & FEES FROM PATRONS	2,000.00	.00	.00	2,000.00	.00%
5740 - INTEREST, RENT, MISC REVENUE	45,101.00	-10,976.66	-47,756.77	-2,655.77	105.89%
5750 - ATHLETIC ACTIIVTY REVENUE	27,500.00	-1,511.00	-25,519.75	1,980.25	92.80%
5760 - OTHER REV FM LOCAL SOURCE	100.00	.00	.00	100.00	.00%
Total REVENUE-LOCAL & INTERMED	11,873,559.00	-2,177,116.72	-12,458,787.83	-585,228.83	104.93%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	4,026,581.00	.00	-2,607,723.00	1,418,858.00	64.76%
5830 - TRS ON-BEHALF	382,033.00	.00	-150,371.20	231,661.80	39.36%
Total STATE PROGRAM REVENUES	4,408,614.00	.00	-2,758,094.20	1,650,519.80	62.56%
Total Revenue Local-State-Federal	16,282,173.00	-2,177,116.72	-15,216,882.03	1,065,290.97	93.46%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-5,802,303.00	.00	2,814,199.09	455,201.24	-2,988,103.91	48.50%
6200 - PURCHASE & CONTRACTED SVS	-131,650.00	13,121.50	57,507.48	6,030.34	-61,021.02	43.68%
6300 - SUPPLIES AND MATERIALS	-171,590.00	16,847.94	48,044.48	16,333.51	-106,697.58	28.00%
6400 - OTHER OPERATING EXPENSES	-20,475.00	50.00	5,651.69	1,290.54	-14,773.31	27.60%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function11 INSTRUCTION	-6,126,018.00	30,019.44	2,925,402.74	478,855.63	-3,170,595.82	47.75%
12 - LIBRARY						
6100 - PAYROLL COSTS	-124,033.00	.00	55,318.78	7,060.99	-68,714.22	44.60%
6200 - PURCHASE & CONTRACTED SVS	-6,300.00	.00	2,578.49	.00	-3,721.51	40.93%
6300 - SUPPLIES AND MATERIALS	-25,500.00	289.30	8,731.56	550.44	-16,479.14	34.24%
6400 - OTHER OPERATING EXPENSES	-1,280.00	.00	.00	.00	-1,280.00	-.00%
Total Function12 LIBRARY	-157,113.00	289.30	66,628.83	7,611.43	-90,194.87	42.41%
13 - CURRICULUM						
6200 - PURCHASE & CONTRACTED SVS	-10,000.00	.00	8,040.00	.00	-1,960.00	80.40%
6300 - SUPPLIES AND MATERIALS	-3,250.00	.00	396.00	.00	-2,854.00	12.18%
6400 - OTHER OPERATING EXPENSES	-12,875.00	535.00	3,566.94	555.90	-8,773.06	27.70%
Total Function13 CURRICULUM	-26,125.00	535.00	12,002.94	555.90	-13,587.06	45.94%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-171,290.00	.00	83,111.07	13,091.19	-88,178.93	48.52%
6200 - PURCHASE & CONTRACTED SVS	-1,600.00	.00	.00	.00	-1,600.00	-.00%
6300 - SUPPLIES AND MATERIALS	-12,000.00	.00	10,076.40	.00	-1,923.60	83.97%
6400 - OTHER OPERATING EXPENSES	-2,000.00	.00	1,186.87	324.58	-813.13	59.34%
Total Function21 INSTRUCTIONAL	-186,890.00	.00	94,374.34	13,415.77	-92,515.66	50.50%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-679,366.00	.00	326,274.67	51,815.82	-353,091.33	48.03%
6200 - PURCHASE & CONTRACTED SVS	-625.00	.00	.00	.00	-625.00	-.00%
6300 - SUPPLIES AND MATERIALS	-8,625.00	1,050.67	905.32	405.38	-6,669.01	10.50%
6400 - OTHER OPERATING EXPENSES	-6,905.00	70.00	2,338.57	118.84	-4,496.43	33.87%
Total Function23 CAMPUS ADMINISTRATION	-695,521.00	1,120.67	329,518.56	52,340.04	-364,881.77	47.38%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-320,642.00	.00	162,567.98	25,544.22	-158,074.02	50.70%
6200 - PURCHASE & CONTRACTED SVS	-8,250.00	.00	500.00	.00	-7,750.00	6.06%
6300 - SUPPLIES AND MATERIALS	-8,625.00	431.29	1,908.01	25.00	-6,285.70	22.12%
6400 - OTHER OPERATING EXPENSES	-6,175.00	225.00	150.00	.00	-5,800.00	2.43%
Total Function31 GUIDANCE AND	-343,692.00	656.29	165,125.99	25,569.22	-177,909.72	48.04%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-72,406.00	.00	29,587.57	4,650.41	-42,818.43	40.86%
6300 - SUPPLIES AND MATERIALS	-2,500.00	465.75	307.11	.00	-1,727.14	12.28%
6400 - OTHER OPERATING EXPENSES	-250.00	.00	75.00	.00	-175.00	30.00%
Total Function33 HEALTH SERVICES	-75,156.00	465.75	29,969.68	4,650.41	-44,720.57	39.88%
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-265,000.00	.00	126,529.60	26,284.95	-138,470.40	47.75%
6300 - SUPPLIES AND MATERIALS	-60,000.00	1,335.09	32,174.48	2,194.91	-26,490.43	53.62%
6400 - OTHER OPERATING EXPENSES	-150.00	.00	20.30	.00	-129.70	13.53%
6600 - CPTL OUTLY LAND BLDG & EQUIP	.00	.00	.00	.00	.00	.00%
Total Function34 PUPIL TRANSPORTATION-	-325,150.00	1,335.09	158,724.38	28,479.86	-165,090.53	48.82%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-234,773.00	.00	128,087.34	20,425.93	-106,685.66	54.56%
6200 - PURCHASE & CONTRACTED SVS	-86,200.00	1,451.00	38,666.21	10,822.28	-46,082.79	44.86%
6300 - SUPPLIES AND MATERIALS	-96,650.00	4,357.34	71,842.09	6,443.84	-20,450.57	74.33%
6400 - OTHER OPERATING EXPENSES	-147,505.00	6,758.60	60,820.66	14,966.76	-79,925.74	41.23%
Total Function36 CO-CURRICULAR ACTIVITIES	-565,128.00	12,566.94	299,416.30	52,658.81	-253,144.76	52.98%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-389,496.00	.00	188,092.77	30,214.97	-201,403.23	48.29%
6200 - PURCHASE & CONTRACTED SVS	-78,450.00	771.00	23,349.70	424.73	-54,329.30	29.76%
6300 - SUPPLIES AND MATERIALS	-10,250.00	369.90	3,726.91	509.17	-6,153.19	36.36%
6400 - OTHER OPERATING EXPENSES	-40,000.00	1,134.14	15,464.63	313.22	-23,401.23	38.66%
Total Function41 GENERAL ADMINISTRATION	-518,196.00	2,275.04	230,634.01	31,462.09	-285,286.95	44.51%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-206,159.00	.00	75,450.60	11,905.18	-130,708.40	36.60%
6200 - PURCHASE & CONTRACTED SVS	-765,000.00	58,404.57	313,360.01	35,377.03	-393,235.42	40.96%
6300 - SUPPLIES AND MATERIALS	-68,000.00	223.53	24,535.70	6,252.05	-43,240.77	36.08%
6400 - OTHER OPERATING EXPENSES	-40,350.00	.00	40,487.00	104.00	137.00	100.34%
Total Function51 PLANT MAINTENANCE &	-1,079,509.00	58,628.10	453,833.31	53,638.26	-567,047.59	42.04%
52 - SECURITY						
6200 - PURCHASE & CONTRACTED SVS	-10,000.00	1,600.00	2,529.75	.00	-5,870.25	25.30%
Total Function52 SECURITY	-10,000.00	1,600.00	2,529.75	.00	-5,870.25	25.30%
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-162,775.00	.00	73,107.33	11,371.91	-89,667.67	44.91%
6200 - PURCHASE & CONTRACTED SVS	-62,350.00	2,000.00	30,787.34	275.34	-29,562.66	49.38%
6300 - SUPPLIES AND MATERIALS	-17,500.00	175.46	7,953.55	1,368.03	-9,370.99	45.45%
6400 - OTHER OPERATING EXPENSES	-1,000.00	390.00	.00	.00	-610.00	-.00%
Total Function53 DATA PROCESSING	-243,625.00	2,565.46	111,848.22	13,015.28	-129,211.32	45.91%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-21,867.00	.00	1,771.89	.00	-20,095.11	8.10%
Total Function61 COMMUNITY SERVICES	-21,867.00	.00	1,771.89	.00	-20,095.11	8.10%
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-155,000.00	.00	154,002.18	.00	-997.82	99.36%
Total Function71 DEBT SERVICES	-155,000.00	.00	154,002.18	.00	-997.82	99.36%
81 - CAPITAL PROJECTS						
6200 - PURCHASE & CONTRACTED SVS	-55,000.00	.00	.00	.00	-55,000.00	-.00%
Total Function81 CAPITAL PROJECTS	-55,000.00	.00	.00	.00	-55,000.00	-.00%
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-5,545,000.00	.00	767,375.00	767,375.00	-4,777,625.00	13.84%
Total Function91 CHAPTER 41 PAYMENT	-5,545,000.00	.00	767,375.00	767,375.00	-4,777,625.00	13.84%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-90,000.00	39,692.90	36,429.39	.00	-13,877.71	40.48%
Total Function99 PAYMENT TO OTHER	-90,000.00	39,692.90	36,429.39	.00	-13,877.71	40.48%
Total Expenditures	-16,218,990.00	151,749.98	5,839,587.51	1,529,627.70	-10,227,652.51	36.00%

Fund 240 / 2 SCHOOL BRKFST & LUNCH PROGRAM

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - ATHLETIC ACTIIVTY REVENUE	329,884.00	-32,932.48	-172,413.01	157,470.99	52.26%
Total REVENUE-LOCAL & INTERMED	329,884.00	-32,932.48	-172,413.01	157,470.99	52.26%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	3,205.00	.00	.00	3,205.00	.00%
Total STATE PROGRAM REVENUES	3,205.00	.00	.00	3,205.00	.00%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	197,754.00	-24,266.79	-118,746.43	79,007.57	60.05%
Total FEDERAL PROGRAM REVENUES	197,754.00	-24,266.79	-118,746.43	79,007.57	60.05%
Total Revenue Local-State-Federal	530,843.00	-57,199.27	-291,159.44	239,683.56	54.85%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6200 - PURCHASE & CONTRACTED SVS	-507,093.00	27.95	274,176.59	54,108.17	-232,888.46	54.07%
6300 - SUPPLIES AND MATERIALS	-23,750.00	.00	.00	.00	-23,750.00	-.00%
Total Function 35 FOOD SERVICES	-530,843.00	27.95	274,176.59	54,108.17	-256,638.46	51.65%
Total Expenditures	-530,843.00	27.95	274,176.59	54,108.17	-256,638.46	51.65%

Comparison of Revenue to Budget

Lago Vista ISD

As of February

Fund 599 / 2 DEBT SERVICE FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	1,846,964.00	-291,392.37	-1,667,280.32	179,683.68	90.27%
5740 - INTEREST, RENT, MISC REVENUE	3,000.00	-439.50	-1,448.06	1,551.94	48.27%
Total REVENUE-LOCAL & INTERMED	1,849,964.00	-291,831.87	-1,668,728.38	181,235.62	90.20%
Total Revenue Local-State-Federal	1,849,964.00	-291,831.87	-1,668,728.38	181,235.62	90.20%

Board Report
Comparison of Expenditures and Encumbrances to Budget
Lago Vista ISD
As of February

Fund 599 / 2 DEBT SERVICE FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-1,849,964.00	.00	213,249.39	226,881.89	-1,636,714.61	11.53%
Total Function 71 DEBT SERVICES	-1,849,964.00	.00	213,249.39	226,881.89	-1,636,714.61	11.53%
Total Expenditures	-1,849,964.00	.00	213,249.39	226,881.89	-1,636,714.61	11.53%

Comparison of Revenue to Budget

Lago Vista ISD

As of February

Fund 698 / 2 CONSTRUCTION 2012

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5740 - INTEREST, RENT, MISC REVENUE	.00	-2,026.25	-4,799.04	-4,799.04	.00%
Total REVENUE-LOCAL & INTERMED	.00	-2,026.25	-4,799.04	-4,799.04	.00%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	9,995,999.10	.00	-9,995,999.10	.00	100.00%
Total OTHER RESOURCES/TRANSFER IN	9,995,999.10	.00	-9,995,999.10	.00	100.00%
Total Revenue Local-State-Federal	9,995,999.10	-2,026.25	-10,000,798.14	-4,799.04	100.05%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-145,655.40	.00	131,585.54	.00	-14,069.86	90.34%
Total Function71 DEBT SERVICES	-145,655.40	.00	131,585.54	.00	-14,069.86	90.34%
81 - CAPITAL PROJECTS						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-9,850,343.70	.00	70,623.11	16,130.19	-9,779,720.59	.72%
Total Function81 CAPITAL PROJECTS	-9,850,343.70	.00	70,623.11	16,130.19	-9,779,720.59	.72%
Total Expenditures	-9,995,999.10	.00	202,208.65	16,130.19	-9,793,790.45	2.02%

Board Report
Comparison of Revenue to Budget
Lago Vista ISD
As of February

Fund 699 / 2 CAPITAL PROJECTS

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5740 - INTEREST, RENT, MISC REVENUE	500.00	-42.59	-259.45	240.55	51.89%
Total REVENUE-LOCAL & INTERMED	500.00	-42.59	-259.45	240.55	51.89%
Total Revenue Local-State-Federal	500.00	-42.59	-259.45	240.55	51.89%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
81 - CAPITAL PROJECTS						
6200 - PURCHASE & CONTRACTED SVS	-70,000.00	.00	1,250.00	1,250.00	-68,750.00	1.79%
6300 - SUPPLIES AND MATERIALS	-50,000.00	.00	.00	.00	-50,000.00	-.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-100,905.00	.00	.00	.00	-100,905.00	-.00%
Total Function 81 CAPITAL PROJECTS	-220,905.00	.00	1,250.00	1,250.00	-219,655.00	.57%
Total Expenditures	-220,905.00	.00	1,250.00	1,250.00	-219,655.00	.57%

Fund 711 / 2 LITTLE VIKINGS DAYCARE

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	119,325.00	-11,360.74	-66,927.18	52,397.82	56.09%
Total REVENUE-LOCAL & INTERMED	119,325.00	-11,360.74	-66,927.18	52,397.82	56.09%
Total Revenue Local-State-Federal	119,325.00	-11,360.74	-66,927.18	52,397.82	56.09%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-113,000.00	.00	40,692.10	6,537.80	-72,307.90	36.01%
6300 - SUPPLIES AND MATERIALS	-3,000.00	136.75	449.33	19.49	-2,413.92	14.98%
6400 - OTHER OPERATING EXPENSES	-3,325.00	.00	201.00	.00	-3,124.00	6.05%
Total Function61 COMMUNITY SERVICES	-119,325.00	136.75	41,342.43	6,557.29	-77,845.82	34.65%
Total Expenditures	-119,325.00	136.75	41,342.43	6,557.29	-77,845.82	34.65%