



Notice of Regular Meeting The Board of Trustees LVISD

A meeting of the Board of Trustees of Lago Vista ISD will be held on July 20, 2015, at 6:00pm in the Board Room in 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. Invocation
2. Welcome Visitors/Public Participation
3. Approval of NexGen Appraisal System
4. Approval of Appraiser List
5. Approval of Appraisal Calendar
6. Approval of Purchase of Band Uniforms
7. Update on Food Service Regulations
8. Proposed Tax Rate for 2015-2016
9. Superintendent Report
 - a. Warranty update
 - b. Sidewalks
 - c. Facilities
 - d. Goals
 - e. Bell Schedule
 - f. Other Items
10. Drug Testing Policy
11. Student Code of Conduct
12. Consent Agenda
 - a. Minutes from previous meeting – Reg. June 15, 2015
 - b. Finance Report
13. Personnel Update
14. Closed Session (Tex. Govt. Code 551.082 (school children, disciplinary matter or complaint), Tex. Govt. Code 551.074 (personnel matters) and Tex. Govt. Code 551.071 (consultation with attorney))
15. Consideration of Level 3 complaints
16. Budget Meeting and August Meeting Dates
17. Closed Session pursuant to Tex. Govt. Code 551.074 (personnel assignment and employment)
18. Personnel: Assignment and employment
19. 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.

Darren Webb
Superintendent

Date



NexGen Teacher Appraisal Model Proposal

History

In 2013-2014, Lago Vista ISD conducted 160 instructional walkthroughs district-wide. During that school year, leadership worked with teachers to create a locally-developed walkthrough form that better matched the district's instructional priorities as defined in the NexGen Learning model. In 2014-2015, Lago Vista ISD began using the new district-created instructional walkthrough form and has conducted over 500 walkthroughs.

Professional Development and Appraisal System (PDAS) has been the Commissioner of Education's recommended appraisal system since 1997. Next year, 2015-2016, is the last year of PDAS, which will be replaced by the T-TESS (Texas Teacher Evaluation & Support System). T-TESS will rollout statewide in 2016-2017. The new system requires that school districts base 20 percent of teacher evaluations on "student growth" data that includes standardized test scores. This is not required by statute. There has been frustration among administrators and teachers that the teacher evaluation system, PDAS, is a completely separate system that measures different aspects of teacher performance than the NexGen Walkthrough Form.

Rationale

The current statewide teacher appraisal system is changing in one year. Lago Vista ISD wants an evaluation system that reflects our learning model to help us better gauge teacher proficiency in key areas. This will allow us to better support teachers through an aligned walkthrough and evaluation system.

Alternatives to the Commissioner's Recommended Appraisal System

Alternatives to the Commissioner's Recommended Appraisal System are allowed at the recommendation of the DEIC. Appraisal process shall include

- (A) at least one appraisal each year;
- (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
- (C) criteria based on observable, job-related behavior, including:
 - (i) teachers' implementation of discipline management procedures; and
 - (ii) performance of the teachers' students.

Components of the NexGen Teacher Appraisal System

The NexGen Teacher Appraisal System includes:

1. At least one formal classroom observation
2. A written summary of the formal observation within 10 working days and a post-observation conference conducted at the request of the teacher or appraiser;
3. Completion of the Professional Goals Summary within 15 days of the first day of instruction;
4. Completion of a Quarterly Self-Assessment Form by the teacher no later than the last day of the 1st, 2nd, and 3rd 9 weeks.
5. Quarterly Feedback Form within 10 working days of the last day of the 1st and 3rd 9 weeks. Upon teacher or administrator request, conferences will be held to discuss the feedback.

6. Completion of the Professional Goals Summary Evaluation no less than 5 working days prior to the summative conference.
7. An annual written summative appraisal report; and
8. An annual summative conference.

Performance Domains

1. Student-Directed Learning Activities;
2. Teacher Instructional Practices;
3. Higher Order Thinking;
4. Engaged Learning;
5. Technology Integration;
6. Learning Environment;
7. Behavior Interventions & Supports; and
8. Professional Practices & Responsibilities.

Performance Rating Scale

Exceeding Expectations

Meeting Expectations

Below Expectations

Unsatisfactory

Additional Provisions

Teachers shall receive an annual orientation to the LVISD NexGen Teacher Appraisal System before being appraised under the system.



Teacher Appraisal System



Lago Vista

Independent School District

TEC §150.1009. Alternatives to the Commissioner's Recommended Appraisal System

(a) District option. Beginning with the 1997-1998 school year, a school district not wanting to use the commissioner's recommended Professional Development and Appraisal System must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined in Texas Education Code (TEC), §21.352.

- 1) The school district-level planning and decision-making committee shall:
 - a. develop an appraisal process;
 - b. develop evaluation criteria, including discipline management and performance of the teachers' students; and
 - c. consult with the campus planning and decision-making committee on each campus in the school district.

- 2) The appraisal process shall include:
 - (A) at least one appraisal each year;
 - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
 - (C) criteria based on observable, job-related behavior, including:
 - (i) teachers' implementation of discipline management procedures; and
 - (ii) performance of the teachers' students.

- 3) The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.



LVISD NexGen Teacher Appraisal System

General Provisions

I. Annual Appraisals

The LVISD NexGen Teacher Appraisal System shall provide for an annual appraisal of each teacher's performance.

A. Appraisal Period

Appraisals of teaching may take place at any time during the regular school year, pursuant to the annual appraisal calendar adopted by the LVISD Board of Trustees. Appraisals shall not be conducted during the first three weeks nor the last three weeks of the school year.

B. Appraisers

Appraisals shall be conducted by an approved appraiser. Appraisers must work for LVISD in an administrative capacity, which includes campus principals, assistant principals, and district-level administrators. The LVISD Board of Trustees shall approve all appraisers. Appraisers shall receive appropriate training before conducting formal observations of teaching under the LVISD NexGen Appraisal System.

C. Data Sources

The annual teacher appraisal shall include:

1. At least one formal classroom observation of a minimum of 30 minutes. Observations may be broken up into smaller increments, with written approval from the teacher. Additional walkthrough observations are conducted at the discretion of the appraiser;
2. A written summary of the formal observation, which shall be given to the teacher within 10 working days after the completion of the observation, with a post-observation conference conducted at the request of the teacher or appraiser;
3. Completion of the Professional Goals Summary within 15 days of the first day of instruction;
4. Completion of a Quarterly Self-Assessment Form by the teacher no later than the last day of the 1st, 2nd, and 3rd 9 weeks.
5. Quarterly Feedback Form at the end of the 1st and 3rd 9 weeks. Appraisers shall provide the Quarterly Feedback Form within 10 working days of the last day of the 9 weeks. Upon teacher or administrator request, conferences will be held to discuss the feedback.
6. Completion of the Professional Goals Summary Evaluation no less than 5 working days prior to the summative conference. The teacher shall complete the evaluation portion of the Professional Goals Summary;
7. Cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;
8. An annual written summative appraisal report; and
9. An annual summative conference.

II. Methods of Appraisal

A. Frequency of Appraisal

All teachers shall be appraised annually.

B. Walkthrough Observations

Administrators and appraisers may conduct walkthrough observations at any time during the instructional calendar. Walkthrough observations are used in the summative evaluation at the discretion of the appraiser. In order to be used in the summative evaluation process, walkthrough documentation must be shared with the teacher within 10 working days.

C. Formal Classroom Observation

Teachers must have one formal classroom observation per year. A single 30-minute observation shall constitute the required observation. Observations shall be unscheduled. Appraisers shall provide a written summary of the formal observation within 10 working days. Pre- or post-conference meetings may be requested by the teacher or appraiser.

D. Quarterly Self-Assessment Form – Teachers will complete a Quarterly Self-Assessment Form by the last day of the 1st, 2nd, and 3rd 9 weeks.

E. Quarterly Feedback Form – At the end of the 1st and 3rd 9 weeks, appraisers will use the information from the quarterly self-assessment, along with observations and walkthroughs, to complete the Quarterly Feedback Form. Appraisers shall provide the Quarterly Feedback Form within 10 working days of the last day of the 9 weeks. Upon teacher or administrator request, conferences will be held to discuss the feedback.

F. Cumulative Data of Written Documentation

The appraiser is responsible for documentation of the cumulative data used in the summative appraisal. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal. Any documentation collected after the summative conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s).

G. Summative Appraisal Process

All teachers receive a summative appraisal each year. A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file.

III. Performance Domains & Rating

A. Performance Domains

Each teacher shall be appraised on the following domains:

1. Student-Directed Learning Activities;
2. Teacher Instructional Practices;
3. Higher Order Thinking;
4. Engaged Learning;
5. Technology Integration;
6. Learning Environment;
7. Behavior Interventions & Supports; and
8. Professional Practices & Responsibilities.

B. Observation Domains

All walkthrough and formal classroom observations shall be based on observable, job-related criteria. During walkthrough and formal observations, the teacher's performance will be evaluated in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration, learning environment, and behavior interventions & supports.

C. Summative Appraisal Domains

Summative appraisals shall include an evaluation of performance in the following domains:

1. Student-Directed Learning Activities;
2. Teacher Instructional Practices;
3. Higher Order Thinking;
4. Engaged Learning;
5. Technology Integration;
6. Learning Environment;
7. Behavior Interventions & Supports; and
8. Professional Practices & Responsibilities.

Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process. The data for the appraisal of each domain shall be gathered from walkthroughs, observations, the Professional Goals Form, Quarterly Self-Assessment Forms, Quarterly Feedback Forms, and other documented sources.

D. Rating Scale

Each teacher shall be evaluated in each domain using the following categories:

1. Exceeding Expectations;
2. Meeting Expectations;
3. Below Expectations; and
4. Unsatisfactory.

IV. Appraisal Procedures

A. Professional Goals

No later than 15 working days after the first day of instruction, the teacher shall complete a Professional Goals Summary. This document shall be completed each year. The teacher shall write up to three personal goals for the school year. These goals may relate to campus or district initiatives, or they may state a desired improvement based on the teacher's own assessment of his/her instructional needs.

The teacher shall document ongoing professional growth activities completed since his/her last appraisal. The teacher shall record any activity that contributes to growth as an instructor, e.g., workshops, lectures, conferences, and seminars attended; books read; participating in discussion groups; articles published; trips taken for instructional purposes; etc.

At least 5 days prior to the scheduled summative conference, the teacher shall submit a self-evaluation his/her success at reaching the professional goals, as well as how the professional growth efforts of the year have positively impacted learning by his/her students. This Professional Goals Summary Evaluation Form will be completed and submitted to the appraiser at least 5 days prior to the summative conference.

B. Pre-observation Conferences

Pre-observation conferences may be scheduled at the request of either the teacher or the supervisor.

C. Conducting the Appraisal

During a formal observation the appraiser shall use the Classroom Observation Form. Behaviors that are observed during the observation period(s) are indicated by checking the performance indicator. If a performance indicator is not checked, the appraiser shall state on the form why that indicator was not credited. A copy of the Classroom Observation Form shall be provided to the teacher within 10 working days of the formal observation. Both teacher and supervisor shall sign the Classroom Observation Form. A copy of the form will be stored in the teacher's personnel file.

D. Post-observation Conferences

Post-observation conferences may be scheduled at the request of either the teacher or the supervisor.

E. Rebuttals

If the teacher does not agree with the evaluation found on the Walkthrough Form or Summative Appraisal, the teacher may file a written rebuttal with the appraiser within 10 working days of receipt of the walkthrough documentation. The appraiser shall attach a copy of the rebuttal to the form before filing the report in the teacher's personnel file.

F. Second Observation & Summative Evaluation by an Alternate Appraiser

If the teacher does not agree with the evaluation found on the Classroom Observation Report, the teacher may request a second observation by an alternate appraiser. This request must be made in writing to the appraiser within 10 working days of receipt of the written summary. The superintendent of schools or his/her designee shall assign an alternate appraiser to conduct a second observation and the summative evaluation. A second observation shall be 30 minutes in length and shall be unscheduled. The second appraiser shall provide a copy of the Classroom Observation Report to the teacher within 10 working days of the date of the second observation. A post-observation conference with the teacher and second appraiser may be conducted at the request of the teacher or appraiser. The Classroom Observation Report from the second observation shall be attached to the original report, and both shall be filed in the teacher's personnel file. In cases where the appraiser is not an

administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the summative appraisal conference.

G. Professional Growth Plans

A teacher whose performance meets one of the following circumstances will be placed on a Professional Growth Plan:

1. a teacher who is evaluated as unsatisfactory in one or more domains; or
2. a teacher who is evaluated as below expectations in two or more domains.

When a teacher is placed on a Professional Growth Plan, the appraiser and the campus principal or designee shall develop an intervention plan that includes the following:

1. domain(s) that designate a teacher as a teacher in need of assistance;
2. directives or recommendations for professional improvement activities;
3. evidence that is used to determine successful completion of professional improvement activities;
4. directives for changes in teacher behavior;
5. evidence that is used to determine if teacher behavior has changed; and
6. specific time line for successful completion.

In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the growth plan.

A teacher who has not met all requirements of the growth plan by the time specified may be considered for separation from the assignment, campus, and/or district.

The professional growth plan shall include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.

A growth plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory".

H. Grievance Procedures

The district has adopted written procedures for a teacher to present grievances and receive written comments in response to the written annual report. See policy FNG(LOCAL).

I. Filing the Professional Goals Summary Evaluation

At least 5 working days prior to the summative conference, the teacher shall complete the evaluation portion of the Professional Goals Summary, giving the teacher's own assessment of the impact of the staff development activities listed in section two upon the teacher's teaching and upon learning of her/his students. The teacher shall submit the completed form to his/her appraiser.

J. Summative Conferences

The appraiser shall schedule and conduct a summative conference with the teacher no later than 15 working days before the last day of instruction. Strengths of the teacher's performance may be discussed, as well as areas for potential growth. In cases where the appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the summative appraisal conference. Both teacher and appraiser shall sign the Summative Conference Report. A copy of the report will be filed in the teacher's personnel file.

V. Appraisal Forms

A. The NexGen Teacher Appraisal System Training Manual shall be distributed to new teachers each school year. The Teacher Acknowledgement should be signed and submitted no later than 15 days after the first day of instruction.

B. The Professional Goals Summary Form shall be used for relating teacher appraisal to the performance of students, for reporting the teacher's personal goals and professional growth, and for documenting professional improvement efforts completed during the school year. The form should be submitted at least 5 working days prior to the summative conference.

C. The Walkthrough Form is used during 5-10 minute unscheduled observations in a teacher's classroom. The Walkthrough observation shall include an evaluation of specific performance criteria indicators in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports.

D. The Quarterly Self-Assessment Form shall be completed by teachers to report the teacher's self-assessment of performance in performance in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports. Additional areas of campus emphasis may be included at the appraiser's discretion. Teachers will complete a Quarterly Self-Assessment Form by the last day of the 1st, 2nd, and 3rd 9 weeks.

E. The Quarterly Feedback Form shall be completed by the appraiser to provide timely feedback to the teacher regarding performance in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports. Additional areas of campus emphasis may be included at the appraiser's discretion. At the end of the 1st and 3rd 9 weeks, appraisers will use the information from the Quarterly Self-Assessment Form, along with observations and walkthroughs, to complete the Quarterly Feedback Form. Appraisers shall provide the Quarterly Feedback Form within 10 working days of the last day of the 9 weeks. Upon teacher or administrator request, conferences will be held to discuss the feedback.

F. The Classroom Observation Form shall be used for formal observations conducted under the LVISD NexGen Teacher Appraisal System. Appraisals shall include an evaluation specific performance criteria indicators in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports.

G. The Professional Goals Summary Evaluation Form is a teacher self-evaluation his/her success at reaching the professional goals, as well as how the professional growth efforts of the year have positively impacted learning by his/her students. This Professional Goals Summary Evaluation Form will be completed and submitted to the appraiser at least 5 days prior to the summative conference.

H. The Summative Appraisal Form is completed annually for all teachers. The summative appraisal shall include an evaluation specific performance criteria indicators in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, behavior interventions & supports, and professional practices and responsibilities.

I. The Professional Growth Plan is an outgrowth of the NexGen Summative Appraisal form. Appraisers will determine the need for the Professional Growth Plan and complete the form accordingly. Directives for teacher improvement will be addressed using this form.

VI. Additional Provisions

A. Appraisers using the LVISD NexGen Teacher Appraisal System shall receive training in the system before using the system to appraise teaching.

B. Teachers shall receive an annual orientation to the LVISD NexGen Teacher Appraisal System before being appraised under the system.

C. The LVISD NexGen Teacher Appraisal System shall become part of the annual training provided to teachers new to the Lago Vista Independent School District.

D. The LVISD NexGen Teacher Appraisal System shall be reviewed periodically by a committee of the District Educational Improvement Council. Recommendations for changes to the system shall be presented to the entire DEIC before being submitted to the Superintendent of Schools.



Lago Vista ISD NexGen Teacher Appraisal System

Training Acknowledgement

I, _____, acknowledge that I have been trained on the local system for the appraisal of teaching in Lago Vista ISD, and have been furnished a training manual (electronic and/or paper version).

Teacher's Signature _____ Date _____



Lago Vista ISD NexGen Teacher Appraisal System

Authorization to Conduct Observation in Smaller Time Increments

I, _____, authorize my appraiser to split my 30
minute observation period into smaller time increments.

Teacher's Signature _____ Date _____



Lago Vista ISD NexGen Teacher Appraisal System

Professional Goals Summary Form

Teacher _____

Campus Assignment _____

Date of Submission _____

Appraiser _____

PROFESSIONAL GOALS

Step 1: Choose 1-3 district and/or campus areas of emphasis

Step 2: Write a personal measurable goal

Step 3: Develop three concrete steps or activities that will assist you in meeting your goal

Emphasis Area 1:

Goal:

Activities:

- 1.
- 2.
- 3.

Emphasis Area 2:

Goal:

Activities:

- 1.
- 2.
- 3.

Emphasis Area 3:

Goal:

Activities:

- 1.
- 2.
- 3.



Lago Vista ISD Walkthrough Form

Instructor Location:

- Power Zone Lecture Position Instructor Work Area Not in Room

Student-Directed Learning Activities:

- Small Group Purposeful Talk:** Students are observed engaged in dialogue, discourse, and discussions relative to learning and/or the instructional activity.
- Critical Writing:** Assessment through the use of critical writing activities specific to the learning objective.
- Performance Assessment:** Assessment through the use of teacher observation of student performance through activities specifically tied to the learning objective (i.e., students are “doing” the standard).

Teacher Instructional Practices:

- Framing the Lesson:** The teacher has the learning objective posted in student friendly language and has a closing question or product with every lesson.
- Providing Recognition:** The teacher is observed acknowledging student academic success and/or recognizing specific student accomplishments.
- Reinforcing Effort:** The teacher is observed providing students positive feedback and encouragement for the effort they are putting forth.
- Direct teach/lecture/presentation
- Teacher-led discussion/Q&A

Higher Order Thinking:

- Knowledge:** Student demonstrates knowledge through memorization and recall of previously learned information.
- Comprehension:** Student demonstrates knowledge through the understanding of information and materials.
- Application:** Student demonstrates knowledge through the use of prior information in a new or concrete situation, to solve single or best answer problems.
- Analysis:** Student demonstrates knowledge through the ability to take things apart, to classify and separate ideas and concepts, and/or finding evidence to support generalizations.
- Synthesis:** Student demonstrates knowledge through creatively or divergently applying prior knowledge and skills to produce a new or original way of presenting information.
- Evaluation:** Student demonstrates knowledge through the creation of his or her own arguments and the justifications of his or her own opinions about topics.
- No observable student work in progress.

Engaged Learning:

- Extremely engaged:** Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom.
- Highly engaged:** Students collaborate to define the task, the process, and/or the solution
- Adequately engaged:** Students given options to solve a teacher-directed problem with possible collaboration.
- Moderately engaged:** Students solve a teacher-directed problem.
- Slightly engaged:** Students report what they have learned only with possible collaboration.
- Minimally engaged:** Students report what they have learned only.
- No observable student engagement.

Technology Integration Level:

- Substitution:** Computer technology is used to perform the same task as was done before the use of computers (i.e., use Google Earth instead of an atlas to locate a place).
- Augmentation:** Computer technology offers an effective tool to perform common tasks (i.e., use Google Earth rulers to measure the distance between two places).
- Modification:** Computer technology allows for significant task redesign (i.e., use Google Earth layers, such as panoramic and 360 cities, to research locations).
- Redefinition:** Computer technology allows for new tasks that were previously inconceivable (i.e., create a narrated Google Earth guided tour and share this online).
- No observable technology integration.

Behavior Interventions & Supports:

- Expectations for behavior and discipline procedures are posted.
- Uses positive language to reinforce desired behavior.
- Appropriately redirects disruptive or inappropriate behavior effectively.
- Circulates the room and interacts with students equitably.
- Routines/procedures are evident through maximized time on task.
- Class behavior meets standard.

NexGen Quarterly Self-Assessment Form

This information, along with administrator observations and walkthroughs, will be use to complete your Quarterly Feedback Form. Please double click on the box and click on the 'checked' button if you wish to check a box. Upon teacher or administrator request, conferences will be held to discuss this feedback. You can submit this form electronically or in hard copy.

Teacher _____
Appraiser _____

Assignment _____
Campus _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities (Please check one box):

Exceeding Expectations – Learning activities are almost entirely student-directed. Every fifteen minutes or less, I interject higher order thinking questions into the lesson and allows students to collaborate with classmates to reach the answer (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. I incorporate critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom's. Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work. My approach to using performance assessment is well designed and includes student use, as well as teacher use, of the assessment information.

Meeting Expectations – Learning activities are frequently student-directed. During lectures and teacher-centered activities, I pose higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students. I regularly poses pre-planned critical writing prompts that ask students to think at the application level or higher of Bloom's Taxonomy. Instructional outcomes are often assessed by the use of performance assessments. Assessment criteria and standards are clear. I have a well-developed strategy for using performance assessments.

Below Expectations – Learning activities are mostly teacher-directed. Lectures are rarely, if ever, interrupted with opportunities for students to talk/problem solve with their peers about the learning (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students. Lessons rarely include opportunities for students to write critically about what they have learned in class. Instructional outcomes are occasionally assessed by the use of performance assessments. Assessment criteria and standards have been developed, but they are not always clear. My approach to using performance assessment is rudimentary.

Unsatisfactory – Learning activities are almost entirely teacher-directed. Lectures do not include opportunities for students to talk/problem solve with their peers about the learning (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity. Lessons do not include opportunities for students to write critically about what they have learned in class. Instructional outcomes are rarely, if ever, assessed by the use of performance assessment. Assessments lack criteria by which student performance will be assessed. I have no plan to incorporate performance assessments.

Domain 2: Teacher Instructional Practices (Please check one box):

Exceeding Expectations – Lesson frames are clearly posted on the board in “We will” and “I will” format. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show you what they learned. Positive language is used frequently during instruction. I frequently ensure that student effort is positively reinforced and achievement is recognized. Classroom interactions with and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Meeting Expectations – Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it. Positive language is consistently used during instruction. I regularly ensure that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Below Expectations – Lesson objectives and products are either not posted daily or are incomplete. Positive language is rarely used during instruction. Teacher occasionally ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

Unsatisfactory - Lesson objectives and products are not posted daily. I do not use positive language during instruction. I rarely ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students to take intellectual risks.

Domain 3: Higher Order Thinking (Please check one box):

Exceeding Expectations – My lessons frequently include pre-planned higher order questions. I use a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Students frequently collaborate with others to work on projects and work assignments that require high levels of critical thinking (application level and above) on a daily basis. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.

Meeting Expectations – My lessons regularly include pre-planned higher order questions. While I may use some low-level questions, I pose questions designed to promote student thinking and understanding. I create a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to think at the application level or above on Bloom's. These opportunities are frequently posed in a manner that allows students to work collaboratively. Students are able identify the real-world connections/life relevance to the learning.

Below Expectations – My lessons seldom include pre-planned higher order questions. The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. I attempt to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. The majority of student learning is at the understanding and knowledge levels of Bloom's. Instructional strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with their peers. Students are rarely able to articulate the real world significance of the learning.

Unsatisfactory - Lessons do not include pre-planned higher order questions. My questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction with students is predominantly recitation style, and I mediate all questions and answers; I accept all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Student learning is mostly at the knowledge level of Bloom's or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers. Students are unable to articulate real world significant of the learning.

Domain 4: Engaged Learning (Please check one box):

Exceeding Expectations - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. I provide suitable scaffolding and challenge students to explain their thinking. Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. My lessons have a clearly defined structure, and the pacing provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Meeting Expectations - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. My lessons have a clearly defined structure, and the pacing is appropriate, providing most students the time needed to be intellectually engaged.

Below Expectations – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. My lessons have a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”

Unsatisfactory - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. My lessons have no clearly defined structure, or the pace of my lessons is too slow or rushed.

Domain 5: Technology Integration Level (Please check one box):

Exceeding Expectations - Learning activities are “remix”ed and designed in ways that would not be possible to accomplish without technology. Focus is on the creating, evaluating, and analyzing process and products. I create learning activities with technology that enable students to learn independently, to be creative, and to think critically about issues relevant to their own lives. My students and I collaboratively create qualitative indicators of technology use. I ask students to use technology to complete assignments, investigate new means of using technology to meet class requirements, and to share those uses with the teacher and class.

Meeting Expectations - Technology allows new product(s) to be created, as well as improves efficiency, with a focus on creating, evaluating, and analyzing products. I create learning activities with technology that enable students to learn independently, to be creative, and to think critically. I clearly list qualitative indicators of technology use and share these indicators with the student when the assignment is given. I ask students to use technology to complete assignments that ask for problem solving and creativity on a regular basis.

Below Expectations - Technology acts as a direct tool substitute. I create learning activities with technology that focus on lower-order thinking skills. I address technology use in summative assessments. I ask students to use technology to complete some assignments.

Unsatisfactory – Appropriate learning tasks, assignments, and assessments either do not include student use of technology or include inappropriate uses of technology.

Domain 6: Behavior Interventions & Supports

- ✓ Expectations for behavior and discipline procedures are posted.
- ✓ Uses positive language to reinforce desired behavior.
- ✓ Appropriately redirects disruptive or inappropriate behavior effectively.
- ✓ Circulates the room and interacts with students equitably.
- ✓ Routines/procedures are evident through maximized time on task.
- ✓ Class behavior meets standard.

- Exceeding Expectations** – I meet district standards 100% of the time.
- Meeting Expectations** – I meet district standards with only a few exceptions.
- Below Expectations** – I frequently fail to meet district standards.
- Unsatisfactory** – I consistently fail to meet district standards.

Section B: Support of School-wide Expectations [CONTENT MAY VARY BY CAMPUS]

Instructor Location (Please check one box):

- Meeting Expectations** – I am consistently up from my desk/teacher workstation. I position myself close to the action so that student progress be monitored and learning can be effectively facilitated. Even when there are teacher-centered instructional strategies (like lecturing), I work to position myself so that students can be monitored to ensure they are on task and involved in the learning.
- Below Expectations** – I am consistently sitting at my desk while students work independently. I lecture from one part of the classroom, occasionally to rarely monitoring students as they sit and listen.

Canvas Implementation (Please check one box):

- Exceeding Expectations** – Course description, grading guidelines, scope and sequence, and assignment shells posted. Assessments and assignments sent to and retrieved from students using Canvas.
- Meeting Expectations** - Course description, grading guidelines, scope and sequence, and assignment shells posted.
- Below Expectations** – Anything component missing from the meets expectations description.

3. School-wide Expectations (Check if you are meeting expectations):

- In hallways during passing period
- Bell to Bell Instruction
- Writing Up Tardies
- Special Ed documentation
- Enforcement of Dress Code
- Attendance at Meetings
- Posting Daily Attendance
- Attendance and Punctuality at Duty Assignments

NexGen Quarterly Feedback Form

Teacher _____

Assignment _____

Appraiser _____

Campus _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities:

Critical Attributes

- ✓ Student-Directed Learning Activities
- ✓ Small Group Purposeful Talk
- ✓ High-Level Activities Aligned to Instructional Goals
- ✓ Differentiation
- ✓ Critical Writing
- ✓ Performance Assessments

- Exceeding Expectations
- Meeting Expectations
- Below Expectations
- Unsatisfactory

Comments or Suggestions:

Domain 2: Teacher Instructional Practices:

Critical Attributes

- ✓ Lesson Frame
- ✓ Providing Recognition
- ✓ Reinforcing Effort

- Exceeding Expectations
- Meeting Expectations
- Below Expectations
- Unsatisfactory

Comments or Suggestions:

Domain 3: Higher Order Thinking:

Critical Attributes

- ✓ Pre-Planned Higher Order Questions
- ✓ Application level of Bloom's or Above
- ✓ Focus on the Reasoning Exhibited by Students in Discussion
- ✓ High levels of Student Participation in Discussion
- ✓ Student Collaboration
- ✓ Real World Connections to the Learning

- Exceeding Expectations
- Meeting Expectations
- Below Expectations
- Unsatisfactory

Comments or Suggestions:

Domain 4: Engaged Learning:

Critical Attributes

- ✓ Student Collaboration and Inquiry
- ✓ Student Enthusiasm, Interest, Thinking, & Problem Solving
- ✓ Learning Tasks Requiring High-Level Student Thinking
- ✓ Students Highly Motivated to Work on All Tasks
- ✓ Students are Persistent with Challenging Tasks
- ✓ Suitable Pacing of Lessons

Exceeding Expectations

Meeting Expectations

Below Expectations

Unsatisfactory

Comments or Suggestions:

Domain 5: Technology Integration Level:

Critical Attributes

- ✓ Technology Use to Enrich Student Learning
- ✓ Independent Investigations Using Technology
- ✓ Technology Facilitated Critical Thinking, Problem Solving, & Creativity
- ✓ Redefinition of Learning Activities

Exceeding Expectations

Meeting Expectations

Below Expectations

Unsatisfactory

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

- ✓ Expectations for behavior and discipline procedures are posted.
- ✓ Uses positive language to reinforce desired behavior.
- ✓ Appropriately redirects disruptive or inappropriate behavior effectively.
- ✓ Circulates the room and interacts with students equitably.
- ✓ Routines/procedures are evident through maximized time on task.
- ✓ Class behavior meets standard.

Exceeding Expectations

Meeting Expectations

Below Expectations

Unsatisfactory

Comments or Suggestions:

Section B: Support of School-wide Expectations [CONTENT MAY VARY BY CAMPUS]

Instructor Location (Please check one box):

- Exceeding Expectations**
- Meeting Expectations**
- Below Expectations**
- Unsatisfactory**

Comments or Suggestions:

Canvas Implementation:

- Exceeding Expectations**
- Meeting Expectations**
- Below Expectations**
- Unsatisfactory**

Comments or Suggestions:

School-wide Expectations:

- Exceeding Expectations**
- Meeting Expectations**
- Below Expectations**
- Unsatisfactory**

Comments or Suggestions:



Lago Vista ISD NexGen Teacher Appraisal System

Classroom Observation Form

Teacher _____
Date of Observation _____
Appraiser _____

Campus Assignment _____
Time of Observation _____

To the Appraiser:

1. After the required observation(s) are complete, if the specified behavior is observed, please mark the box by the indicator. If the behavior is not observed, place no mark by the indicator. The appraiser shall write an explanation of why the indicator is not credited in the space provided.
2. Use the space provided to write additional comments or suggestions for the teacher. Comments may also be written on the back of this form.

Upon completion of the appraisal document:

Review this appraisal document with the teacher at the evaluation conference. Both the teacher and the appraiser shall sign the appraisal document. The teacher and the appraiser shall each receive a copy of the signed document. The original document shall be placed in the teacher's personnel file.

Student-Directed Learning Activities:

- Small Group Purposeful Talk:** Students are observed engaged in dialogue, discourse, and discussions relative to learning and/or the instructional activity.
- Critical Writing:** Assessment through the use of critical writing activities specific to the learning objective.
- Performance Assessment:** Assessment through the use of teacher observation of student performance through activities specifically tied to the learning objective (i.e., students are "doing" the standard).

Comments or Suggestions:

Teacher Instructional Practices:

- Framing the Lesson:** The teacher has the learning objective posted in student friendly language and has a closing question or product with every lesson.
- Providing Recognition:** The teacher is observed acknowledging student academic success and/or recognizing specific student accomplishments.
- Reinforcing Effort:** The teacher is observed providing students positive feedback and encouragement for the effort they are putting forth.
- Direct teach/lecture/presentation
- Teacher-led discussion/Q&A

Comments or Suggestions:

Higher Order Thinking:

- Knowledge:** Student demonstrates knowledge through memorization and recall of previously learned information.
- Comprehension:** Student demonstrates knowledge through the understanding of information and materials.
- Application:** Student demonstrates knowledge through the use of prior information in a new or concrete situation, to solve single or best answer problems.
- Analysis:** Student demonstrates knowledge through the ability to take things apart, to classify and separate ideas and concepts, and/or finding evidence to support generalizations.
- Synthesis:** Student demonstrates knowledge through creatively or divergently applying prior knowledge and skills to produce a new or original way of presenting information.
- Evaluation:** Student demonstrates knowledge through the creation of his or her own arguments and the justifications of his or her own opinions about topics.
- No observable student work in progress.

Comments or Suggestions:

Engaged Learning:

- Extremely engaged:** Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom.
- Highly engaged:** Students collaborate to define the task, the process, and/or the solution
- Adequately engaged:** Students given options to solve a teacher-directed problem with possible collaboration.
- Moderately engaged:** Students solve a teacher-directed problem.
- Slightly engaged:** Students report what they have learned only with possible collaboration.
- Minimally engaged:** Students report what they have learned only.
- No observable student engagement.

Comments or Suggestions:

Technology Integration Level:

- Substitution:** Computer technology is used to perform the same task as was done before the use of computers (i.e., use Google Earth instead of an atlas to locate a place).
- Augmentation:** Computer technology offers an effective tool to perform common tasks (i.e., use Google Earth rulers to measure the distance between two places).
- Modification:** Computer technology allows for significant task redesign (i.e., use Google Earth layers, such as panoramic and 360 cities, to research locations).
- Redefinition:** Computer technology allows for new tasks that were previously inconceivable (i.e., create a narrated Google Earth guided tour and share this online).
- No observable technology integration.

Comments or Suggestions:

Behavior Interventions & Supports:

- Expectations for behavior and discipline procedures are posted.
- Uses positive language to reinforce desired behavior.
- Appropriately redirects disruptive or inappropriate behavior effectively.
- Circulates the room and interacts with students equitably.
- Routines/procedures are evident through maximized time on task.
- Class behavior meets standard.

Comments or Suggestions:

Summary Comments:

To the Teacher:

1. After receiving this document from your appraiser, review it carefully. Ensure that you understand each mark on the appraisal instrument. A post-conference meeting may be requested by the teacher or appraiser.
2. Sign the document at the indicated place below.
3. If you believe this appraisal is not accurate, you may request a second observation by an alternate appraiser . This request must be made in writing to the appraiser within 10 working days of receipt of the written summary. If you believe this appraisal is not accurate but you do not wish to request a second observation and appraisal, you may write a rebuttal to the evaluation and present it to your appraiser within ten days of the evaluation conference. The appraiser shall ensure that the rebuttal is attached to the original appraisal document filed in the Personnel Office.

I acknowledge that I have read this observation, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

Teacher's Signature/Date

Appraiser's Signature/Date



Lago Vista ISD NexGen Teacher Appraisal System

Professional Goals Summary Evaluation Form

Teacher _____

Campus Assignment _____

Date of Submission _____

Appraiser _____

PROFESSIONAL GOALS

Step 1: Choose 1-3 district and/or campus areas of emphasis

Step 2: Write a personal measurable goal

Step 3: Develop three concrete steps or activities that will assist you in meeting your goal

Emphasis Area 1:

Goal:

Activities:

- 1.
- 2.
- 3.

Progress on Goal and Verification of Completion of Activities:

Emphasis Area 2:

Goal:

Activities:

- 1.
- 2.
- 3.

Progress on Goal and Verification of Completion of Activities:

Emphasis Area 3:

Goal:

Activities:

- 1.
- 2.
- 3.

Progress on Goal and Verification of Completion of Activities:



Lago Vista ISD NexGen Teacher Appraisal System

Summative Appraisal Form

Teacher _____ Assignment _____
Appraiser _____ Campus _____

Domain 1: Student-Directed Learning Activities

Critical Attributes:

- ✓ Student-Directed Learning Activities
- ✓ Small Group Purposeful Talk
- ✓ High-Level Activities Aligned to Instructional Goals
- ✓ Differentiation
- ✓ Critical Writing
- ✓ Performance Assessments

Exceeding Expectations – Learning activities are almost entirely student-directed. Every fifteen minutes or less, teacher interjects higher order thinking questions into the lesson and allows students to collaborate with classmates to reach the answer (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Teacher incorporates critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom’s. Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work. The approach to using performance assessment is well designed and includes student use, as well as teacher use, of the assessment information.

Meeting Expectations – Learning activities are frequently student-directed. During lectures and teacher-centered activities, teacher poses higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students. Teacher regularly poses a pre-planned critical writing prompt that asks students to think at the application level or higher of Bloom’s Taxonomy. Instructional outcomes are often assessed by the use of performance assessments. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using performance assessments.

Below Expectations – Learning activities are mostly teacher-directed. Lectures are rarely, if ever, interrupted with opportunities for students to talk/problem solve with their peers about the learning (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students. Lessons rarely include opportunities for students to write critically about what they have learned in class. Instructional outcomes are occasionally assessed by the use of performance assessments. Assessment criteria and standards have been developed, but they are not always clear. The teacher’s approach to using performance assessment is rudimentary.

Unsatisfactory – Learning activities are almost entirely teacher-directed. Lectures do not include opportunities for students to talk/problem solve with their peers about the learning (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity. Lessons do not include opportunities for students to write critically about what they have learned in class. Instructional outcomes are rarely, if ever, assessed by the use of performance assessment. Assessments lack criteria by which student performance will be assessed. The teacher has no plan to incorporate performance assessments.

Domain 2: Teacher Instructional Practices

Critical Attributes

- ✓ Lesson Frame
- ✓ Providing Recognition
- ✓ Reinforcing Effort

Exceeds Expectations – Lesson frames are clearly posted on the board in “We will” and “I will” format. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show you what they learned. Positive language is used frequently during instruction. Teacher frequently ensures that student effort is positively reinforced and achievement is recognized. Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Meeting Expectations – Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it. Positive language is consistently used during instruction. Teacher regularly ensures that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Below Expectations – Lesson objectives and products are either not posted daily or are incomplete. Positive language is rarely used during instruction. Teacher occasionally ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

Unsatisfactory - Lesson objectives and products are not posted daily. Positive language is not used during instruction. Teacher rarely ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students to take intellectual risks.

Domain 3: Higher Order Thinking

Critical Attributes

- ✓ Pre-Planned Higher Order Questions
- ✓ Application level of Bloom's or Above
- ✓ Focus on the Reasoning Exhibited by Students in Discussion
- ✓ High levels of Student Participation in Discussion
- ✓ Student Collaboration
- ✓ Real World Connections to the Learning

Exceeds Expectations – Lessons frequently include pre-planned higher order questions. The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Students frequently collaborate with others to work on projects and work assignments that require high levels of critical thinking (application level and above) on a daily basis. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.

Meeting Expectations – Lessons regularly include pre-planned higher order questions. While the teacher may use some low-level questions, the teacher poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to think at the application level or above on Bloom's. These opportunities are frequently posed in a manner that allows students to work collaboratively. Students are able identify the real-world connections/life relevance to the learning.

Below Expectations – Lessons seldom include pre-planned higher order questions. The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. The majority of student learning is at the understanding and knowledge levels of Bloom's. Instructional strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with their peers. Students are rarely able to articulate the real world significance of the learning.

Unsatisfactory - Lessons do not include pre-planned higher order questions. The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Student learning is mostly at the knowledge level of Bloom's or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers. Students are unable to articulate real world significant of the learning.

Domain 4: Engaged Learning

Critical Attributes

- ✓ Student Collaboration and Inquiry
- ✓ Student Enthusiasm, Interest, Thinking, & Problem Solving
- ✓ Learning Tasks Requiring High-Level Student Thinking
- ✓ Students Highly Motivated to Work on All Tasks
- ✓ Students are Persistent with Challenging Tasks
- ✓ Suitable Pacing of Lessons

Exceeds Expectations - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Meets Expectations - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Below Expectations – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”

Unsatisfactory - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

Domain 5: Technology Integration

Critical Attributes

- ✓ Technology Use to Enrich Student Learning
- ✓ Independent Investigations Using Technology
- ✓ Technology Facilitated Critical Thinking, Problem Solving, & Creativity
- ✓ Redefinition of Learning Activities

Exceeds Expectations - Learning activities are “remix”ed and designed in ways that would not be possible to accomplish without technology. Focus is on the creating, evaluating, and analyzing process and products. The teacher creates learning activities with technology that enable students to learn independently, to be creative, and to think critically about issues relevant to their own lives. The teacher and students collaboratively create qualitative indicators of technology use. The teacher asks students to use technology to complete assignments, investigate new means of using technology to meet class requirements, and to share those uses with the teacher and class.

Meets Expectations - Technology allows new product(s) to be created, as well as improves efficiency. Focus is on creating, evaluating, and analyzing products. The teacher creates learning activities with technology that enable students to learn independently, to be creative, and to think critically. The teacher clearly lists qualitative indicators of technology use and shares these indicators with the student when the assignment is given. The teacher asks students to use technology to complete assignments that ask for problem solving and creativity on a regular basis.

Below Expectations - Technology acts as a direct tool substitute. The teacher creates learning activities with technology that focus on lower-order thinking skills. The teacher addresses technology use in summative assessments. The teacher asks students to use technology to complete some assignments.

Unsatisfactory – Appropriate learning tasks, assignments, and assessments either do not include student use of technology or include inappropriate uses of technology.

Domain 6: Behavior Interventions & Supports

Critical Attributes

- ✓ Expectations for behavior and discipline procedures are posted.
- ✓ Uses positive language to reinforce desired behavior.
- ✓ Appropriately redirects disruptive or inappropriate behavior effectively.
- ✓ Circulates the room and interacts with students equitably.
- ✓ Routines/procedures are evident through maximized time on task.
- ✓ Class behavior meets standard.

Exceeds Expectations – Teacher meets district standards 100% of the time.

Meets Expectations – Teacher meets district standards with only a few exceptions.

Below Expectations – Teacher frequently fails to meet district standards.

Unsatisfactory – Teacher consistently fails to meet district standards.

Domain 7: Professional Practices & Responsibilities

7.1 - Professional Development (last 12 months excluding required staff development)

- Exceeds Expectations** - The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
- Meets Expectations** - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.
- Below Expectations** - The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.
- Unsatisfactory** - The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

7.2 - Communicating with Families

- Exceeds Expectations** - The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professionalism and sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
- Meets Expectations** - The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher makes some attempts to engage families in the instructional program.
- Below Expectations** - The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be sensitive to those families.
- Unsatisfactory** - The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

7.3 - Participating in the Professional Community

Exceeds Expectations - The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Meets Expectations - The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

Below Expectations - The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

Unsatisfactory - The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

7.4 – Use of Data for Improvement of Student Performance

Exceeds Expectations – The teacher's instruction is planned and differentiated based on student data.

Meets Expectations – The teacher ensures that data is used to track student progress and make instructional decisions.

Below Expectations - Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.

Unsatisfactory – There is no evidence of the teacher using data to track student progress

7.5 – Maintaining Accurate Records

Exceeds Expectations – The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. The teacher works with peers to provide information regarding student progress in special programs. The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.

Meets Expectations – The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

Below Expectations - The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.

Unsatisfactory – The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records are in not well-maintained, the result being errors and confusion.

7.6 – Campus Procedures and Requirements

Exceeds Expectations – The teacher meets directives and guidelines. Procedures are completed in a timely manner without prompting. The teacher is consistently on time for arrival, duty and/or required meetings.

Meets Expectations – The teacher follows directives and guidelines and rarely needs reminders regarding procedures. The teacher is on time for arrival, duty and/or required meetings with only a few exceptions.

Below Expectations – The teacher intermittently follows directives and guidelines and needs reminders regarding procedures. The teacher is intermittently late for arrival, duty and/or required meetings.

Unsatisfactory – The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures. The teacher is frequently late for arrival, duty and/or required meetings.

7.7 – Professional Appearance

Exceeds Expectations – Teacher meets district and campus standards for professional dress 100% of the time.

Meets Expectations – Teacher meets district and campus standards for professional dress with only a few exceptions.

Below Expectations – Teacher frequently fails to meet district and/or campus standards for professional dress.

Unsatisfactory - Teacher consistently fails to meet district and/or campus standards for professional dress.

Comments:

Check if appropriate: Professional Growth Plan Attached

To the Appraiser:

All teachers receive a summative appraisal each year. A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file.

To the Teacher:

If the teacher does not agree with the evaluation found on the Summative Appraisal, the teacher may file a written rebuttal with the appraiser within 10 working days of receipt of the documentation. The appraiser shall attach a copy of the rebuttal to the form before filing the report in the teacher's personnel file.

I acknowledge that I have read this appraisal, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

Teacher's Signature/Date

Appraiser's Signature/Date



Lago Vista ISD NexGen Teacher Appraisal System

Professional Growth Plan

TO: _____

FROM: _____

DATE: _____

RE: Performance on Lago Vista ISD NexGen Appraisal Criteria

The following have been noted as areas of strength for you: _____

I would like to bring your attention to these areas in need of improvement: _____

GROWTH PLAN DETAILS (attach additional pages if necessary)

Expectations and Guidelines

Deadlines

- 1.
- 2.
- 3.
- 4.
- 5.

To the Teacher:

This will be entered into your personnel file. Please sign to verify you have been notified of this documentation. Your signature acknowledges receipt of the information and does not acknowledge that you necessarily agree. You have ten (10) working days to respond in writing if you disagree with the contents of this document.

I acknowledge that I have read this professional growth plan, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

Teacher's Signature/Date

Appraiser's Signature/Date

TITLE VI, CIVIL RIGHTS ACTS OF 1964; TITLE IX, PL92-318, EDUCATIONAL AMENDMENT OF 1972; SECTION 504, UNITED STATES REHABILITATION ACT OF 1973; EDUCATION FOR ALL HANDICAPPED CHILDREN ACT, PL 94-143; AMERICANS WITH DISABILITIES ACT OF 1992.

Lago Vista Independent School District complies with all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel actions, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitute a bona fide occupational qualification necessary to proper and efficient administration of the district).

Persons wishing to file a complaint or grievance under the provisions of these laws or regulations may contact:

Darren Webb
Superintendent
Lago Vista ISD
8039 Bar-K Ranch Road
Lago Vista, TX 78645

Darren Webb
Superintendent

Henri Gearing
*Assistant Superintendent
Finance & Operations*

Dr. Suzy Lofton
*Assistant Superintendent
Academics & Student Services*



Heather Stoner
High School Principal

Paul Thailing
Middle School Principal

Michelle Jackson
Elementary School Principal

LAGO VISTA INDEPENDENT SCHOOL DISTRICT

P.O. Box 4929 Lago Vista, TX 78645
(512) 267-8300 ★ (512) 267-8304 (Fax)

Proposed District Teacher Appraisal Calendar 2015-2016

Each school district shall establish a calendar for the appraisal of teachers. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal period:

1. May take place at any time during the regular school year, pursuant to the annual appraisal calendar adopted by the LVISD Board of Trustees.
2. Shall not be conducted during the first three weeks nor the last three weeks of the school year.

PROPOSED CALENDAR:

September 15, 2015

Deadline for Professional Goals Summary

September 15, 2014

Appraisal Start Date

October 23, 2015

Quarterly Assessment Form Due, 1st 9 weeks

December 18, 2015

Quarterly Assessment Form Due, 2nd 9 weeks

March 11, 2016

Quarterly Assessment Form Due, 3rd 9 weeks

May 3, 2016

Appraisal End Date

May 11, 2015

Last Day for Summative Evaluation

PROPOSED APPRAISERS:

Krystal Colhoff

Stacie Davis

Henri Gearing

Eric Holt

Michelle Jackson

Suzy Lofton

Heather Stoner

Paul Thailing

Justin Walker



EPAULET & BUTTON DETAIL



EMBROIDERY DETAIL - FONT:
PENUMBRA HALF SERIF STD BOLD
BLAIRMD10C TT MEDIUM

COLORS USED

- ROYAL BLUE POLY
- LIGHT GOLD POLY
- BLACK POLY

I APPROVE OF THIS BAND UNIFORM DESIGN: as shown with changes

PLEASE SIGN HERE

SIGNATURE: _____





PROPOSED TAX RATE 2015-2016

M & O Proposed Tax Rate	\$1.04
I & S Proposed Tax Rate	\$0.28
Total Proposed Tax Rate	\$1.32










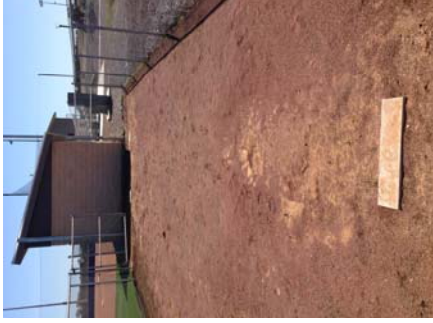
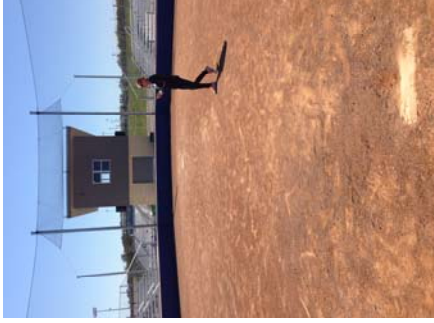
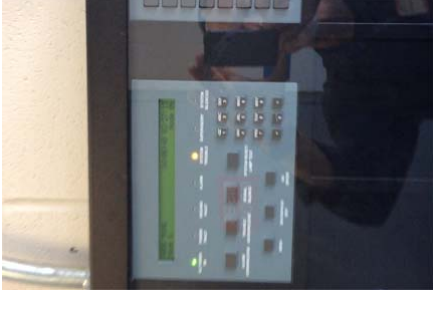
ARCHITECT'S FIELD REPORT

PROJECT: Lago Vista ISD New High School (1104)

VISIT DATE: 3/28/15

Notes:

1. Visited the site today & met with Henri Gearing to review various outstanding issues. In addition: dead landscaping must be replaced; revegetation has not fully established; EMS road shoulder is eroded.

		
<p>1 Stone at base on entry column spalling. Suspect that gutter above is leaking.</p>	<p>2 Grout missing at column bases at front canopy.</p>	<p>3 ...same at pressbox</p>
		
<p>4 Objectionable thermostat.</p>	<p>5 Preferred location at drywall.</p>	<p>6 Filled CJ; edge condition questioned.</p>
		
<p>7 Objectionable holes in tile.</p>	<p>8 V-base in gym still not holding.</p>	<p>9 Water ponding against curb here.</p>
		
<p>10 Bullpen holding water.</p>	<p>11 Infield mix will not dry once wet.</p>	<p>12 This panel has been beeping for <u>months</u> (since lightning strike).</p>

The Contractor is directed to make all necessary corrections to the Work that are not in compliance with the contract documents, whether identified above or not. Any discrepancies in, or objections to, this report must be brought to the author's attention in writing within 7 days of reporting date.

Copies to: Lago Vista ISD Baird & Williams Construction Other:

Fromberg Associates, Ltd :: Architecture

Report by: R. Fromberg - p1 of 1

ARCHITECT'S FIELD REPORT

PROJECT: Lago Vista ISD New High School (1104)

VISIT DATE: 4/18/14

		
<p>1 Insufficient mulch depth</p>	<p>2 Exposed irrigation lines; dead plants</p>	<p>3 Plant material dead in 2 islands</p>
		
<p>4 Exposed irrigation lines</p>	<p>5 Exposed irrigation lines</p>	<p>6 Tree to be set plumb</p>
		
<p>7 Some plant material dead</p>	<p>8 This appears to be foreign grass</p>	<p>9 One of several areas not revegetated</p>

The Contractor is directed to make all necessary corrections to the Work that are not in compliance with the contract documents, whether identified above or not. Any discrepancies in, or objections to, this report must be brought to the author's attention in writing within 7 days of reporting date.

Copies to: Lago Vista ISD Baird & Williams Construction Other:

Fromberg Associates, Ltd :: Architecture

Report by: R. Fromberg - p1 of 1

ARCHITECT'S FIELD REPORT

PROJECT: Lago Vista ISD New High School (1104)

VISIT DATE: 6/16/15

BWC to correct all warranty items noted below, in engineer's report & in previous field reports.

		
<p>1 Water is draining into top of column & has caused bottom stone to fail. Seal top of stone, ck gutter, replace stone.</p>	<p>2 Aim light fixtures up</p>	<p>3 Water leak has damaged drywall. Correct leak & repair wall. This is above doors near cafeteria.</p>
		
<p>4 Same as previous.</p>	<p>5 Replace dead landscape.</p>	<p>6 Replace dead landscape.</p>
		
<p>7 Cover lines & bare soil with mulch.</p>	<p>8 Correct drainage per civil</p>	<p>9 Seal all CMU as spec'd.</p>
		
<p>10 Correct drainage per civil</p>	<p>11 Uncover storm drain inlet</p>	<p>12 Correct drainage per civil</p>







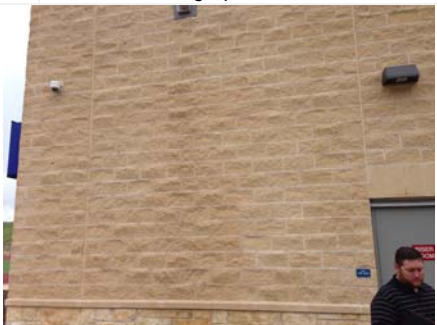


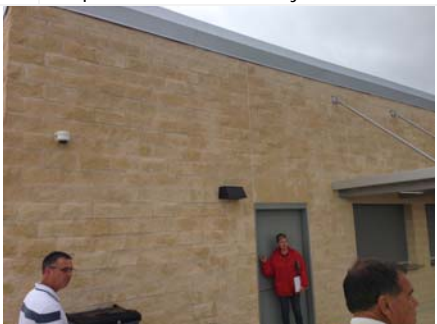


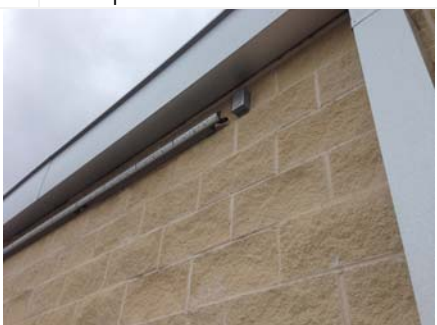


The Contractor is directed to make all necessary corrections to the Work that are not in compliance with the contract documents, whether identified above or not. Any discrepancies in, or objections to, this report must be brought to the author's attention in writing within 7 days of reporting date.

Copies to: Lago Vista ISD Baird & Williams Construction Other:






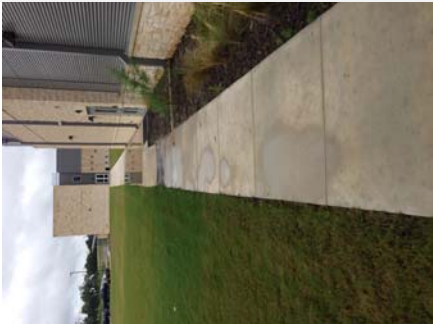




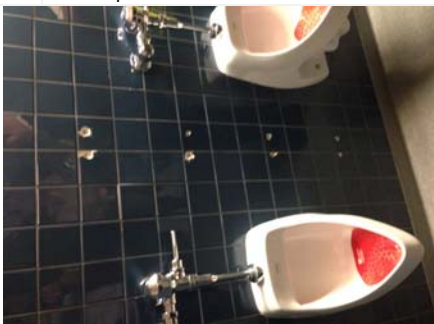




Fromberg Associates, Ltd :: Architecture

Report by: R. Fromberg - p1 of 4






ARCHITECT'S FIELD REPORT

		
<p>13 Correct drainage per civil</p>	<p>14 Correct drainage per civil; remove silt</p>	<p>15 Correct column base</p>
		
<p>16 Correct drainage per civil</p>	<p>17 Correct drainage per civil</p>	<p>18 Correct leak evident at ceiling</p>
		
<p>19 Repoint holes in masonry</p>	<p>20 Slope floor to drain</p>	<p>21 Correct/repair binding door</p>
		
<p>22 Waterproof CMU</p>	<p>23</p>	<p>24 Verify placement of weeps</p>
		
<p>25 Aim light fixture down</p>	<p>26 Waterproof masonry</p>	<p>27 Correct drainage</p>

ARCHITECT'S FIELD REPORT

		
<p>28 Correct drainage</p>	<p>29 Correct drainage; replace mulch</p>	<p>30 Correct drainage</p>
		
<p>31 Correct leak evident in this area</p>	<p>32 Correct leak evident in this area</p>	<p>33 Correct drainage</p>
		
<p>34 Correct drainage</p>	<p>35 Waterproof CMU</p>	<p>36 Repoint masonry</p>
		
<p>37 Correct leak evident at ceiling</p>	<p>38 Reinstall urinal screens into blocking</p>	<p>39 Access door not secure</p>
		
<p>40 Repair wall crack in classroom</p>	<p>41 Repair wall crack in classroom</p>	<p>42 Repair wall crack in classroom</p>

ARCHITECT'S FIELD REPORT

		
<p>43 Repair wall crack in classroom</p>	<p>44 Repair wall crack in classroom</p>	<p>45 Correct fire door hold open device (not holding).</p>
		
<p>46 Re-adhere gym floor base</p>	<p>47 Reinstall clock</p>	



Lago Vista

Independent School District

2015-2016

Student Code of Conduct

ACKNOWLEDGMENT

Student Code of Conduct Electronic Distribution

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or appropriate campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Darren Webb, *Superintendent*

We acknowledge that we have been offered the option to receive a paper copy of the Lago Vista ISD Student Code of Conduct for the 2015–2016 school year or to electronically access it on the district's website at <http://www.lagovistaisd.net>. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

- Accept responsibility for accessing the Student Code of Conduct on the district's website.
- Receive a paper copy of the Student Code of Conduct.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Please sign this page, remove it, and return it to the student's school. Thank you.

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STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP) or expulsion from school.

This Student Code of Conduct has been adopted by the Lago Vista ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person on each campus is the principal, or any other campus administrator selected by the principal.

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

The district has disciplinary authority over a student:

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

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators, as appropriate, shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Parent Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in a three-day out-of-school suspension, removal to a DAEP, or expulsion during the semester during the last two semesters preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun, airsoft gun, paintball gun, or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

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

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.

- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00pm of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or

through Policy On Line at the following address: <http://www.lagovistaisd.net>. Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension shall be determined by the campus behavior coordinator, but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 4 and secondary classification shall be grades 5–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence

in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or

3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus behavior coordinator.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FOC(LEGAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: <http://www.lagovistaisd.net>.

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student **may** be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for "under the influence.")

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;

- c. Criminal mischief under Section 28.03, Penal Code;
- d. Personal hazing under Section 37.152; or
- e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, which includes a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. (See glossary.)
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent or designee the authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the district shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to delivery nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.

- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; trafficking of persons; smuggling or continuous smuggling of persons; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; voyeurism; indecency with a child; invasive visual recording; disclosure or promotion of intimate visual material; injury to a child, an elderly person, or a disabled person of any age; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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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 on June 15, 2015, at 6:00 PM in the boardroom of Viking Hall, 8039 Bar-K Ranch Rd, Lago Vista, Texas 78645.

Members Present:

Tom Rugel

Stacy Eleuterius

David Scott

Scott Berentsen

Jerrell Roque

Members Absent:

Laura Vincent

Sharon Abbott

Also Present:

Darren Webb, Superintendent

Henri Gearing, Asst. Superintendent

1. *Pledge of Allegiance/Call to Order*

Stacy Eleuterius called the meeting to order at 6:00pm and lead those in attendance in the pledges to the American and Texas flags.

2. *Welcome visitors/Student Recognition/Public participation*

Mr. Webb welcomed the Varsity Viking baseball team and coaches Brandon Grant and Steve Searle.

Coach Grant spoke about their history making season and the hard work it took the team to get to the Regional Finals. He acknowledged individual players for their District Awards.

One-Act Play was congratulated on their outstanding season and winning the State Championship. Cast and crew were noted for individual awards they obtained at each level of competition leading up to the State Finals.

Public Participation (the following signed up to speak):

Nancy Jo Priddy – playground improvement

Bryce Welch – teacher pay

3. *Construction Update*

Mr. Webb mentioned that Tuesday afternoon (6/16/15) they have planned a meeting to walk the grounds and do a look over with Jo Zunker and Blair Williams. Hope to get a date of completion.

Questions and comments about what still needs to be done – “what have the current rains done to retention pond”; Mrs. Gearing noted that we must vegetate the area behind school (owned by Atlas); Stacy Eleuterius asked if there is a way to accelerate the drying out of retention pond

4. *TASB Policy Update 102 affecting local policies (see attached list)*

Mr. Webb recommended approving TASB Update 102 as presented

David Scott motioned to approve

Jerrell Roque seconded

Motion carries 5-0

5. *Local Policy Revisions (see attached list)*

Mr. Webb briefly went over each of the local policy revisions and answered questions

Scott Berentsen moved to accept

David Scott seconded

Motion carried 5-0

6. *Salary Schedule*

Salary schedule was presented for 2015-2016 – it being same as 2014-15 w/staff members receiving 1 step raise.

Scott Berentsen moved to approve

Jerrell Roque seconded

Motion carried 5-0

7. *Approval of Innovative Courses*

Dr. Lofton introduced 3 new courses to the high school wishes to add to course guide

Peer Assistance for Students with Disabilities I–II

Teen Leadership

Peer Coaching for Students I–IV

Jerrell Roque moved to approve

Scott Berentsen seconded

Motion carried 5-0

8. *STAAR Scores*

Dr. Lofton gave presentation on the districts scores and some of the highlights in areas where there was significant gains (presentation slides included with board binder)

9. *Consent Agenda*

a. Minutes of Previous Meetings:

Regular Mtg May 18, 2015

Special Mtgs June 4 & June 8, 2015

b. Monthly Financial Report

c. Budget Amendment

Jerrell Roque moves to approve

Scott Berentsen seconded

Motion carried 5-0

10. *Superintendent Report*

a. Out of District Transfer Report – shared the few requests the district has received to date

b. NexGen Teacher Appraisal System Introduction

c. Trustee Election Calendar – copy of November important dates included

d. TASB SLI

11. *Closed Session: Assignment and employment Closed Session pursuant to Government Code section 551.074.*

At 7:23pm the Board took a short break.

The Board went in to closed session @7:26pm

The Board reconvened in open session at 8:29pm

Mr. Webb recommended the approval of 3 probationary contracts for new teachers

David Scott moved to approve

Scott Berentsen seconded

Motion carried 5-0

12. *Personnel: Assignment and employment*

Mr. Webb recommended a 1.5% pay increase for administration

Scott Berentsen moved to approve

Jerrell Roque seconded

Motion carried 5-0

13. *Personnel: Contract Authority for June, July and August Employment*

David Scott motioned to grant the superintendent hiring authority for June, July and August

Tom Rugel seconded

Motion carried 5-0

14. *Adjourn*

There being no more business the meeting adjourned at 8:32pm

Bond 2014-2015

Bond 2014-2015												
14-15	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Lonestar Construction 2012	\$ 1,272,174.02	\$ 1,272,336.39	\$ 1,152,474.68	\$ 1,097,608.86	\$ 1,082,733.30	\$ 473,050.67	\$ 423,101.35	\$ 31.65	\$ -			
SSB Construction 2012	\$ 145,090.37	\$ 80,607.27	\$ 52,945.50	\$ 43,569.19	\$ 38,809.18	\$ 37,883.54	\$ 36,985.83	\$ 35,401.02	\$ 64,005.45			
Wells Fargo CDs												
Wells Fargo Bonds												
Wells Fargo Money Market												
Total	\$ 1,417,264.39	\$ 1,352,943.66	\$ 1,205,420.18	\$ 1,141,178.05	\$ 1,121,542.48	\$ 510,934.21	\$ 460,087.18	\$ 35,432.67	\$ 64,005.45			
Difference month to month		\$ (64,320.73)	\$ (147,523.48)	\$ (64,242.13)	\$ (19,635.57)	\$ (610,608.27)	\$ (50,847.03)	\$ (424,654.51)	\$ 28,572.78			
INTEREST EARNED												
Lonestar Construction 2012	\$ 151.42	\$ 145.20	\$ 138.29	\$ 134.18	\$ 124.44	\$ 64.37	\$ 50.68	\$ 31.65				
SSB Construction 2012	\$ 4.93	\$ 4.04	\$ 3.27	\$ 2.59	\$ 1.70	\$ 4.08	\$ 1.97	\$ 5.84	\$ 1.89			
Wells Fargo CDs												
Wells Fargo Bonds												
Wells Fargo Money Market												
Total	\$ 156.35	\$ 149.24	\$ 141.56	\$ 136.77	\$ 126.14	\$ 68.45	\$ 52.65	\$ 37.49	\$ 1.89			
Cumulative Total - interest		\$ 305.59	\$ 447.15	\$ 583.92	\$ 710.06	\$ 778.51	\$ 831.16	\$ 868.65	\$ 870.54			
Bond 2013-2014												
13-14	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Lonestar Construction 2012	\$ 316,620.09	\$ 316,661.12	\$ 316,700.67	\$ 316,743.28	\$ 216,777.55	\$ 216,798.23	\$ 66,806.76	\$ 66,814.49	\$ 66,822.65	\$ 66,830.84	\$ 1,566,856.09	\$ 166,477.02
SSB Construction 2012	\$ 213,878.69	\$ 248,846.47	\$ 275,614.22	\$ 315,075.30	\$ 385,514.00	\$ 253,819.40	\$ 121,737.50	\$ 1,591,459.71	\$ 1,433,575.10	\$ 970,157.86	\$ 220,736.19	\$ 1,000,000.00
Wells Fargo CDs	\$ 480,000.00	\$ 480,000.00	\$ 480,000.00	\$ -								\$ 3,348,757.89
Wells Fargo Bonds	\$ 3,230,000.00	\$ 3,237,474.85	\$ 1,780,000.00	\$ 500,000.00	\$ 500,000.00	\$ 500,000.00	\$ 500,000.00					\$ 489,870.92
Wells Fargo Money Market	\$ 3,924,265.17	\$ 2,433,768.60	\$ 2,385,963.51	\$ 2,850,586.70	\$ 2,350,665.07	\$ 1,925,732.16	\$ 1,305,812.22					
Total	\$ 8,164,763.95	\$ 6,716,751.04	\$ 5,238,278.40	\$ 3,982,405.28	\$ 3,452,956.62	\$ 2,896,349.79	\$ 1,994,356.48	\$ 1,658,274.20	\$ 1,500,397.75	\$ 1,036,988.70	\$ 1,787,592.28	\$ 5,005,105.83
Difference month to month	\$ (1,160,141.62)	\$ (1,448,012.91)	\$ (1,478,472.64)	\$ (1,255,873.12)	\$ (529,448.66)	\$ (556,606.83)	\$ (901,993.31)	\$ (336,082.28)	\$ (157,876.45)	\$ (463,409.05)	\$ 750,603.58	
INTEREST EARNED												
Lonestar Construction 2012	\$ 40.59	\$ 41.03	\$ 39.55	\$ 42.59	\$ 34.29	\$ 20.68	\$ 8.53	\$ 7.73	\$ 8.16	\$ 8.19	\$ 25.25	\$ 453.80
SSB Construction 2012	\$ 11.03	\$ 22.11	\$ 21.31	\$ 19.96	\$ 15.64	\$ 14.11	\$ 8.92	\$ 10.52	\$ 61.73	\$ 53.23	\$ 28.88	\$ 199.95
Wells Fargo CDs	\$ 5,110.00											
Wells Fargo Bonds		\$ 9,503.43	\$ 2,102.50	\$ 4,523.61				\$ 9,375.00				
Wells Fargo Money Market	\$ 139.89		\$ 92.41	\$ 99.58	\$ 78.37	\$ 67.09	\$ 80.02	\$ 70.92				\$ -
Total	\$ 5,301.51	\$ 9,566.57	\$ 2,255.77	\$ 4,685.74	\$ 128.30	\$ 101.88	\$ 97.47	\$ 9,464.17	\$ 69.89	\$ 61.42	\$ 54.13	
Cumulative Total - interest		\$ 14,868.08	\$ 17,123.85	\$ 21,809.59	\$ 21,937.89	\$ 22,039.77	\$ 22,137.24	\$ 31,601.41	\$ 31,671.30	\$ 31,732.72	\$ 31,786.85	

BANK STATEMENTS/INVESTMENTS

BANK STATEMENTS/INVESTMENTS													
14-15		Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General		\$ 225,253.99	\$ 135,284.07	\$ 147,868.99	\$ 90,207.04	\$ 140,994.29	\$ 80,756.88	\$ 265,572.37	\$ 74,647.61	\$ 211,459.76	\$ 125,135.53		
CD's SSB		\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00		
Lonestar M & O		\$ 3,479,532.39	\$ 3,398,995.60	\$ 3,072,648.48	\$ 7,537,068.70	\$ 10,863,160.01	\$ 11,326,052.05	\$ 10,696,333.59	\$ 8,796,013.98	\$ 7,410,003.94	\$ 6,397,108.69		
Lonestar I&S		\$ 496,931.55	\$ 1,272,336.39	\$ 726,565.09	\$ 2,172,806.87	\$ 3,297,400.21	\$ 3,085,361.45	\$ 3,136,351.68	\$ 3,177,216.67	\$ 3,215,559.60	\$ 3,246,673.80		
TOTAL		\$ 5,201,717.93	\$ 5,806,616.06	\$ 4,947,082.56	\$ 10,800,082.61	\$ 15,301,554.51	\$ 15,492,170.38	\$ 15,098,257.64	\$ 13,047,878.26	\$ 11,837,023.30	\$ 10,768,918.02		
Difference			\$ 604,898.13	\$ (859,533.50)	\$ 5,853,000.05	\$ 4,501,471.90	\$ 190,615.87	\$ (393,912.74)	\$ (2,050,379.38)	\$ (1,210,854.96)	\$ (1,068,105.28)		
INTEREST EARNED													
General		\$ 9.10	\$ 8.52	\$ 5.89	\$ 6.86	\$ 7.29	\$ 5.14	\$ 5.40	\$ 7.60	\$ 5.29	\$ 6.24		
CD'Ss SSB					\$ 752.06								
Lonestar M & O		\$ 359.01	\$ 371.85	\$ 376.92	\$ 493.50	\$ 1,065.26	\$ 1,173.45	\$ 1,296.89	\$ 1,133.48	\$ 1,033.25	\$ 894.87		
Lonestar I&S		\$ 56.83	\$ 145.20	\$ 71.73	\$ 136.52	\$ 314.86	\$ 327.06	\$ 362.88	\$ 372.47	\$ 407.32	\$ 412.57		
TOTAL INTEREST		\$ 424.94	\$ 525.57	\$ 454.54	\$ 1,388.94	\$ 1,387.41	\$ 1,505.65	\$ 1,665.17	\$ 1,513.55	\$ 1,445.86	\$ 1,313.68		
Cumulative			\$ 950.51	\$ 1,405.05	\$ 2,793.99	\$ 4,181.40	\$ 5,687.05	\$ 7,352.22	\$ 8,865.77	\$ 10,311.63	\$ 11,625.31		
13-14		Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General		\$ 328,443.77	\$ 100,017.62	\$ 47,642.21	\$ 73,367.59	\$ 67,642.40	\$ 61,824.94	\$ 100,071.72	\$ 86,737.99	\$ 102,478.59	\$ 105,236.94	\$ 79,863.19	\$ 166,477.02
CD's SSB		\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00
Lonestar M & O		\$ 3,729,934.48	\$ 5,160,281.73	\$ 4,923,915.00	\$ 8,141,021.91	\$ 12,203,702.22	\$ 12,484,718.14	\$ 11,200,472.38	\$ 9,890,059.17	\$ 8,542,621.15	\$ 7,084,991.30	\$ 4,476,451.43	\$ 3,348,757.89
Lonestar I&S		\$ 582,972.99	\$ 636,010.77	\$ 825,865.28	\$ 1,905,404.10	\$ 3,229,042.07	\$ 2,978,021.70	\$ 3,025,192.59	\$ 3,073,543.74	\$ 3,112,114.19	\$ 3,129,851.52	\$ 3,152,750.49	\$ 489,870.92
TOTAL		\$ 5,641,351.24	\$ 6,896,310.12	\$ 6,797,422.49	\$ 11,119,793.60	\$ 16,500,386.69	\$ 16,524,564.78	\$ 15,325,736.69	\$ 14,050,340.90	\$ 12,757,213.93	\$ 11,320,079.76	\$ 8,709,065.11	\$ 5,005,105.83
Difference			\$ 1,254,958.88	\$ (98,887.63)	\$ 4,322,371.11	\$ 5,380,593.09	\$ 24,178.09	\$ (1,198,828.09)	\$ (1,275,395.79)	\$ (1,293,126.97)	\$ (1,437,134.17)	\$ (2,611,014.65)	\$ (3,703,959.28)
INTEREST EARNED													
General		\$ 44.30	\$ 10.46	\$ 6.05	\$ 6.49	\$ 4.14	\$ 6.09	\$ 5.22	\$ 5.41	\$ 5.32	\$ 6.50	\$ 6.39	\$ 6.77
CD'Ss SSB					\$ 1,253.42						\$ 747.95		
Lonestar M & O		\$ 367.16	\$ 639.22	\$ 639.97	\$ 780.70	\$ 1,287.51	\$ 1,239.49	\$ 1,317.33	\$ 1,224.11	\$ 1,120.54	\$ 964.62	\$ 779.47	\$ 453.80
Lonestar I&S		\$ 74.04	\$ 76.69	\$ 92.61	\$ 158.34	\$ 322.98	\$ 308.41	\$ 335.41	\$ 353.26	\$ 378.14	\$ 382.59	\$ 379.42	\$ 199.95
TOTAL INTEREST		\$ 485.50	\$ 726.37	\$ 738.63	\$ 2,198.95	\$ 1,614.63	\$ 1,553.99	\$ 1,657.96	\$ 1,582.78	\$ 1,504.00	\$ 2,101.66	\$ 1,165.28	\$ 660.52
Cumulative			\$ 1,211.87	\$ 1,950.50	\$ 4,149.45	\$ 5,764.08	\$ 7,318.07	\$ 8,976.03	\$ 10,558.81	\$ 12,062.81	\$ 14,164.47	\$ 15,329.75	\$ 15,990.27

Statement of Revenues and Expenditures 2014-2015

Jun-15						
83.33%	14-15					
	Current Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	
57xx	LOCAL TAX REVENUES	\$ 12,386,500	\$ 12,933,143	\$ (546,643)	104.41%	
58XX	STATE PROG. REVENUES	\$ 2,744,991	\$ 2,090,427	\$ 654,564	76.15%	
	TOTAL REVENUE	\$ 15,131,491	\$ 15,023,570	\$ 107,921	99.29%	
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	
11	INSTRUCTION	\$ 6,397,127.00	\$ 5,123,234	\$ 1,273,893	80.09%	
12	LIBRARY	\$ 158,655	\$ 121,951	\$ 36,704	76.87%	
13	STAFF DEVELOPMENT	\$ 20,000	\$ 14,037	\$ 5,963	70.18%	
21	INST. ADMINISTRATION	\$ 278,752	\$ 226,255	\$ 52,497	81.17%	
23	SCHOOL ADMINISTRATION	\$ 785,395	\$ 607,024	\$ 178,371	77.29%	
31	GUID AND COUNSELING	\$ 338,876	\$ 273,642	\$ 65,234	80.75%	
33	HEALTH SERVICES	\$ 66,955	\$ 52,572	\$ 14,383	78.52%	
34	PUPIL TRANSP - REGULAR	\$ 388,500	\$ 338,370	\$ 50,130	87.10%	
36	CO-CURRICULAR ACT	\$ 566,074	\$ 469,880	\$ 96,194	83.01%	
41	GEN ADMINISTRATION	\$ 589,683	\$ 410,589	\$ 179,094	69.63%	
51	PLANT MAINT & OPERATION	\$ 1,358,939	\$ 1,024,864	\$ 334,075	75.42%	
52	SECURITY	\$ 5,250	\$ 3,424	\$ 1,826	65.21%	
53	DATA PROCESSING	\$ 259,811	\$ 185,588	\$ 74,223	71.43%	
61	COMMUNITY SERVICE	\$ 8,700	\$ 4,858	\$ 3,842	55.83%	
71	DEBT SERVICE	\$ 155,000	\$ 154,002	\$ 998	99.36%	
81	CAPITAL PROJECTS	\$ 45,145	\$ 36,175.00	\$ 8,970	80.13%	
91	STUDENT ATTENDANCE CR	\$ 3,618,629	\$ 2,586,870.00	\$ 1,031,759	71.49%	
99	TRAVIS COUNTY APP	\$ 90,000.00	\$ 89,468	\$ 532	99.41%	
0	Transfer Out	\$ 250,000.00	\$ 250,000.00	\$ -	100.00%	
	TOTAL EXPENDITURES	\$ 15,381,491	\$ 11,972,801	\$ 3,408,690	77.84%	
Jun-14						
83.33%	13-14					
	Prior Year					
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET	VARIANCE
57xx	LOCAL TAX REVENUES	\$ 13,032,496	\$ 12,257,394	\$ 775,102	94.05%	10.36%
58XX	STATE PROG. REVENUES	\$ 2,688,896	\$ 2,382,260	\$ 306,636	88.60%	-12.45%
	TOTAL REVENUE	\$ 15,721,392	\$ 14,639,654	\$ 1,081,738	93.12%	6.17%
						0.00%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET	
11	INSTRUCTION	\$ 6,517,413	\$ 5,098,251	\$ 1,419,162	78.23%	1.86%
12	LIBRARY	\$ 188,841	\$ 151,254	\$ 37,587	80.10%	-3.23%
13	STAFF DEVELOPMENT	\$ 47,875	\$ 32,814	\$ 15,061	68.54%	1.64%
21	INST. ADMINISTRATION	\$ 228,785	\$ 145,493	\$ 83,292	63.59%	17.58%
23	SCHOOL ADMINISTRATION	\$ 782,500	\$ 660,870	\$ 121,630	84.46%	-7.17%
31	GUID AND COUNSELING	\$ 392,356	\$ 298,038	\$ 94,318	75.96%	4.79%
33	HEALTH SERVICES	\$ 65,993	\$ 51,043	\$ 14,950	77.35%	1.17%
34	PUPIL TRANSP - REGULAR	\$ 351,150	\$ 338,267	\$ 12,883	96.33%	-9.23%
36	CO-CURRICULAR ACT	\$ 600,033	\$ 484,320	\$ 115,713	80.72%	2.29%
41	GEN ADMINISTRATION	\$ 596,243	\$ 477,076	\$ 119,167	80.01%	-10.38%
51	PLANT MAINT & OPERATION	\$ 1,087,872	\$ 849,175	\$ 238,697	78.06%	-2.64%
52	SECURITY	\$ 10,250	\$ 2,340	\$ 7,910	22.83%	42.38%
53	DATA PROCESSING	\$ 220,512	\$ 201,168	\$ 19,344	91.23%	-19.80%
61	COMMUNITY SERVICE	\$ 9,481	\$ 4,864	\$ 4,617	51.30%	4.53%
71	DEBT SERVICE	\$ 155,000	\$ 154,002	\$ 998	99.36%	0.00%
81	CONSTRUCTION	\$ 40,000	\$ 26,967	\$ 13,033	67.42%	12.71%
91	STUDENT ATTENDANCE CR	\$ 4,337,088	\$ 3,120,130	\$ 1,216,958	71.94%	-0.45%
99	TRAVIS COUNTY APP	\$ 90,000	\$ 80,507	\$ 9,493	89.45%	9.96%
0	Transfer Out	\$-	\$-	\$-		
	TOTAL EXPENDITURES	\$ 15,721,392	\$ 12,176,580	\$ 3,544,812	77.45%	0.39%

Payments State 14-15

					STATE	PYMTS	2014-2015							
		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	
FSP		\$ 855,985.00	\$ 675,959.00											
Per Capita				\$ 1,675.00	\$ 38,503.00			\$ 54,938.00	\$ 35,894.00	\$ 38,620.00	\$ 57,106.00			
NSLP			\$ 21,568.64	\$ 21,219.22	\$ 16,573.66	\$ 14,261.26	\$ 17,799.46	\$ 18,190.72	\$ 15,273.58	\$ 20,283.18	\$ 18,317.58			
SBP			\$ 5,142.90	\$ 5,611.37	\$ 4,481.67	\$ 3,742.28	\$ 4,563.06	\$ 4,516.79	\$ 3,815.41	\$ 5,576.00	\$ 4,842.20			
School Lunch Matching								\$ 2,503.00						
Title I Part A								\$ 64,798.12			\$ 35,780.97			
Title II Part A								\$ 7,895.00			\$ 1,486.00			
IDEA B Pres								\$ 1,738.43			\$ 863.49			
IDEA B Form		\$ 57,143.09						\$ 86,496.19			\$ 101,972.20			
IMAT			\$ 21,101.98	\$ 3,249.31		\$ 74,885.55	\$ 5,936.00							
High Cost Needs - Sp Ed														
PreK				\$ 1,947.35										
Ready to Read			\$ 25.86											
Prior Year Funds Rec'd Curr Yr														
FSP		\$ 443.00												
NSLP		\$ 4,350.35												
SBP		\$ 781.00												
denotes FY14 money received in FY15														
					STATE	PYMYS	2013-2014							
		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	
FSP		\$ 1,030,759.00	\$ 800,904.00										\$ 445,151.00	
Per Capita					\$ 36,151.00			\$ 53,687.00	\$ 37,495.00	\$ 35,745.00	\$ 56,388.00	\$ 36,417.00	\$ 75,537.00	
NSLP			\$ 19,253.00	\$ 21,980.86	\$ 17,471.17	\$ 13,640.28	\$ 18,039.81	\$ 19,061.31	\$ 15,443.15	\$ 20,643.74	\$ 23,170.97			
SBP			\$ 5,205.17	\$ 5,646.72	\$ 4,322.67	\$ 3,584.22	\$ 4,446.76	\$ 5,163.28	\$ 3,819.93	\$ 6,088.44	\$ 6,569.21			
School Lunch Matching								\$ 2,905.95						
Title I Part A					\$ 32,599.54			\$ 11,286.35			\$ 23,688.14	\$ 37,621.97		
Title II Part A								\$ 15,110.00				\$ 4,690.00		
IDEA B Pres					\$ 2,084.96			\$ 920.47				\$ 357.57		
IDEA B Form					\$ 60,456.78			\$ 21,703.92			\$ 45,288.27	\$ 14,865.94		
IMAT								\$ 3,803.45				\$ 151,069.00		\$140,700 went to i
High Cost Needs - Sp Ed												\$ 27,775.00		New - one time on
PreK			\$ 1,928.28											
SSI		\$ 466.40												
Prior Year Funds Rec'd Curr Yr														
FSP			\$ 1,353,152.00											
NSLP		\$ 5,069.02												
SBP		\$ 1,068.29												
denotes FY13 money received in FY14														

TAX COLLECTIONS

For the Month of June 2015					
I&S Ratio	0.787878788				
M&O Ratio	0.212121212				
Date(s)	Amount Collected	M&O	Actual %	I&S	Actual %
6/1/15	\$ 8,066.66	\$ 6,355.72	78.79%	\$ 1,710.94	21.21%
6/2/15	\$ 10,913.44	\$ 8,598.70	78.79%	\$ 2,314.74	21.21%
6/3/15	\$ 729.03	\$ 574.40	78.79%	\$ 154.63	21.21%
6/4/15	\$ 8,636.33	\$ 6,804.56	78.79%	\$ 1,831.77	21.21%
6/5/15	\$ 1,505.86	\$ 1,186.47	78.79%	\$ 319.39	21.21%
6/15/15	\$ 80,351.29	\$ 63,308.78	78.79%	\$ 17,042.51	21.21%
6/16/15	\$ 999.36	\$ 787.40	78.79%	\$ 211.96	21.21%
6/17/15	\$ 799.05	\$ 629.57	78.79%	\$ 169.48	21.21%
6/18/15	\$ 2,574.85	\$ 2,028.72	78.79%	\$ 546.13	21.21%
6/19/15	\$ 2,136.81	\$ 1,683.59	78.79%	\$ 453.22	21.21%
6/22/15	\$ 29.60	\$ 23.32	78.78%	\$ 6.28	21.22%
6/23/15	\$ 6,619.83	\$ 5,215.76	78.79%	\$ 1,404.07	21.21%
6/24/15	\$ 1,892.75	\$ 1,491.30	78.79%	\$ 401.45	21.21%
6/25/15	\$ 722.16	\$ 568.99	78.79%	\$ 153.17	21.21%
6/26/15	\$ 1,522.35	\$ 1,199.46	78.79%	\$ 322.89	21.21%
6/29/15	\$ 1,551.92	\$ 1,222.76	78.79%	\$ 329.16	21.21%
6/30/15	\$ 1,298.32	\$ 1,022.95	78.79%	\$ 275.37	21.21%
	\$ 130,349.61	\$ 102,702.45	78.79%	\$ 27,647.16	21.21%
	5711	5712	5719		
	Current Year	Prior Year	Pen & Int	Totals	
I&S	\$ 19,519.76	\$ 3,865.68	\$ 4,261.72	\$ 27,647.16	
M&O	\$ 72,511.18	\$ 14,360.03	\$ 15,831.24	\$ 102,702.45	
Totals	\$ 92,030.94	\$ 18,225.71	\$ 20,092.96	\$ 130,349.61	
Total M&O	\$ 86,871.21				
Total I&S	\$ 23,385.44				
(less P&I)					
Yearly M&O	\$ 12,009,325.07				
Yearly I&S	\$ 3,232,869.46				
(less P&I)					

	Current Year	Prior Year	P & I	Total	CED
	\$ 3,998.89	\$ 3,049.96	\$ 1,017.81	\$ 8,066.66	\$ (6.97)
	\$ 8,901.58	\$ 1,093.46	\$ 918.40	\$ 10,913.44	
	\$ 693.62	\$ 0.63	\$ 34.78	\$ 729.03	
	\$ 8,139.12	\$ 10.05	\$ 487.16	\$ 8,636.33	
	\$ 911.03	\$ 335.53	\$ 259.30	\$ 1,505.86	
	\$ 54,995.36	\$ 10,901.02	\$ 14,454.91	\$ 80,351.29	
	\$ 454.96	\$ 329.25	\$ 215.15	\$ 999.36	
	\$ 694.82	\$ -	\$ 104.23	\$ 799.05	
	\$ 1,595.00	\$ 607.20	\$ 372.65	\$ 2,574.85	
	\$ 1,379.10	\$ 489.03	\$ 268.68	\$ 2,136.81	
	\$ 25.74	\$ -	\$ 3.86	\$ 29.60	
	\$ 5,757.81	\$ -	\$ 862.02	\$ 6,619.83	
	\$ 1,557.03	\$ 79.20	\$ 256.52	\$ 1,892.75	
	\$ 354.82	\$ 253.40	\$ 113.94	\$ 722.16	
	\$ 990.55	\$ 310.79	\$ 221.01	\$ 1,522.35	
	\$ 547.98	\$ 683.48	\$ 320.46	\$ 1,551.92	
	\$ 1,033.53	\$ 82.71	\$ 182.08	\$ 1,298.32	
Total	\$ 92,030.94	\$ 18,225.71	\$ 20,092.96	\$ 130,349.61	
M & O	\$ 72,511.18	\$ 14,360.03	\$ 15,831.24	\$ 102,702.45	
I & S	\$ 19,519.76	\$ 3,865.68	\$ 4,261.72	\$ 27,647.16	
				\$ 130,349.61	
	CED	\$ (6.97)			

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

Fund 199 / 5 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	12,335,300.00	-102,702.45	-12,849,619.84	-514,319.84	104.17%
5730 - TUITION & FEES FROM PATRONS	2,000.00	-790.00	-790.00	1,210.00	39.50%
5740 - INTEREST, RENT, MISC REVENUE	23,100.00	-1,649.18	-54,731.81	-31,631.81	236.93%
5750 - REVENUE	26,000.00	-509.86	-28,001.71	-2,001.71	107.70%
5760 - OTHER REV FM LOCAL SOURCE	100.00	.00	.00	100.00	.00%
Total REVENUE-LOCAL & INTERMED	12,386,500.00	-105,651.49	-12,933,143.36	-546,643.36	104.41%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	2,291,532.00	-57,106.00	-1,758,680.00	532,852.00	76.75%
5820 - STATE PROGRAM REVENUES	.00	.00	-1,947.35	-1,947.35	.00%
5830 - TRS ON-BEHALF	453,459.00	-36,857.12	-329,799.68	123,659.32	72.73%
Total STATE PROGRAM REVENUES	2,744,991.00	-93,963.12	-2,090,427.03	654,563.97	76.15%
Total Revenue Local-State-Federal	15,131,491.00	-199,614.61	-15,023,570.39	107,920.61	99.29%

	<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	-6,098,827.00	.00	4,865,000.52	475,902.41	-1,233,826.48	79.77%
6200 - PURCHASE & CONTRACTED SVS	-122,975.00	2,818.50	125,925.04	382.01	5,768.54	102.40%
6300 - SUPPLIES AND MATERIALS	-153,455.00	15,875.74	120,099.41	15,044.23	-17,479.85	78.26%
6400 - OTHER OPERATING EXPENSES	-19,725.00	2,273.85	10,064.38	411.40	-7,386.77	51.02%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-2,145.00	.00	2,145.00	2,145.00	.00	100.00%
Total Function11 INSTRUCTION	-6,397,127.00	20,968.09	5,123,234.35	493,885.05	-1,252,924.56	80.09%
12 - LIBRARY						
6100 - PAYROLL COSTS	-129,360.00	.00	103,107.16	10,812.33	-26,252.84	79.71%
6200 - PURCHASE & CONTRACTED SVS	-6,575.00	.00	2,805.14	.00	-3,769.86	42.66%
6300 - SUPPLIES AND MATERIALS	-21,850.00	1,080.55	15,783.78	1,813.85	-4,985.67	72.24%
6400 - OTHER OPERATING EXPENSES	-870.00	.00	255.00	.00	-615.00	29.31%
Total Function12 LIBRARY	-158,655.00	1,080.55	121,951.08	12,626.18	-35,623.37	76.87%
13 - CURRICULUM						
6100 - PAYROLL COSTS	.00	.00	.00	.00	.00	.00%
6200 - PURCHASE & CONTRACTED SVS	-5,000.00	.00	120.00	-3,998.00	-4,880.00	2.40%
6300 - SUPPLIES AND MATERIALS	-2,750.00	20.00	516.97	25.00	-2,213.03	18.80%
6400 - OTHER OPERATING EXPENSES	-12,250.00	1,580.00	13,399.73	1,504.00	2,729.73	109.39%
Total Function13 CURRICULUM	-20,000.00	1,600.00	14,036.70	-2,469.00	-4,363.30	70.18%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-268,402.00	.00	220,261.97	22,339.35	-48,140.03	82.06%
6200 - PURCHASE & CONTRACTED SVS	-3,000.00	750.00	432.79	32.79	-1,817.21	14.43%
6300 - SUPPLIES AND MATERIALS	-3,000.00	.00	2,770.12	482.77	-229.88	92.34%
6400 - OTHER OPERATING EXPENSES	-4,350.00	700.00	2,790.03	.00	-859.97	64.14%
Total Function21 INSTRUCTIONAL	-278,752.00	1,450.00	226,254.91	22,854.91	-51,047.09	81.17%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-771,620.00	.00	599,577.72	59,016.78	-172,042.28	77.70%
6200 - PURCHASE & CONTRACTED SVS	-375.00	.00	.00	.00	-375.00	-.00%
6300 - SUPPLIES AND MATERIALS	-5,000.00	70.12	4,033.29	.00	-896.59	80.67%
6400 - OTHER OPERATING EXPENSES	-8,400.00	506.70	3,413.11	1,321.74	-4,480.19	40.63%
Total Function23 CAMPUS ADMINISTRATION	-785,395.00	576.82	607,024.12	60,338.52	-177,794.06	77.29%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-322,376.00	.00	257,500.16	20,631.54	-64,875.84	79.88%
6200 - PURCHASE & CONTRACTED SVS	-1,500.00	.00	408.84	.00	-1,091.16	27.26%
6300 - SUPPLIES AND MATERIALS	-8,625.00	.00	9,835.66	369.00	1,210.66	114.04%
6400 - OTHER OPERATING EXPENSES	-6,375.00	167.00	5,896.87	1,218.75	-311.13	92.50%
Total Function31 GUIDANCE AND	-338,876.00	167.00	273,641.53	22,219.29	-65,067.47	80.75%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-63,005.00	.00	48,854.00	5,095.48	-14,151.00	77.54%
6300 - SUPPLIES AND MATERIALS	-3,700.00	.00	3,648.48	.00	-51.52	98.61%
6400 - OTHER OPERATING EXPENSES	-250.00	.00	70.00	.00	-180.00	28.00%
Total Function33 HEALTH SERVICES	-66,955.00	.00	52,572.48	5,095.48	-14,382.52	78.52%
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-310,000.00	39,518.76	294,702.00	.00	24,220.76	95.07%
6300 - SUPPLIES AND MATERIALS	-78,000.00	2,454.03	43,667.62	2,478.11	-31,878.35	55.98%
6400 - OTHER OPERATING EXPENSES	-500.00	.00	.00	.00	-500.00	-.00%
Total Function34 PUPIL TRANSPORTATION-	-388,500.00	41,972.79	338,369.62	2,478.11	-8,157.59	87.10%

	<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	-246,664.00	.00	199,872.20	17,539.87	-46,791.80	81.03%
6200 - PURCHASE & CONTRACTED SVS	-55,900.00	1,081.14	57,745.45	6,744.01	2,926.59	103.30%
6300 - SUPPLIES AND MATERIALS	-113,100.00	2,975.78	98,311.23	1,507.18	-11,812.99	86.92%
6400 - OTHER OPERATING EXPENSES	-150,410.00	9,702.52	113,950.68	7,799.79	-26,756.80	75.76%
Total Function36 CO-CURRICULAR ACTIVITIES	-566,074.00	13,759.44	469,879.56	33,590.85	-82,435.00	83.01%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-410,583.00	.00	290,590.88	23,366.86	-119,992.12	70.78%
6200 - PURCHASE & CONTRACTED SVS	-132,450.00	8,924.30	93,515.23	2,596.73	-30,010.47	70.60%
6300 - SUPPLIES AND MATERIALS	-7,750.00	84.00	4,697.03	344.33	-2,968.97	60.61%
6400 - OTHER OPERATING EXPENSES	-38,900.00	1,989.65	21,785.39	3,352.75	-15,124.96	56.00%
Total Function41 GENERAL ADMINISTRATION	-589,683.00	10,997.95	410,588.53	29,660.67	-168,096.52	69.63%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-166,839.00	.00	138,019.00	14,509.41	-28,820.00	82.73%
6200 - PURCHASE & CONTRACTED SVS	-1,046,250.00	45,902.32	772,892.23	42,483.42	-227,455.45	73.87%
6300 - SUPPLIES AND MATERIALS	-70,000.00	2,562.52	39,941.63	2,762.33	-27,495.85	57.06%
6400 - OTHER OPERATING EXPENSES	-70,350.00	.00	74,011.00	.00	3,661.00	105.20%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-5,500.00	.00	.00	.00	-5,500.00	-.00%
Total Function51 PLANT MAINTENANCE &	-1,358,939.00	48,464.84	1,024,863.86	59,755.16	-285,610.30	75.42%
52 - SECURITY						
6200 - PURCHASE & CONTRACTED SVS	-4,500.00	.00	2,805.00	105.00	-1,695.00	62.33%
6300 - SUPPLIES AND MATERIALS	-750.00	.00	618.58	200.00	-131.42	82.48%
Total Function52 SECURITY	-5,250.00	.00	3,423.58	305.00	-1,826.42	65.21%
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-209,811.00	.00	143,599.18	16,146.74	-66,211.82	68.44%
6200 - PURCHASE & CONTRACTED SVS	-36,000.00	.00	32,459.10	3,000.00	-3,540.90	90.16%
6300 - SUPPLIES AND MATERIALS	-12,000.00	999.83	9,236.90	207.00	-1,763.27	76.97%
6400 - OTHER OPERATING EXPENSES	-2,000.00	.00	293.14	.00	-1,706.86	14.66%
Total Function53 DATA PROCESSING	-259,811.00	999.83	185,588.32	19,353.74	-73,222.85	71.43%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-8,500.00	.00	4,657.51	545.03	-3,842.49	54.79%
6300 - SUPPLIES AND MATERIALS	-200.00	.00	200.00	110.00	.00	100.00%
Total Function61 COMMUNITY SERVICES	-8,700.00	.00	4,857.51	655.03	-3,842.49	55.83%
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						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-45,145.00	.00	36,175.00	.00	-8,970.00	80.13%
Total Function81 CAPITAL PROJECTS	-45,145.00	.00	36,175.00	.00	-8,970.00	80.13%
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-3,618,629.00	.00	2,586,870.00	517,374.00	-1,031,759.00	71.49%
Total Function91 CHAPTER 41 PAYMENT	-3,618,629.00	.00	2,586,870.00	517,374.00	-1,031,759.00	71.49%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-90,000.00	.00	89,467.92	23,042.72	-532.08	99.41%
Total Function99 PAYMENT TO OTHER	-90,000.00	.00	89,467.92	23,042.72	-532.08	99.41%
8000 - OTHER USES						

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

Fund 199 / 5 GENERAL FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-250,000.00	.00	250,000.00	.00	.00	100.00%
Total Function00 DISTRICT WIDE	-250,000.00	.00	250,000.00	.00	.00	100.00%
Total Expenditures	-15,381,491.00	142,037.31	11,972,801.25	1,300,765.71	-3,266,652.44	77.84%

	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	.00	-25,486.00	-25,486.00	.00%
5750 - REVENUE	285,536.00	-1,090.74	-246,483.71	39,052.29	86.32%
Total REVENUE-LOCAL & INTERMED	285,536.00	-1,090.74	-271,969.71	13,566.29	95.25%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	3,000.00	.00	-2,503.00	497.00	83.43%
Total STATE PROGRAM REVENUES	3,000.00	.00	-2,503.00	497.00	83.43%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	256,525.00	-23,159.78	-205,778.98	50,746.02	80.22%
Total FEDERAL PROGRAM REVENUES	256,525.00	-23,159.78	-205,778.98	50,746.02	80.22%
Total Revenue Local-State-Federal	545,061.00	-24,250.52	-480,251.69	64,809.31	88.11%

	<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						
6100 - PAYROLL COSTS	.00	.00	.00	.00	.00	.00%
6200 - PURCHASE & CONTRACTED SVS	-485,877.00	48,859.87	416,563.70	17.55	-20,453.43	85.73%
6300 - SUPPLIES AND MATERIALS	-59,184.00	.00	3,561.36	.00	-55,622.64	6.02%
Total Function35 FOOD SERVICES	-545,061.00	48,859.87	420,125.06	17.55	-76,076.07	77.08%
Total Expenditures	-545,061.00	48,859.87	420,125.06	17.55	-76,076.07	77.08%

Comparison of Revenue to Budget

Lago Vista ISD

As of June

Fund 599 / 5 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	3,381,284.00	-27,647.16	-3,458,927.94	-77,643.94	102.30%
5740 - INTEREST, RENT, MISC REVENUE	3,000.00	-412.57	-2,520.30	479.70	84.01%
Total REVENUE-LOCAL & INTERMED	3,384,284.00	-28,059.73	-3,461,448.24	-77,164.24	102.28%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	8,254,919.35	-8,254,919.35	-8,254,919.35	.00	100.00%
Total OTHER RESOURCES/TRANSFER IN	8,254,919.35	-8,254,919.35	-8,254,919.35	.00	100.00%
Total Revenue Local-State-Federal	11,639,203.35	-8,282,979.08	-11,716,367.59	-77,164.24	100.66%

	<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	-3,553,594.60	.00	828,541.27	125,246.13	-2,725,053.33	23.32%
Total Function71 DEBT SERVICES	-3,553,594.60	.00	828,541.27	125,246.13	-2,725,053.33	23.32%
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-8,126,618.75	.00	8,126,618.75	8,126,618.75	.00	100.00%
Total Function00 DISTRICT WIDE	-8,126,618.75	.00	8,126,618.75	8,126,618.75	.00	100.00%
Total Expenditures	-11,680,213.35	.00	8,955,160.02	8,251,864.88	-2,725,053.33	76.67%

Comparison of Revenue to Budget

Lago Vista ISD

As of June

Fund 698 / 5 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	500.00	-2.81	-873.35	-373.35	174.67%
Total REVENUE-LOCAL & INTERMED	500.00	-2.81	-873.35	-373.35	174.67%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	250,000.00	.00	-250,000.00	.00	100.00%
Total OTHER RESOURCES/TRANSFER IN	250,000.00	.00	-250,000.00	.00	100.00%
Total Revenue Local-State-Federal	250,500.00	-2.81	-250,873.35	-373.35	100.15%

Comparison of Expenditures and Encumbrances to Budget

Lago Vista ISD

As of June

Fund 698 / 5 CONSTRUCTION 2012

	<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						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-1,610,000.00	77.02	1,648,558.04	.00	38,635.06	102.39%
Total Function81 CAPITAL PROJECTS	-1,610,000.00	77.02	1,648,558.04	.00	38,635.06	102.39%
Total Expenditures	-1,610,000.00	77.02	1,648,558.04	.00	38,635.06	102.39%

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

Fund 711 / 5 LITTLE VIKINGS DAYCARE

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	125,000.00	-8,589.99	-113,447.40	11,552.60	90.76%
Total REVENUE-LOCAL & INTERMED	125,000.00	-8,589.99	-113,447.40	11,552.60	90.76%
Total Revenue Local-State-Federal	125,000.00	-8,589.99	-113,447.40	11,552.60	90.76%

	<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	-113,550.00	.00	96,346.46	10,348.90	-17,203.54	84.85%
6300 - SUPPLIES AND MATERIALS	-2,500.00	.00	1,241.43	.00	-1,258.57	49.66%
6400 - OTHER OPERATING EXPENSES	-8,950.00	.00	2,635.80	212.56	-6,314.20	29.45%
Total Function61 COMMUNITY SERVICES	-125,000.00	.00	100,223.69	10,561.46	-24,776.31	80.18%
Total Expenditures	-125,000.00	.00	100,223.69	10,561.46	-24,776.31	80.18%