



**Little Elm ISD**

**Regular Meeting**

**Monday, July 17, 2017 6:30 PM**

# Agenda of Regular Meeting

## The Board of Trustees Little Elm ISD

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A Regular Meeting of the Board of Trustees of Little Elm ISD will be held July 17, 2017, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068.
2. Pledge of Allegiance
3. Invocation
4. Introduction and Roll Call
5. Approval of Minutes
  - A. Discuss and approve Regular Board Meeting Minutes - 6/19/2017 6  
Presenter: Sonia F. Badillo
  - B. Discuss and approve Special Meeting Minutes - 3-06-2017 13  
Presenter: Sonia F. Badillo
  - C. Discuss and approve Special Meeting Minutes - 6-07-2017 15  
Presenter: Sonia F. Badillo
6. Superintendent Spotlight
  - A. Introduce a New Partnership with Credit Union of Texas  
Presenter: Dr. Tony Tipton and Cortney Clover
7. Citizen Input
8. Reports of the Superintendent
  - A. Professional Learning Update 18  
Presenter: Amanda Ball
  - B. Legislative Session Update 37  
Presenter: Dr. Cyndy A. Mika
  - C. Employee Compensation 80  
Presenter: Grant Anderson
  - D. Discuss Educator of the Year Recognition Award  
Presenter: DeLeon English
  - E. Discuss Focus Areas for Academic Achievement  
Presenter: DeLeon English



F. 1st Quarter 2017 Growth Report Presenter: Rod Reeves	81
9. The Board will recess into Closed Meeting in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.072 and 551.074. The Board and Superintendent will discuss:	
A. Discussion and Consideration of Candidate(s) for the Position of Superintendent and the possible Naming of Lone Finalist for the Position of Superintendent	
B. Discussion and Consideration of Possible Delegation of Authority to Negotiate Superintendent Contract to the Board President	
C. Personnel	
D. Land	
10. Consent Agenda	
A. Discuss and approve the Addition to 2017-2018 Stipends Teacher Mentor Program Stipend Presenter: Cleota Epps	105
B. Discuss and approve the Update to 2017-2018 School Calendar Presenter: Dr. Cyndy A. Mika	106
C. Discuss and approve the 2017-2018 Student Code of Conduct Presenter: Ross Roberts	109
D. Discuss and approve Gifts and Donations Presenter: Grant Anderson	158
11. Action Items	
A. Discuss and approve the Little Elm ISD Contract Summary Report Presenter: Grant Anderson	160
B. Discuss and approve the Little Elm ISD Expenditures over \$50,000 Summary Report Presenter: Grant Anderson	162
C. Discuss and approve the Little Elm ISD Interlocal Summary Report Presenter: Grant Anderson	164
D. Discuss and approve Act on Agreement for Purchase of Attendance Credits (Netting Chapter 42 Funding) Presenter: Grant Anderson	166
E. Discuss and approve the Set Date, Time and Place for Public Meeting on Budget and Proposed Tax Rate Presenter: Grant Anderson	170
F. Discuss and approve the Financial Reports Presenter: Grant Anderson	172
G. Discuss and approve the Superintendent's Consent for Reassignment to Superintendent Emeritus Presenter: Little Elm ISD Board of Trustees	194
H. Discuss and approve the Delegation of Authority to Negotiate Superintendent Contract to the Board President Presenter: Little Elm ISD Board of Trustees	195
I. Discuss and approve the Lone Finalist for the Superintendent Position	196

Presenter: Little Elm ISD Board of Trustees

12. Board President Comments

Presenter: Melissa Myers

13. Board Comments

14. Superintendent Comments

15. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

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Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

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Sonia Badillo

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 7-17-2017	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	<b>REGULAR BOARD MEETING MINUTES - 6-19-2017</b>				
Presenter or Contact Person:	Sonia F. Badillo, Superintendent Secretary.				
Policy/Code:	N/A				
Summary:	Board Meeting Minutes for June 19, 2017.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Meeting Minutes				
Recommendation:	<b>The Administration recommends the approval of the Regular Board Meeting Minutes for June 19, 2017.</b>				
Motion:	<b>I move that the Board approve the attached Regular Board Meeting Minutes for June 19, 2017.</b>				

# Minutes of Regular Meeting

## The Board of Trustees Little Elm ISD

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A Regular Meeting of the Board of Trustees of Little Elm ISD was held Monday, June 19, 2017, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board President Melissa Myers, Board Secretary Alejandro Flores, Trustee Jason Olson, Trustee LeAnna Harding, Trustee Dan Blackwood, Trustee DeLeon English and Superintendent Dr. Lowell H. Strike.

ABSENT: Board Vice President David Montemayor.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068. Board President Melissa Myers called the meeting to order at 6:33 pm.
2. Pledge of Allegiance  
The Board led those in attendance to the Pledges of The United States Flag and the Texas Flag.
3. Invocation  
Board Secretary Alejandro Flores offered the invocation.
4. Introduction and Roll Call  
Ms. Cecelia Jones took roll call.
5. Approval of Minutes
  - A. Discuss and approve Regular Board Meeting Minutes - 5/15/2017  
Trustee LeAnna Harding made the first motion to approve the Regular Meeting Minutes for May 15, 2017 as submitted. Trustee Jason Olson seconded the motion. The motion passed (6-0).
6. Superintendent Spotlight
  - A. Long Range Facility Planning Committee  
Dr. Lowell H. Strike introduced to the Board Mr. Ed Griffin whom helped facilitate the Long Rang Facility Planning Committee Meetings.  
Mr. Ed Griffin presented the names of the committee and the charge, which is reaching the needs of our students not the wants of our adults.  
Assist the district in evaluating projected growth and other aging and evolving facilities needs.  
Assess and prioritize those needs, including but not limited to:
    - District's growth and capacity
    - Delving age, safety and condition
    - Evolving education delivery and progress.

- Create a long-range plan for the future for the individual campuses

Mr. Griffin explained the background on the process of the Long Range Facilities Planning committee and what they had to consider as they carefully analyzed the needs.

The committee met for six meetings for the last few months. Reviewed growth trends, prioritized needs, learned financial information of the District, tax-exempt scenarios, community survey, and departmental presentations.

The information reviewed by the LRFPC: District wide facility assessment, demographic study, district financial information, and community opinion survey. Committee's recommendation is in three priority groups:

Priority 1 - address the current and projected growth in the district and make capital improvements to our existing facilities.

Priority 2 - improve and expand our athletic and CTE facilities.

Priority 3 - safety and security, renovations, technology infrastructure.

\$225,863,000 million dollars to complete these needs.

Steve Smith - Huckabee

Walked through the project breakdown - costs includes construction costs, and soft costs, escalated costs.

Priority 1 - Biggest need is in the MS and Elementary campuses.

New Middle School - build a new one.

-945 functional capacities - can achieve 10-year goal of putting 2,000 students in that new building.

- Tornado Shelter - this is a requirement based on building codes are required.

- Land Purchase

- Projected opening of August 2020 (should a bond pass)

66,757,000

Lakeside Middle School - How to accommodate from a programmatic standpoint?

Best way to spend the money is tear down the existing facility and build a new one in its replacement. Projected opening of August 2022.

\$75,412,000

Elementary Growth;

- Convert Powell to an Elementary

\$4,011,000

- Convert PSA to K-5 Elementary School

\$704,000

New alignment - Prestwick K-5, Powell K-5, Two Middle Schools 6-8

Project timeline: New middle school starts first, LMS occupied as is until new middle school completed.

Full configuration until 2022

Capital Improvement Projects: 23,735,000

This includes, site improvements at all ES

HVAC

Priority 2 -

Improve Athletic Facility Additions and Renovations:

New Multipurpose indoor facility - 80 yard field, 1 end zone, weight room,

offices, locker rooms, mat rooms, and training room : \$29,000,000  
 New Baseball and Softball facilities at hS across waterside Dr. \$9,571,000  
 Existing Little Elm High School Athletic Renovations \$7,100,000  
 Renovate existing athletic area in HS  
 Replace turf, resurface track  
 Tennis court reno  
 2 practice fields (one soccer-size) with 100 bench seats.  
 LEHS CTE Additions and Renovations - \$4,904,000  
 New addition for Welding Shop  
 Renovations for a School Store  
 Renovations for an Engineering Lab  
 Renovations for a Health Science Lab  
 Priority 3 -  
 Little Elm Athletic Complex Reno - 3,394,000  
 Resurface track, upgraded shot put areas, scoreboard components, concessions  
 A/C  
 Safety and Security Improvements - \$1,043,000  
 Security camera additions/upgrades, access control devices, two way radios and  
 fencing  
 10 G Fiber Backbone upgrades at each facility \$173,000  
 HVAC to MDF Rooms - \$59,000  
 Next Steps -  
 Monday, August 21 is the deadline for the Board of Trustees to call the election  
 for a November 2017 election.  
 78 days prior to the election.  
 Mr. Ed Griffin closed the presentation.

## 7. Citizen Input

There was no citizen input.

## 8. Reports of the Superintendent

### A. Special Populations Annual Update

Ms. Cortney Clover shared a presentation with the Board. The presentation included the following:

Two distinct populations of students Special Populations served:

-Section 504 - 523 students identified

-Special Ed services - 608 students

Speech impairments, autism,

Serve eligible students from birth to 22 years old.

Special Populations Spotlights

-Tuition Based Pre-K Program - this was originally set up for 3 & 4 years old with disabilities who can interact with students who do not.

-Universal design and access - Snap and Read Universal: extension in Google, students who have disabilities and language barriers - the program can translate and simplify text in real-time.

Partnerships

- ECI, office out of Oak Point Elementary.

- Little Elm ISD Child Care and help train our staff
  - Partnership with CTE - course selection guide descriptors, professional training from Texas A&M
  - Medicaid Revenue
  - Special Olympics
- Dr. Lowell H. Strike presented the Triple E award to Cortney Clover for all of her contributions to Little Elm ISD.

9. The Board recessed into Closed Meeting at 7:44 pm in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.072 and 551.074. The Board and Superintendent discussed:

A. Personnel

B. Land

The Board reconvened at 8:53 pm.

#### 10. Action Items

A. Discuss and approve the Election of Officers

Dr. Lowell H. Strike asked for a motion to nominate Board President. Trustee LeAnna Harding made a motion to nominate Ms. Melissa Myers as Board President. Trustee Jason Olson seconded the motion. The motion passed (6-0). Board President Melissa Myers asked for a motion to nominate Board Vice President. Trustee Jason Olson made a motion to nominate Mr. David Montemayor as Board Vice President. Trustee LeAnna Harding seconded the motion. The motion passed (6-0). Board President Melissa Myers asked for a motion to nominate Board Secretary. Trustee DeLeon English made the first motion to nominate Mr. Jason Olson as Board Secretary. Trustee LeAnna Harding seconded the motion. The motion passed (6-0).

B. Discuss and approve further investigation in regards to the Proposal to add Student Representative to the Board of Trustees

Mr. Dan Blackwood asked to have a position added for students to serve as an active role at all Board of Trustees Meetings. This item was table until next month.

C. Discuss and approve the K-2 Literacy Coach FTE for the 2017-2018 School Year  
Ms. Cleota Epps approached the Board about the approval of the K-2 Literacy Coach FTE for the 2017-2018 School Year. This FTE is pending federal grant approval.

Trustee DeLeon English made the first motion to approve the K-2 Literacy Coach FTE for the 2017-2018 School Year as submitted. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).

D. Discuss and approve Requested Courses for 2017-2018

Dr. Ashley Glover shared with the Board the Requested Courses for 2017-2018. This report provided the Board of Trustees new courses requests.

Trustee LeAnna Harding made the first motion to approve the Requested Courses for 2017-2018 as submitted. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).



- E. Discuss and approve the Increase to Little Elm ISD Employee Health Care Contribution  
Mr. Grant Anderson briefed the Board about the Increase to Little Elm ISD Health Care Contribution. The increase would cover the cost of the TRS-ActiveCare 1-HD Employee Only Premium for 2017-2018.  
Board Secretary Jason Olson made the first motion to approve the Increase to Little Elm ISD Employee Health Care Contribution as submitted. Trustee Alejandro Flores seconded the motion. The motion passed (6-0).
- F. Discuss and approve the Little Elm ISD Contract Summary Report  
Mr. Grant Anderson shared with the Board the Little Elm ISD Contract Summary Report. This allows LEISD to purchase products or services from the list of provided and which have been properly awarded through statutorily authorized methods.  
Board Secretary Jason Olson made the first motion to approve the LEISD Contract Summary Report as submitted. Trustee Dan Blackwood seconded the motion. The motion passed (6-0).
- G. Discuss and approve the Little Elm ISD Expenditures over \$50,000 Summary Report  
Mr. Grant Anderson briefed the Board about the LEISD Expenditures. This allows LEISD to purchase products or services from other governmental entities valued over \$50,000 which have been properly purchased through statutorily authorized methods.  
Trustee LeAnna Harding made the first motion to approve the Little Elm ISD Expenditures over \$50,000 Summary Report as submitted. Trustee DeLeon English seconded the motion. The motion passed (6-0).
- H. Discuss and approve the Financial Reports  
Mr. Grant Anderson shared with the Board the Financial Reports.  
Board Secretary Jason Olson made the first motion to approve the Financial Reports as submitted. Trustee DeLeon English seconded the motion. The motion passed (6-0).

## 11. Consent Agenda

- A. Discuss and approve the Personnel Memo Temporary Disability Leave
- B. Discuss and approve the Salary Range Schedules for the 2017-2018 School Year  
This item was pulled from the consent agenda.  
After further discussion, Board Secretary Jason Olson made the first motion to approve the Salary Range Schedules for the 2017-2018 School Year as submitted. Trustee LeAnna Harding seconded the motion. The motion passed (4-0-2).  
Trustees Flores and Blackwood abstained.
- C. Discuss and approve the Stipend Allotments for the 2017-2018 School Year
- D. Discuss and approve the Personnel Memo
- E. Discuss and approve the Custodial FTE'S for the 2017-2018 School Year
- F. Discuss and approve TASB'S Legal Update 108
- G. Discuss and approve Off Campus PE Site Approval

- H. Discuss and approve the Little Elm ISD Interlocal Summary Report
  - I. Discuss and approve Transfer of CoServ Funds to Little Elm ISD Education Foundation
  - J. Discuss and approve the Donation of Access Easement to The Town of Little Elm for Park Trail at Brent Elementary School
  - K. Discuss and approve Gifts and Donations  
Trustee Alejandro Flores made the first motion to approve the Consent Agenda as submitted with the exception of Item B. Trustee LeAnna Harding seconded the motion. The motion passed (6-0).
12. Board President Comments  
Ms. Melissa Myers thanked her peers for the nomination.
13. Board Comments  
Trustee DeLeon English thanked everyone for a successful year.  
Trustee Dan Blackwood wants the positive vibes going.  
Board Secretary Jason Olson congratulated the UIL Band and Choir students. Mr. Olson would like to see the addition of electronic charging stations through out the schools.
14. Superintendent Comments  
Dr. Lowell H. Strike spoke in regards the loss of Ms. Karen Mayberry. She was an amazing example of someone who impacted so many lives. She leaves a hole that will be hard to fill.  
Dr. Lowell H. Strike also announced his retirement effective December 31, 2017.
15. Adjournment  
Trustee LeAnna Harding made the first motion to adjourn the meeting. Trustee DeLeon English seconded the motion. The motion passed (6-0).  
The meeting adjourned at 9:40 pm.

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date <b>7-17-2017</b>	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>SPECIAL BOARD MEETING MINUTES - 3-06-2017</b>				
<b>Presenter or Contact Person:</b>	Sonia F. Badillo, Superintendent Secretary.				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	Board Meeting Minutes for March 6, 2017.				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	Meeting Minutes				
<b>Recommendation:</b>	<b>The Administration recommends the approval of the Special Board Meeting Minutes for March 6, 2017.</b>				
<b>Motion:</b>	<b>I move that the Board approve the attached Special Board Meeting Minutes for March 6, 2017.</b>				

# Minutes of Special Meeting

## The Board of Trustees Little Elm ISD

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A Special Meeting of the Board of Trustees of Little Elm ISD was held Monday, March 6, 2017, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board President Melissa Myers, Board Vice President Gerardo Montemayor, Board Secretary Alejandro Flores, Trustee Jason Olson, Trustee LeAnna Harding, Trustee Dan Blackwood, Trustee DeLeon English and Superintendent Dr. Lowell H. Strike.

1. Call to Order Open Session in PL1 at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068. Board President Melissa Myers called the meeting to order at 6:30 pm.
2. Introduction and Roll Call  
Ms. Sonia F. Badillo took roll call.
3. Discussion Item
  - A. Town of Little Elm Project 1-PD-007 LEISD Transportation Facility  
Mr. Rod Reeves provided an update to the Board of Trustees on the status of Little Elm ISD Transportation Facility – Project: 16-PD-007.
4. The Board will recess into Closed Meeting in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.074 and 551.072. The Board and Superintendent will discuss:
  - A. Personnel
  - B. Land  
There was no need for Closed Meeting. Trustee LeAnna Harding made the first motion to approve the cancellation of Closed Meeting. Trustee DeLeon English seconded the motion. The motion passed (7-0).
5. Action Items
  - A. Discuss and approve Board action on the Town of Little Elm Project 1-PD-007 LEISD Transportation Facility  
Trustee Jason Olson made the first motion to approve the Town of Little Elm Project 1-PD-007 LEISD Transportation Facility as presented. Trustee Dan Blackwood seconded the motion. The motion passed (6-0-1). Trustee Alejandro Flores abstained.
6. Adjournment  
Trustee LeAnna Harding made the first motion to adjourn the meeting. Trustee DeLeon English seconded the motion. The motion passed (7-0).

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date <b>7-17-2017</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subject:</b>	<b>SPECIAL BOARD MEETING MINUTES - 6-07-2017</b>				
<b>Presenter or Contact Person:</b>	Sonia F. Badillo, Superintendent Secretary.				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	Board Meeting Minutes for June 7, 2017.				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	Meeting Minutes				
<b>Recommendation:</b>	<b>The Administration recommends the approval of the Special Board Meeting Minutes for June 7, 2017.</b>				
<b>Motion:</b>	<b>I move that the Board approve the attached Special Board Meeting Minutes for June 7, 2017.</b>				

# Minutes of Training Meeting

## The Board of Trustees Little Elm ISD

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A Training Meeting of the Board of Trustees of Little Elm ISD was held Wednesday, June 7, 2017, beginning at 6:00 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board President Melissa Myers, Board Vice President Gerardo Montemayor, Board Secretary Alejandro Flores, Trustee Jason Olson, Trustee LeAnna Harding, Trustee Dan Blackwood, Trustee DeLeon English and Superintendent Dr. Lowell H. Strike.

1. Call to Order Open Session in the PL1 at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068. Board President Melissa Myers called the meeting to order at 6:14 pm.
2. Introduction and Roll Call  
Ms. Sonia F. Badillo took roll call.
3. Action Items
  - A. Discuss and approve RFP# 17-06-021-2 - Depository Services  
Dr. Lowell H. Strike briefed the Board in regards to the RFP# 17-06-021-2 – Depository Services. In accordance with the Texas Education Code, Chapter 45, Subchapter G, School District Depositories, the Board of Trustees will select a depository through soliciting proposals for a depository services contract for a term of two years beginning September 1, 2017 and ending August 31, 2019. All Branches located within the District’s boundaries were notified of his bid opportunity as required by the statute.  
Trustee Jason Olson made the first motion to approve the RFP# 17-06-021-2 - Depository Services as presented. Trustee LeAnna Harding seconded the motion. The motion passed (7-0). Capital One Bank was awarded the bid.
4. Team of 8 Training  
The Team of 8 Training took place.
5. The Board recessed into Closed Meeting at 8:50 pm in PL1 as permitted by the Texas Open Meetings Act Code Subchapter 551.071 and 551.074. The Board and Superintendent discussed:
  - A. Consulting with Board's Attorney
  - B. Personnel  
The Board reconvened at 9:29 pm.
6. Discussion of Board Operating Procedures  
The Board discussed the Board Operating Procedures and the document will be brought for approval at a later meeting.

7. Adjournment

Board Vice President David Montemayor made the first motion to adjourn the meeting. Trustee Jason Olson seconded the motion. The motion passed (7-0). The meeting adjourned at 10:28 pm.

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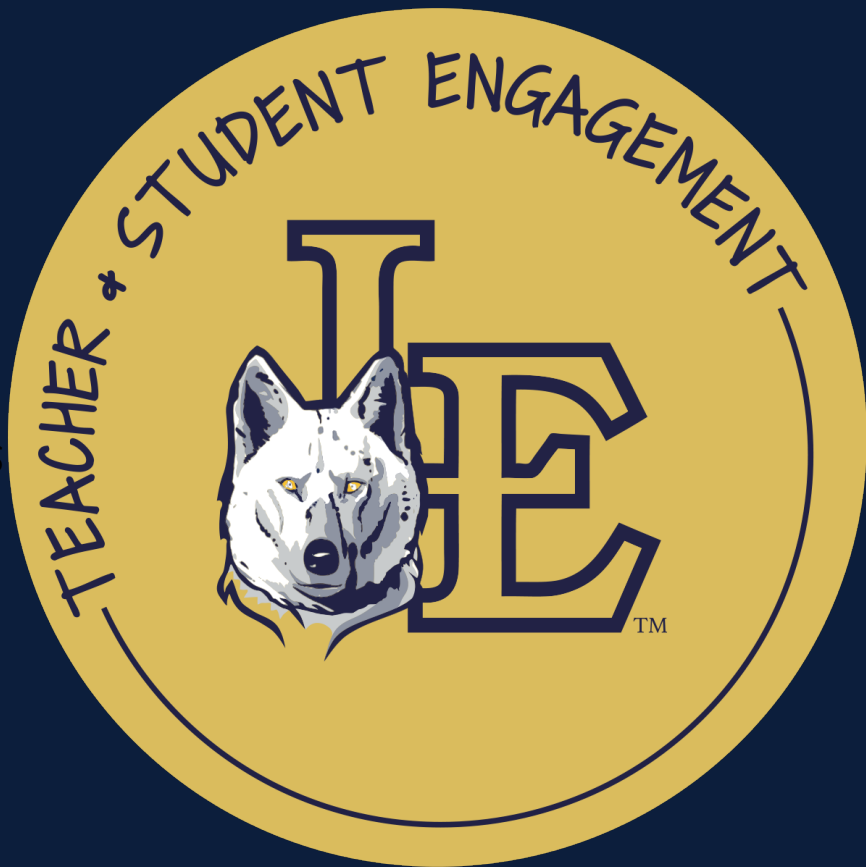
# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 7-17-2017	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	PROFESSIONAL LEARNING UPDATE				
Presenter or Contact Person:	Amanda Ball, Director for Teacher and Student Engagement				
Policy/Code:	EG (LOCAL)				
Summary:	This brief presentation will provide the Little Elm ISD Board of Trustees with an update on the Professional Learning opportunities faculty, staff, and administrators took part in over the summer as well as an overview of upcoming learning that expands our district mission to Engage, Equip, and Empower each <i>teacher</i> to realize her or his full potential.				
Financial Implications:	All expected budgetary needs have been addressed through the previously approved 2016-2017 Curriculum & Learning Budget.				
Attachments:	Professional Learning Presentation				
Recommendation:	This is for information purposes only.				
Motion:	This is for information purposes only.				





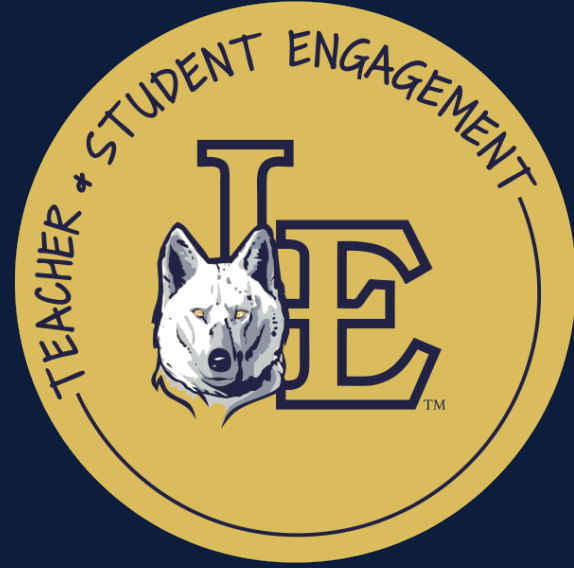
# Update 2016-2017

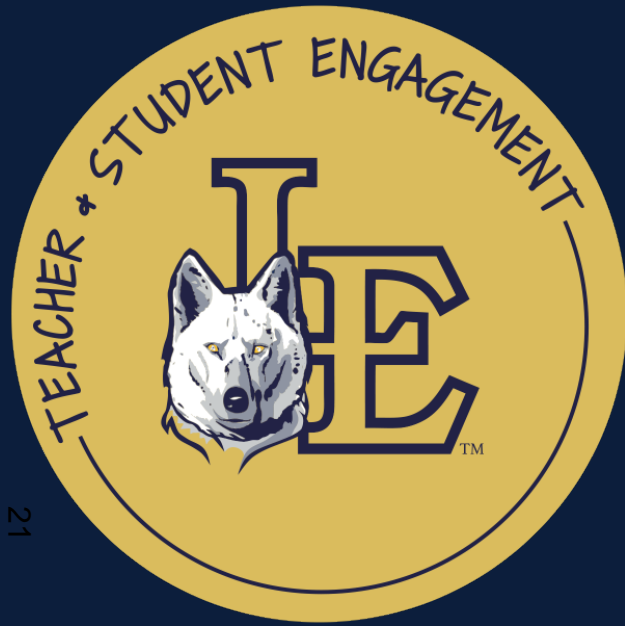


**Little Elm ISD**  
*Engage Equip Empower*

# Overview

- Impactful Professional Learning
- Advanced Academics
- AVID Site Teams
- Gifted & Talented Update





21

We believe our primary responsibility is to sustain learning, among educators, building leaders, and district support staff. To do so, professional learning must be evaluated, tied to student growth, ongoing, goal oriented, and job -embedded when possible.



**Little Elm ISD**  
*Engage Equip Empower*



“Maintaining the focus of professional learning on teaching and student learning produces academic success.”

*-The Learning Educator, Hirsh and Killion*



**Little Elm ISD**

*Engage Equip Empower*



23 “The main thing is to keep the main thing the main thing.” -Stephen Covey

# Making Summer Count



# Summer Learning Summit

May 30- June 1, 2017

70 Sessions offered over 3 day conference

25

60 sessions were facilitated by LEISD teachers, campus administrators, content coordinators, and district leadership.



Over 300 teachers attended Summit, earning a combined 3,539 Continuing Professional Education (CPE) hours.



"Educators are not just in the reading or math or science business. We are very much in the business of saving lives."

*-Dennis Sparks, National Staff Development Council*





# More Summer Learning



# Advanced Placement Summer Institute

38 AP Teachers earned 18 hours of Professional Learning tied directly to their classrooms and student growth.



<sup>28</sup> **AVID** (Advancement via Individual Determination)

## Summer Institute

36 AVID Site Team Members earned 19.5 hours of Professional Learning and created sustainable plans for their campuses that align to their Campus Improvement Plan and support district cornerstone initiatives.

# Advanced Placement Growth



2016: 270 Students took 512 AP Exams

2017: 417 Students took 817 AP Exams

>60% Increase



- Curriculum Writing @ Zellars
- Texas Regional Collaborative
- Professional Learning Communities (PLC) Conference
- TEKS Review Committee
- Learning Forward Academy

"At school, everyone's job is to learn."

*-The Learning Educator, Hirsh and Killion*



# Update

## 2016-2017



# We have a collective commitment to:

Identify each gifted child in our district and provide quality differentiated instruction daily

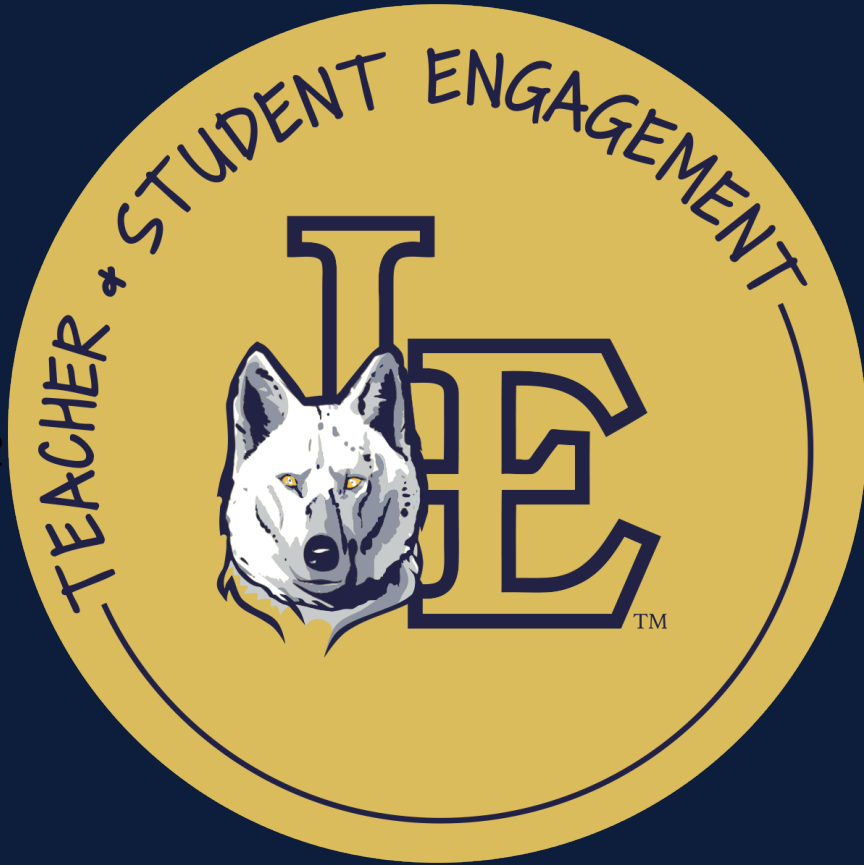
Ensure the demographics of our gifted program reflect that of our community

Sustain meaningful systems for collaboration & learning with classroom teachers for the benefit of all

# 2017-2018



- Continue to Streamline Systems regarding Identification, Assessment, and Teacher & Student Support
- Provide Increased Access to GT Professional Learning
- Expand Community Involvement
- Improve Communication about LEISD's Gifted Education Program



# Looking Ahead 2017-2018



**Little Elm ISD**  
*Engage Equip Empower*





# New Teacher Orientation

July 31st- August 3rd

# Fall Kick Off

August 7th- August 15th

# 2nd Annual E3 Conference

October 2nd & 3rd





# Thank You!



**Little Elm ISD**  
*Engage Equip Empower*

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input checked="" type="checkbox"/>	<b>Action Item</b> <input type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>LEGISLATIVE SESSION UPDATE</b>				
<b>Presenter or Contact Person:</b>	Dr. Cyndy A. Mika, Assistant Superintendent for School Improvement and Accountability				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	This report covers key education-related laws enacted following the 85 <sup>th</sup> Legislative Session				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	Summary of Key Education-Related Laws				
<b>Recommendation:</b>	<b>Item is for informational purposes only. No recommendation is necessary.</b>				
<b>Motion:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				

# Legislative Update

they're  
here!

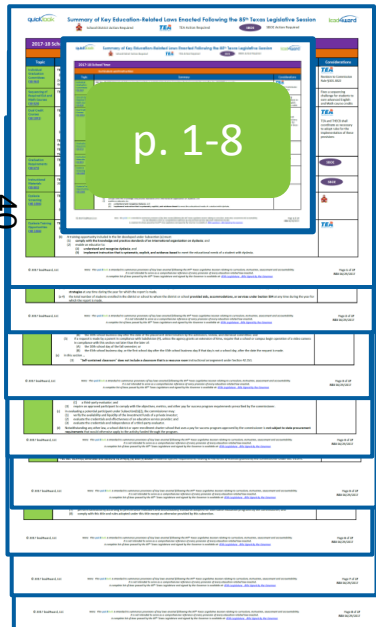
# NEW LAWS

2017



**2017-18**

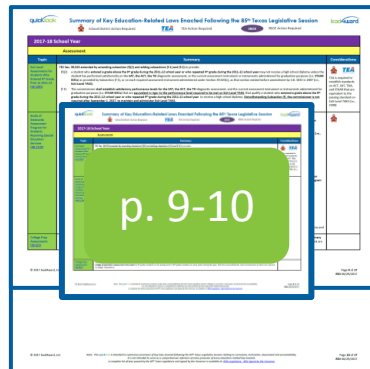
**Curriculum and  
Instruction**



p. 1-8

**2017-18**

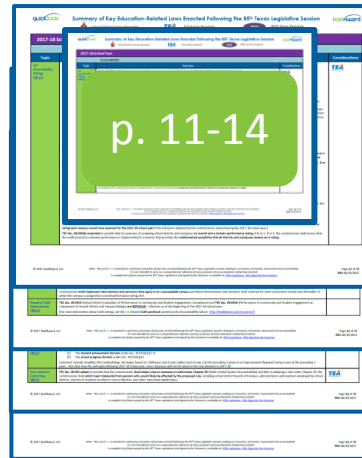
**Assessment**



p. 9-10

**2017-18**

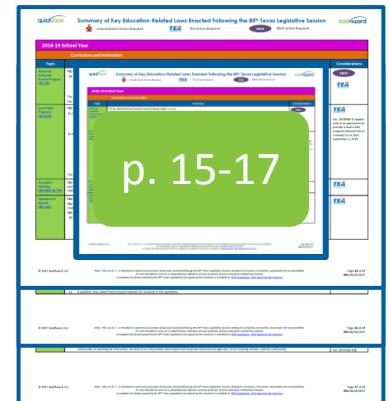
**Accountability**



p. 11-14

**2018-19**

**Curriculum and  
Instruction**



p. 15-17

**quicklook**



School District Action Required



TEA Action Required

SBOE

SBOE Action Required

2017-18 School Year

Curriculum and Instruction

Topic		Considerations
Individual Graduation Committee (SB 463)	TEC Sec. 28.0258 (High School Graduation Committee) (I) This section expires on September 1, 2018. (Section 28.0258 was signed by the Governor under the TEC, §28.001.)	TEA Revision to Commission Rule §101.3022
Sequencing of Required ELA and Math Course (SB 826)	TEC Sec. 28.025(b-1) and (b-2) amended to require that a student must complete an advanced course in English Language Arts or Mathematics if the student has qualified for an advanced course in English Language Arts or Mathematics.	Fixes a sequencing challenge for students to earn advanced English and Math course credits
Dual Credit Courses (SB 1091)	TEC Sec. 28.009 (College Credit by Exam) (a-4) A dual credit course shall be provided to a student who meets the requirements of this section. (1) in the subject area of the course. (2) a course that is approved by the State Board of Education. (3) a course that is approved by the State Board of Education. (a-5) Subsection (a-4) shall not apply to a student who is enrolled in a dual credit course under a dual credit agreement with a higher education institution. TEC Sec. 51.908(b) amended to require that a student who is enrolled in a dual credit course under a dual credit agreement with a higher education institution must meet the same requirements specified in Sec. 28.009(a-4) and (a-5).	TEA TEA and THECB shall coordinate as necessary to adopt rules for the implementation of these provisions
Graduation Requirements (SB 671)	TEC Sec. 28.009(b) amended to require that a student who is enrolled in a dual credit course under a dual credit agreement with a higher education institution must meet the same requirements specified in Sec. 28.009(a-4) and (a-5).	SBOE
Instructional Materials (SB 801)	TEC Sec. 28.009(b) and (b-1) amended to require that instructional materials adopted by the State Board of Education on or after September 1, 2017 must be suitable for use in a language other than English by successfully completing a dual language immersion program under the program.	SBOE
Dyslexia Screening (HB 1886)	TEC Sections 38.003(a) and (b-1) amended to require that students enrolling in a public school by the State Board of Education must be screened for dyslexia. (b-1) Unless otherwise retested for dyslexia, a student who is screened for dyslexia shall be provided with a dyslexia screening.	
Dyslexia Training Opportunities (HB 1886)	TEC Sec. 38.0032 (Dyslexia Screening) (a) The agency shall provide training opportunities for educators who teach students who are identified as having dyslexia. (b) A training opportunity shall be provided to an educator who teaches students who are identified as having dyslexia. (1) comply with the requirements of the training opportunity. (2) enable an educator to provide training opportunities to students who are identified as having dyslexia. (A) under the training opportunity. (B) implement the training opportunity.	TEA TEA shall coordinate as necessary to adopt rules for the implementation of these provisions

indicates which entity has primary responsibility for action

each bill number is hyperlinked to the enrolled version of the bill – as posted on Texas Legislature Online

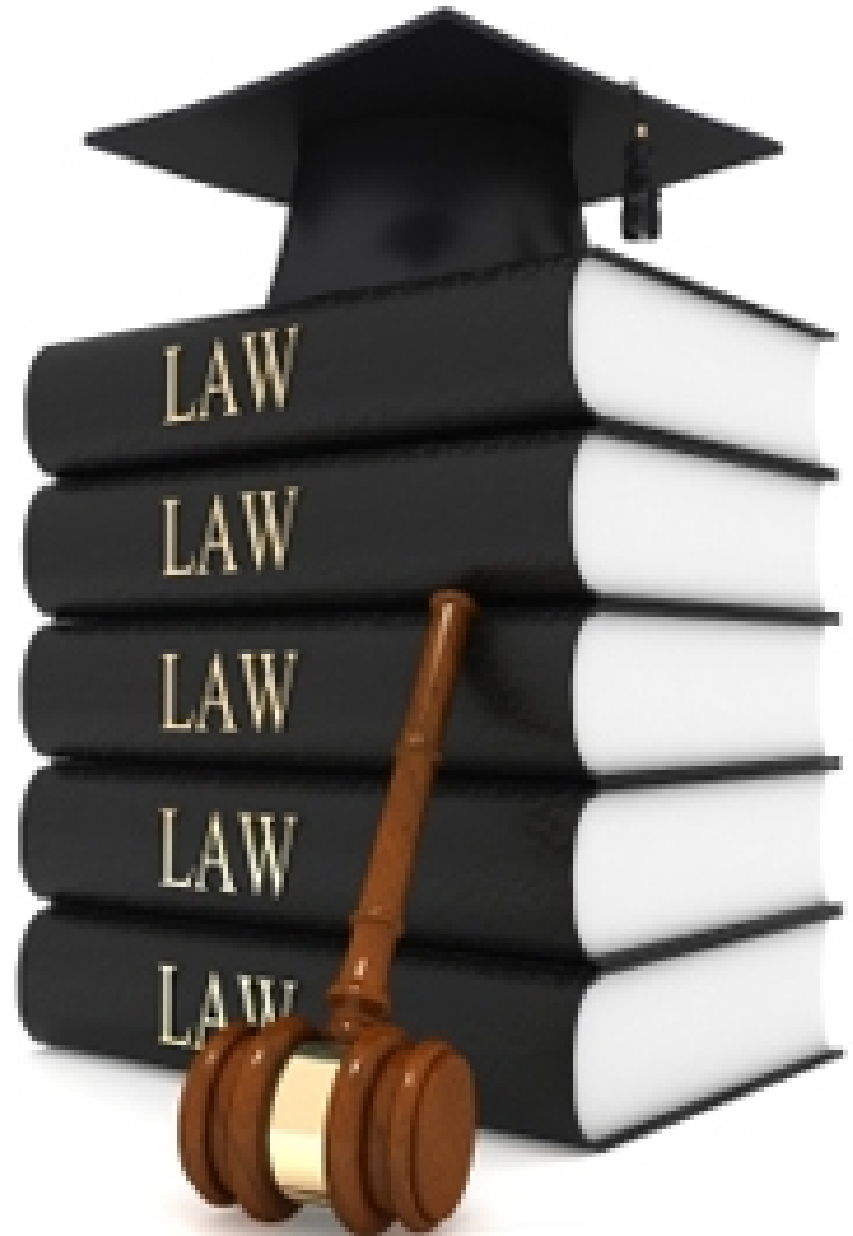
hyperlink to the listing of all bills signed by the Governor

# Some stuff we need to know ...

## ... so that we can talk to each other!

42

- We are going to talk about bill numbers ...
- But NONE of these are “just a bill”
- They are now LAWS!
- And will become part of the Texas Education Code (TEC) or other statutory codes





# 2017-18 School Year

# 2017-18 School Year | Curriculum and Instruction

## ➤ Individual Graduation Committees – SB 463

❑ The provisions in the TEC authorizing IGCs were scheduled to expire on **September 1, 2017**

❑ SB 463 extends the expiration date to **September 1, 2019**

2017-18 School Year		
Curriculum and Instruction		
Topic	Summary	Considerations
Individual Graduation Committees (SB 463)	TEC Sec. 28.0258 (High School Diploma Awarded on Basis on Individual Graduation Committee Review) amended by amending Sec. 28.0258(i) to provide: (i) This section expires September 1, 2019. Section 28.0258 was scheduled to expire September 1, 2017. Current Commissioner Rule §101.3022(e)(5) provides that a student may graduate by means of an IGC if the student has qualified for an IGC under the TEC, §28.0258, and that IGC convened prior to September 1, 2017. Presumably, the date in §101.3022(e)(5) will be changed to September 1, 2019.	TEA Revision to Commission Rule §101.3022
Sequencing of Required ELA and Math Courses (SB 825)	TEC Sec. 28.025(b-1) amended to eliminate the requirement that for purposes of FHSP graduation course credits: • an advanced English course must be taken after successful completion of Algebra I, English II, and English III; and • an advanced Math course must be taken after successful completion of Algebra I and Geometry	Fixes a sequencing challenge for students to earn advanced English and Math course credits
Dual Credit Courses (SB 3392)	TEC Sec. 28.009 (College Credit Program) amended by adding Subsections (a-4), (a-5), and (b-1) to provide: (a-4) A dual credit course offered under this section must be: (1) in the core curriculum of the public institution of higher education providing college credit; (2) a career and technical education course; or (3) a foreign language course. (a-5) Subsection (a-4) does not apply to a dual credit course offered as part of the early college education program established under Section 29.908 or any other early college program that assists a student in earning a certificate or an associate degree while in high school. TEC Sec. 51.968(b) amended to provide that when granting undergraduate course credit to entering freshman for completion of dual credit courses, institutions of higher education must require the dual credit course to meet the same requirements specified in Sec. 28.009(a-4) and (a-5). TEC Sec. 130.008 amended to provide that a course offered for joint high school and junior college credit must meet the same requirements specified in Sec. 28.009(a-4) and (a-5). The changes to dual credit courses described in SB 3392 apply beginning with dual credit courses offered for the 2018 spring semester.	TEA TEA and THECB shall coordinate as necessary to adopt rules for the implementation of these provisions
Graduation Requirements (SB 821)	TEC Sec. 28.025 amended by adding Subsection (b-21) to provide: (b-21) In adopting rules under Subsection (b-1) [graduation under FHSP], the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) [specifying two credits in the same language in a language other than English] by successfully completing a dual language immersion program under Section 28.0051 at an elementary school.	SBOE
Instructional Materials (SB 801)	TEC Sec. 51.023(b) and Sec. 51.039(a) amended to provide that instructional materials and supplemental instructional materials adopted by the State Board of Education on or after September 1, 2017 must be suitable for the subject and grade level and be reviewed by academic experts in the subject and grade level.	SBOE
Dyslexia Screening (SB 1386)	TEC Sections 38.009(a) and (b-1) amended to provide: (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be re-screened or re-tested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.	
Dyslexia Training Opportunities (SB 1386)	TEC Sec. 38.0032 (Dyslexia Training Opportunities) added to provide: (a) The agency shall annually develop a list of training opportunities regarding dyslexia that satisfy the requirements of Section 21.0543(b) [relating to continuing education requirements for an educator who teaches students with dyslexia]. The list of training opportunities must include at least one opportunity that is available online. (b) A training opportunity included in the list developed under Subsection (a) must: (1) comply with the knowledge and practice standards of an international organization on dyslexia; and (2) enable an educator to: (A) understand and recognize dyslexia; and (B) implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia.	TEA

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p. 1



# 2017-18 School Year | Curriculum and Instruction

## ➤ Diploma Requirements for Students Entering 9th Grade Prior to 2011-12 - SB 463

- ❑ TEA required to establish a procedure whereby **students who entered 9<sup>th</sup> grade prior to 2011-12** and who have not yet passed their **Exit Level TAKS** tests **may be able to graduate by meeting alternative requirements**, which may include:

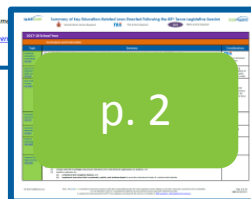
- ❖ an **alternative assessment** (see SB 1005)
- ❖ **work experience**
- ❖ **military or other relevant life experience**

- ❑ Creates an **IGC-like process** for TAKS students

2017-18 School Year		
Curriculum and Instruction		
Topic	Summary	Considerations
ESC Dyslexia Specialists (SB 1005)	TEC Sec. 8.061 added to provide that: Each regional education service center shall employ as a dyslexia specialist a person licensed as a dyslexia therapist under Chapter 403, Occupations Code, to provide school districts served by the center with support and resources that are necessary to assist students with dyslexia and the families of students with dyslexia.	
Diploma Requirements for Students Entering 9 <sup>th</sup> Grade Prior to 2011-12 (SB 463)	TEC Sec. 28.02541 (Diploma for Certain Students Who Entered Ninth Grade Before 2011-12) added to provide: <ul style="list-style-type: none"> <li>(a) This section applies only to a student who:                             <ul style="list-style-type: none"> <li>(1) entered the ninth grade before the 2011-12 school year;</li> <li>(2) successfully completed the curriculum requirements for high school graduation applicable to the student when the student entered the ninth grade;</li> <li>(3) has not performed satisfactorily on an assessment instrument or a part of an assessment instrument required for high school graduation, including an alternate assessment instrument offered under Section 39.0250-1 (which addresses alternate assessments for students who are subject to exit level TAKS requirements); and</li> <li>(4) has been administered the assessment instrument or the part of the assessment instrument for which the student has not performed satisfactorily at least three times.</li> </ul> </li> <li>(b) Notwithstanding the requirements under this subchapter, the commissioner by rule shall establish a procedure to determine whether a student subject to this section may qualify to graduate and receive a high school diploma as provided by this section.</li> <li>(c) In adopting rules under this section, the commissioner:                             <ul style="list-style-type: none"> <li>(1) shall designate the school district in which a student is enrolled or was last enrolled to make the decision regarding whether the student qualifies to graduate and receive a high school diploma; and</li> <li>(2) shall establish criteria for school districts to develop recommendations for alternative requirements by which a student subject to this section may qualify to graduate and receive a high school diploma.</li> </ul> </li> <li>(d) In adopting rules under Subsection (c)(2), the commissioner may authorize as an alternative requirement:                             <ul style="list-style-type: none"> <li>(1) an alternative assessment instrument and performance standard for that assessment instrument;</li> <li>(2) work experience; or</li> <li>(3) military or other relevant life experience.</li> </ul> </li> <li>(e) A school district's decision regarding whether the student qualifies to graduate and receive a high school diploma is final and may not be appealed.</li> </ul>	 <p>Creates a process similar to the IGC process for students who entered 9<sup>th</sup> grade prior to 2011-12 (meaning students who entered high school when Exit Level TAKS or TAKS tests were required to graduate)</p> <p>TEA is required to adopt rules to administer this section</p> <p>This section expires September 1, 2019</p>
Intervention Strategies (SB 1159)	<p>TEC Sec. 26.004(b) amended to add to the following to the list of written records to which a parent is entitled: "records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child."</p> <p>TEC Sec. 26.004(a) added to define "intervention strategy" to mean: a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.</p> <p>TEC Sec. 26.018 (Right to Information Concerning Special Education and Education of Students with Learning Difficulties) amended to add subsection (d) to provide:</p> <p>(d) Each school year, each school district shall notify a parent of each child, other than a child enrolled in a special education program under Subchapter A, Chapter 29, who receives assistance from the district for learning difficulties, including through the use of intervention strategies, as that term is defined by Section 26.004, that the district provides that assistance to the child. The notice must:</p> <ul style="list-style-type: none"> <li>(1) be provided when the child begins to receive the assistance for that school year;</li> <li>(2) be written in English or, to the extent practicable, the parent's native language; and</li> <li>(3) include:                             <ul style="list-style-type: none"> <li>(A) a reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;</li> <li>(B) information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;</li> <li>(C) an estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;</li> <li>(D) the estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and</li> <li>(E) a copy of the explanation provided under Subsection (c).</li> </ul> </li> </ul> <p>TEC Section 42.006 (PEIMS) amended by adding subsections (a-3) and (a-4) to require schools to report annually through PEIMS:</p> <ul style="list-style-type: none"> <li>(a-3) the total number of students, other than students described by Subsection (a-4), enrolled in the district or school with whom the district or school, as applicable, used intervention strategies at any time during the year for which the report is made;</li> <li>(a-4) the total number of students enrolled in the district or school to whom the district or school provided aids, accommodations, or services under Section 504 at any time during the year for which the report is made.</li> </ul>	 <p>Reporting requirements for parents and to PEIMS relating to the provision of "intervention strategies" may create challenges for districts in terms of identifying and providing those services</p>

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# 2017-18 School Year | Curriculum and Instruction

## ➤ Bullying and Cyberbullying – “David’s Law” - SB 179

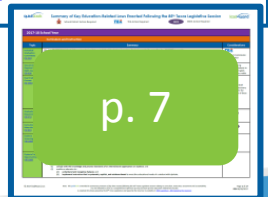
- ❑ Defines “**bullying**” with more specificity
- ❑ Includes “**cyberbullying**” in the definition of bullying
- ❑ Bullying
  - ❖ On school property, school bus, or school activity
- ❑ Cyberbullying
  - ❖ Off school property if it interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom or the school

2017-18 School Year			
Curriculum and Instruction			
Topic	Summary		Considerations
Bullying and Cyberbullying – “David’s Law” (SB 179)	<p>TEC Sec. 37.0832 amended to repeal subsection (b) and amend subsection (a) to provide:</p> <p>(a) In this section:</p> <p>(1) “Bullying” means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements provided by Subsection (a-1), and that:</p> <p>(i) 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;</p> <p>(ii) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;</p> <p>(iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or</p> <p>(iv) infringes on the rights of the victim at school; and</p> <p>(B) includes cyberbullying.</p> <p>(2) “Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.</p> <p>(a-1) This section applies to:</p> <p>(1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;</p> <p>(2) bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and</p> <p>(3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:</p> <p>(A) interferes with a student’s educational opportunities; or</p> <p>(B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.</p> <p>TEC Sec. 37.0832 added to provide:</p> <p>(f) Each school district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:</p> <p>(1) interfere with a student’s educational opportunities; or</p> <p>(2) substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.</p>		Each school district will need to revise its policy concerning bullying, which is required under Sec. 37.0832(6), to address the revisions made by SB 179.
Placement or Exclusion of Students Who Have Engaged in Certain Bullying Behavior (SB 179)	<p>TEC Sec. 37.0052 (Placement or Exclusion of Students Who Have Engaged in Certain Bullying Behavior) added to provide:</p> <p>(b) A student may be removed from class and placed in a disciplinary alternative education program as provided by Section 37.008 or expelled if the student:</p> <p>(1) engages in bullying (as defined in TEC Sec. 37.0832) that encourages a student to commit or attempt to commit suicide;</p> <p>(2) incites violence against a student through group bullying; or</p> <p>(3) releases or threatens to release intimate visual material (as defined in Civil Practice and Remedies Code Sec. 98B.001) of a minor or a student who is 18 years of age or older without the student’s consent.</p> <p>(c) Nothing in this section exempts a school from reporting a finding of intimate visual material of a minor.</p>		
Reporting of Assault or Cyberbullying (SB 179)	<p>TEC Sec. 37.0251 added to provide that the principal of a public primary or secondary school, or a person designated by the principal, may make a report to any school district police department, if applicable, or the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if, after an investigation is completed, the principal has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Cyberbullying) of the Texas Penal Code.</p>		

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Page 7 of 17  
REV 06/29/2017



# 2017-18 School Year | Curriculum and Instruction

## ➤ Placement or Expulsion of Students Who Have Engaged in Certain Bullying Behavior - SB 179

❑ A student may be **placed in DAEP** or **expelled** if the student

- ❖ engages in bullying that **encourages a student to commit or attempt to commit suicide**
- ❖ **incites violence** against a student through **group bullying**; or
- ❖ releases or threatens to release **intimate visual material**

2017-18 School Year			
Curriculum and Instruction			
Topic	Summary		Considerations
Bullying and Cyberbullying – "David's Law" (SB 179)	<p>TEC Sec. 37.0832 amended to repeal subsection (b) and amend subsection (a) to provide:</p> <p>(a) In this section:</p> <p>(1) "Bullying" means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements provided by Subsection (a-1), and that:</p> <p>(i) 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;</p> <p>(ii) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;</p> <p>(iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or</p> <p>(iv) infringes on the rights of the victim at school; and</p> <p>(B) includes cyberbullying.</p> <p>"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.</p> <p>(a-1) This section applies to:</p> <p>(1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;</p> <p>(2) bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and</p> <p>(3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:</p> <p>(A) interferes with a student's educational opportunities; or</p> <p>(B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.</p> <p>TEC Sec. 37.0832F added to provide:</p> <p>(f) Each school district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:</p> <p>(1) interfere with a student's educational opportunities; or</p> <p>(2) substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.</p>		Each school district will need to revise its policy concerning bullying, which is required under Sec. 37.0832(6), to address the revisions made by SB 179.
Placement or Expulsion of Students Who Have Engaged in Certain Bullying Behavior (SB 179)	<p>TEC Sec. 37.0052 (Placement or Expulsion of Students Who Have Engaged in Certain Bullying Behavior) added to provide:</p> <p>(b) A student may be removed from class and placed in a disciplinary alternative education program as provided by Section 37.008 or expelled if the student:</p> <p>(1) engages in bullying (as defined in TEC Sec. 37.0832) that encourages a student to commit or attempt to commit suicide;</p> <p>(2) incites violence against a student through group bullying; or</p> <p>(3) releases or threatens to release intimate visual material (as defined in Civil Practice and Remedies Code Sec. 98B.001) of a minor or a student who is 18 years of age or older without the student's consent.</p>		
Reporting of Assault or Cyberbullying (SB 179)	<p>TEC Sec. 37.0151 added to provide that the principal of a public primary or secondary school, or a person designated by the principal, may make a report to any school district police department, if applicable, or the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if, after an investigation is completed, the principal has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Cyberbullying) of the Texas Penal Code.</p>		

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Page 7 of 17  
REV 06/29/2017



# 2017-18 School Year | Accountability

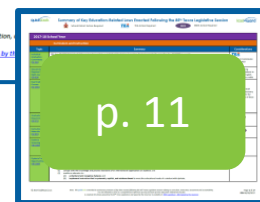
## ➤ A-F Accountability Ratings - HB 22

48

2017-18 School Year		
Accountability		
Topic	Summary	Considerations
A-F Accountability Ratings (HB 22)	<p><b>TEC Sec. 39.053(c) amended</b> to provide that school districts and campuses must be evaluated based on <b>three domains of indicators of achievement</b> that include:</p> <ul style="list-style-type: none"> <li>(1) <b>the student achievement domain</b>, which must include: <ul style="list-style-type: none"> <li>(a) <b>for all districts and campuses</b> <ul style="list-style-type: none"> <li>for STAAR and STAAR Spanish assessments <ul style="list-style-type: none"> <li>the percentage of students who performed satisfactorily, aggregated across grade levels by subject area; and</li> <li>the percentage of students who performed at the college readiness performance standard, aggregated across grade levels by subject area; and</li> </ul> </li> <li>for STAAR Alternate 2 <ul style="list-style-type: none"> <li>the percentage of students who performed satisfactorily, aggregated across grade levels by subject area</li> </ul> </li> </ul> </li> <li>(b) <b>for high school campuses and districts that include high school campuses</b> <ul style="list-style-type: none"> <li>11 <b>statutorily required indicators</b> (including graduation rate, satisfying standards on TSA, satisfying standards on AP or similar tests, earning dual course credits, enrolling in the armed forces of the US, earning industry certifications, admission into postsecondary industry certification programs that require as a prerequisite for entrance successful performance at the secondary level, being prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree based on successful completion of a course or courses under Section 28.014, being prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree based on a composite of indicators identified through research, successfully completing an OnRamps dual enrollment course, and awarding of an associate's degree)</li> </ul> </li> </ul> </li> <li>(2) <b>the school progress domain</b>, which must include: <ul style="list-style-type: none"> <li>(a) the percentage of students who met the standard for improvement, as determined by the commissioner, on assessment instruments (including STAAR, STAAR Spanish and STAAR Alternate 2); and</li> <li>(b) for evaluating relative performance, the performance of districts and campuses compared to similar districts or campuses</li> </ul> </li> <li>(3) <b>the closing the gaps domain</b>, which must include the use of disaggregated data to demonstrate the differentials among students from different racial and ethnic groups, socioeconomic backgrounds, and other factors (including students formerly receiving special education services, students continuously enrolled, and students who are mobile)</li> </ul> <p><b>TEC Sec. 39.053(f) amended</b> to provide that annually, the commissioner shall define the state standard for the current school year for each achievement indicator adopted under this section. In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to continuously improve student performance to achieve the goal of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in preparing students for postsecondary success</p> <p><b>TEC Sec. 39.054(a) amended</b> to provide that the commissioner shall adopt rules to evaluate school district and campus performance and assign each district and campus an overall rating of A, B, C, D or F and a rating of A, B, C, D or F to each of the 3 domains defined in Sec. 39.053(c). Each letter grade means the following:</p> <ul style="list-style-type: none"> <li>An overall or domain performance rating of A reflects exemplary performance</li> <li>An overall or domain performance rating of B reflects recognized performance</li> <li>An overall or domain performance rating of C reflects acceptable performance</li> <li>An overall or domain performance rating of D reflects performance that needs improvement</li> <li>An overall or domain performance rating of F reflects unacceptable performance</li> </ul> <p>A reference in law to an acceptable rating or acceptable performance includes an overall or domain performance rating of A, B, C, or D</p> <p><b>TEC Sec. 39.054(a-1) amended</b> to provide that for purposes of assigning an overall performance rating for a district or campus, the commissioner shall:</p> <ul style="list-style-type: none"> <li>(1) consider either the district's or campus's performance rating under the student achievement domain or the school progress domain, whichever performance rating is higher (unless the district or campus received a performance rating of F in either domain, in which case the district or campus may not be assigned a performance rating higher than a B for the composite for the two domains); and</li> <li>(2) attribute not less than 30% of the performance rating to the closing the gaps domain</li> </ul> <p><b>TEC Sec. 39.054(a-4) amended</b> to provide that for performance ratings issued in August 2018 for the 2017-18 school year for campus performance, the commissioner shall issue only a rating of improvement required or met standard, as applicable, to a campus. [Not later than January 1, 2019, the commissioner shall submit a report to the standing committees of the legislature having primary jurisdiction over primary and secondary education that provides for a preliminary evaluation of campuses under Sec. 39.054. The report must include the overall and domain performance rating each campus would have received for the 2017-18 school year if the indicators adopted by the commissioner existed during the 2017-18 school year.]</p> <p><b>TEC Sec. 39.054(b) amended</b> to provide that for purposes of assigning school districts and campuses an overall and a domain performance rating of A, B, C, D or F, the commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the mathematical possibility that all districts and campuses receive an A rating.</p>	

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Note: This quicklook is intended to summarize provisions of key laws enacted following the 85<sup>th</sup> Texas Legislative Session relating to curriculum, instruction, and assessment. It is not intended to serve as a comprehensive reference of every provision of every education-related law enacted. A complete list of laws passed by the 85<sup>th</sup> Texas Legislature and signed by the Governor is available at: [85th.Legislature.85thSignedbyGov.com](http://85th.Legislature.85thSignedbyGov.com)



## Domains I, II and III | A-F Rating on EACH Domain

Domain I – Student Performance  
(A-F Rating)

- STAAR/STAAR Alt 2 satisfactory standard (Level II – Phase in)
- STAAR college-readiness standard (Level II – Final)

Domain II – Student Progress  
(A-F Rating)

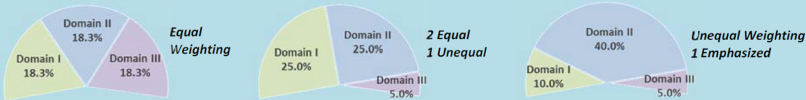
- Progress measure expectations for STAAR/STAAR Alt 2 satisfactory standard (Level II – Phase in)
- Progress measure expectations for STAAR college-readiness standard (Level II – Final)

Domain III – Closing Performance Gaps  
(A-F Rating)

- Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

## Collectively, Domains I, II and III constitute 55% of the Overall Rating

- HB 2804 does NOT specify how Domains I, II and III are to be weighted
- The following graphs represent visual displays of possible weighting decisions – they are intended solely to aid in understanding, and do NOT represent proposals currently being considered by TEA



## Domain IV Postsecondary Readiness | A-F Rating

May NOT include any indicators based on STAAR

## Districts/High Schools

- Dropout Rate
- Graduation Rate
- College and Career Readiness
- Other

## Middle Schools

- Student attendance

## Elementary Schools

- Student attendance

Weighting  
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courses; San

## Domain V

Based on

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

## Impleme

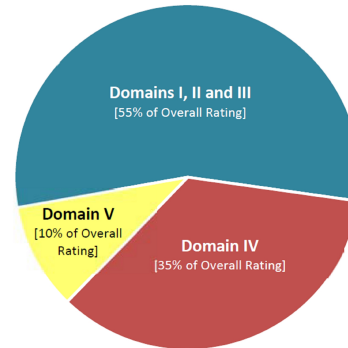
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## Overall Rating | A-F Rating

Overall Rating of A-F based on 5 Domains, weighted as follows:



# Remember the good 'ole days?

## 5 Domains

$$y = mx + b$$

## Chronic Absenteeism

the 5  
domains  
will  
never  
happen







51



HB 22

## DOMAIN RATINGS

- A, B, C, D, or F Rating on EACH Domain
- Must be mathematically possible for ALL districts and campuses to earn an A

Student Achievement

## All districts and campuses

1. % Approaches Grade Level (STAAR)
2. % Meets Grade Level (STAAR)
3. % Satisfactory (STAAR Alternate 2)

## High schools and districts with high schools

1. Graduation Rate

## Students who:

2. Satisfy standards on TSIA
3. Satisfy standards on AP or similar tests
4. Earn dual course credits
5. Enlist in the armed forces of the United States
6. Earn industry certifications;
7. Are admitted into postsecondary industry certification programs that require as a prerequisite for entrance successful performance at the secondary level
8. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on successful completion of a course or courses under Section 28.014)
9. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on a composite of indicators identified through research)
10. Successfully complete an OnRamps dual enrollment course
11. Are awarded an associate's degree

School Progress

## All districts and campuses

1. % of students meeting improvement standard
2. District and Campus performance compared to similar districts and campuses

Closing the Gaps

## All districts and campuses

1. Differential performance among students
  - different racial and ethnic groups
  - socioeconomic backgrounds
  - other factors
    - formerly SpEd
    - continuously enrolled
    - mobile

## OVERALL RATING

- A, B, C, D, or F
- Must be mathematically possible for ALL districts and campuses to earn an A
- Must be weighted as follows

- 3 Domains, not 5
- A-F rating on each Domain
- Must be mathematically possible for everyone to get an A

## IMPLEMENTATION

1. **Effective immediately – for the 2017-18 School Year**
2. **CaSe Ratings eliminated from state accountability**
3. **August 2018** | Campuses will be rated *Met Standard or Improvement Required* (they will **NOT** receive A-F letter grades)
4. **January 1, 2019** | TEA releases report showing the ratings that each campus **would have received in 2017-18** if the indicators adopted by TEA for the 3 domains had been in place in 2017-18

## LOCAL ACCOUNTABILITY SYSTEM

1. Districts may develop a local accountability system for campuses in the district– for each Domain and for the Overall Rating
2. The local accountability system must
  - Contain differentiated levels of performance
  - Assign letter grades of A, B, C, D, or F
  - Meet standards for reliability and validity
  - Be approved by TEA (or, after August 2019 by TEA and a review panel consisting, in part, of superintendents and board members of districts with approved local accountability plans)
3. The overall campus rating assigned under the local accountability system must be based:
  - $\geq 50\%$  on TEA's assigned campus Domain ratings
  - Remainder on locally assigned campus performance ratings



## DOMAIN RATINGS

- A, B, C, D, or F Rating on EACH Domain
- Must be mathematically possible for ALL districts and

### Student Achievement

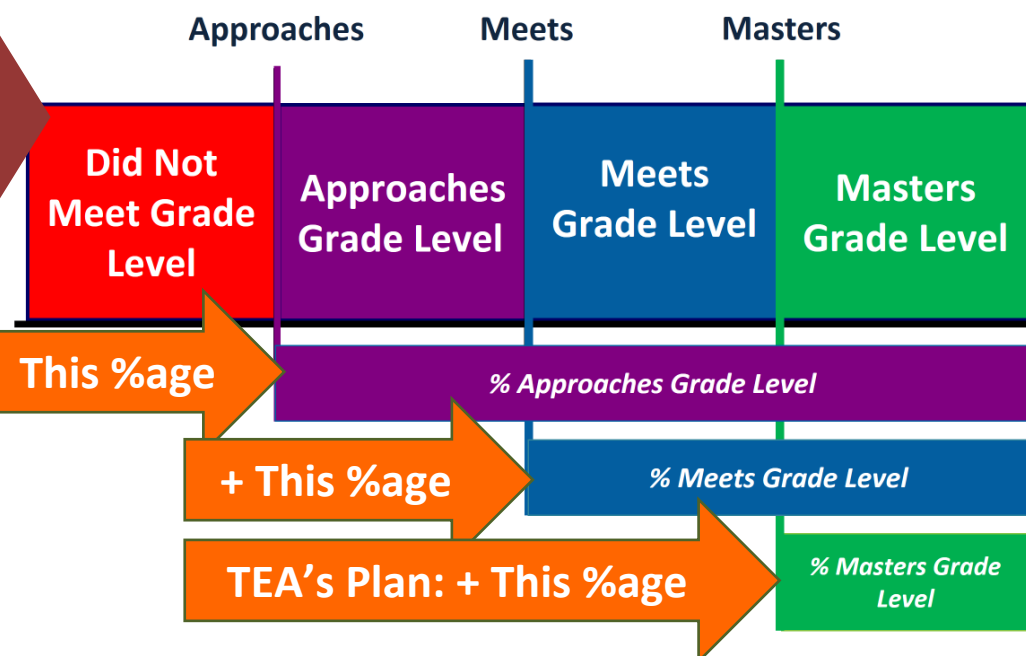
#### All districts and campuses

1. % Approaches Grade Level (STAAR)
2. % Meets Grade Level (STAAR)
3. % Satisfactory (STAAR Alternate 2)

#### High schools and districts with high schools

1. Graduation Rate
- Students who:
  2. Satisfy standards on TSIA
  3. Satisfy standards on AP or similar tests
  4. Earn dual course credits
  5. Enlist in the armed forces of the United States
  6. Earn industry certifications;
  7. Are admitted into postsecondary industry certification programs that require as a prerequisite for entrance successful performance at the secondary level
  8. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on successful completion of a course or courses under Section 28.014)
  9. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on a composite of indicators identified through research)
  10. Successfully complete an OnRamps dual enrollment course
  11. Are awarded an associate's degree

## Reporting Pass Rates on STAAR



- backgrounds
- other factors
  - formerly SpEd
  - continuously enrolled
  - mobile

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the indicators adopted by TEA  
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3. The overall campus rating assigned under the local accountability system must be based:

- $\geq 50\%$  on TEA's assigned campus Domain ratings
- Remainder on locally assigned campus performance ratings

## DOMAIN RATINGS

- A, B, C, D, or F Rating on EACH Domain
- Must be mathematically possible for ALL districts and campuses to earn an A

### Student Achievement

#### All districts and campuses

1. % Approaches Grade Level (STAAR)
2. % Meets Grade Level (STAAR)
3. % Satisfactory (STAAR Alternate 2)

#### High schools and districts with high schools

1. Graduation Rate

Students who:

2. Satisfy standards on TSIA
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4. Earn dual course credits
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9. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on a composite of indicators identified through research)
10. Successfully complete an OnRamps dual enrollment course
11. Are awarded an associate's degree

### School Progress

#### All districts and campuses

1. % of students meeting improvement standard
2. District and Campus performance compared to similar districts and campuses

### Closing the Gaps

#### All districts and campuses

1. Differential performance among students of different racial and ethnic groups

**STAAR + 11 CCR Indicators  
(for High Schools and Districts)**

3. The overall campus rating assigned under the local accountability system must be based:

- $\geq 50\%$  on TEA's assigned campus Domain ratings
- Remainder on locally assigned campus performance ratings

ALL districts and

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## DOMAIN RATINGS

- A, B, C, D, or F Rating on EACH Domain
- Must be mathematically possible for ALL districts and campuses to earn an A

### School Progress

1. Student Progress
2. District/Campus comparable performance

- $y = mx + b$  ?
- Distinction Designations?

successful performance at the secondary level

8. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on successful completion of a course or courses under Section 28.014)
9. Are prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree (based on a composite of indicators identified through research)
10. Successfully complete an OnRamps dual enrollment course
11. Are awarded an associate's degree

### School Progress

#### All districts and campuses

1. % of students meeting improvement standard  
District and Campus performance compared to similar districts and campuses

### Closing the Gaps

#### All districts and campuses

1. Differential performance among students
  - different racial and ethnic groups
  - socioeconomic backgrounds
  - other factors
    - formerly SpEd
    - continuously enrolled
    - mobile

3. The overall campus rating assigned under the local accountability system must be based:

- $\geq 50\%$  on TEA's assigned campus Domain ratings
- Remainder on locally assigned campus performance ratings

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## DOMAIN RATINGS

- A, B, C, D, or F Rating on EACH Domain
- Must be mathematically possible for ALL districts and campuses to earn an A

### Student Achievement

#### All districts and campuses

1. % Approaches Grade Level (STAAR)
2. % Meets Grade Level (STAAR)
3. % Satisfactory (STAAR Alternate 2)

#### High schools and districts with high schools

1. Graduation Rate
- Students who:
2. Satisfy standards on TSIA
  3. Satisfy standards on AP or similar tests

### School Progress

#### All districts and campuses

1. % of students meeting improvement standard
2. District and Campus performance compared to similar districts and campuses

### Closing the Gaps

#### All districts and campuses

1. Differential performance among students
  - different racial and ethnic groups
  - socioeconomic backgrounds
  - other factors
    - formerly SpEd
    - continuously enrolled
    - mobile

1. Differential performance among different student groups

10. Successfully complete an OnRamps dual enrollment course
11. Are awarded an associate's degree

3. The overall campus rating assigned under the local accountability system must be based:

- $\geq 50\%$  on TEA's assigned campus Domain ratings
- Remainder on locally assigned campus performance ratings

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**DOMAIN RATINGS**

- A, B, C, D, or F Rating on EACH Domain
- Must be mathematically possible for ALL districts and campuses

**Student Achievement**

All districts and campuses

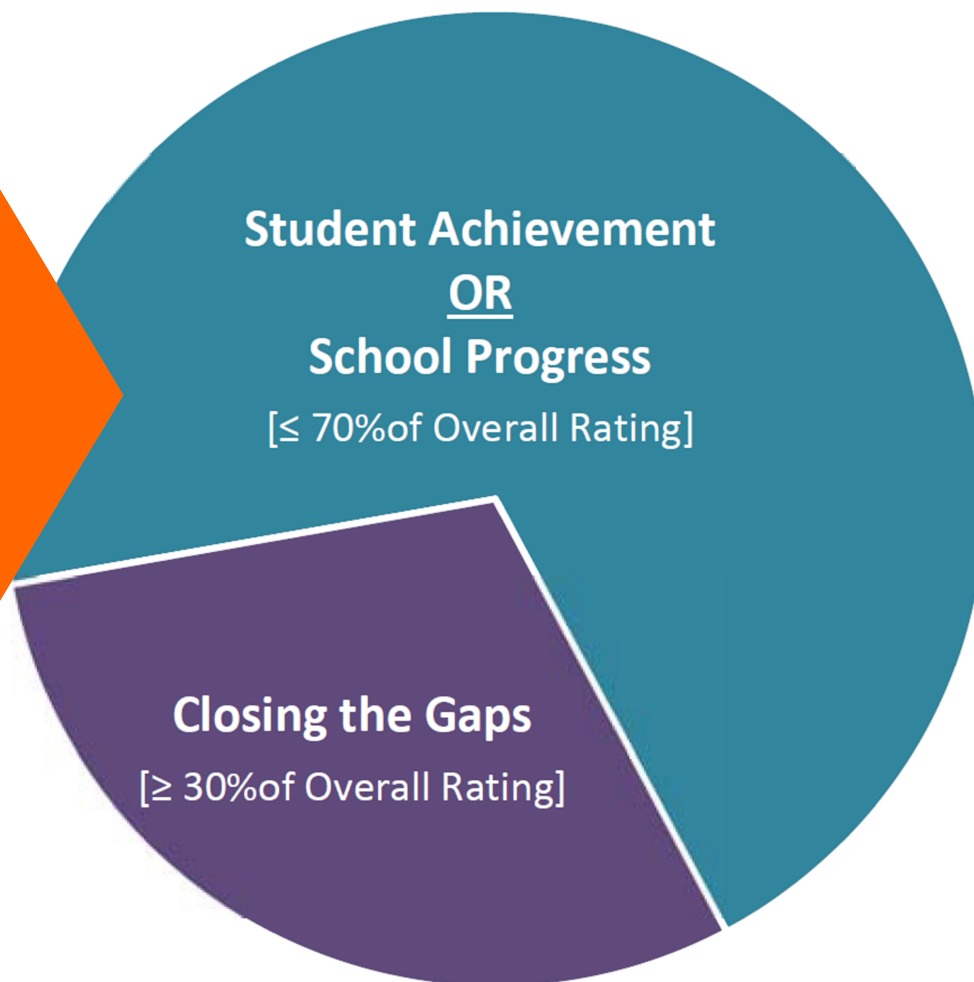
1. % Approaches Grade Level (STAAR)

## Overall Rating

1. Closing the Gaps ( $\geq 30\%$ )
2. Better of Student Achievement OR School Progress ( $\leq 70\%$ )

## OVERALL RATING

- A, B, C, D, or F
- Must be mathematically possible for ALL districts and campuses to earn an A
- Must be weighted as follows



2. The local accountability system must

- Contain differentiated levels of performance
- Assign letter grades of A, B, C, D, or F
- Meet standards for reliability and validity
- Be approved by TEA (or, after August 2018, by TEA and superintendents and board members of districts with a

3. The overall campus rating assigned under the local accountability

- $\geq 50\%$  on TEA's assigned campus Domain ratings
- Remainder on locally assigned campus performance ratings



## Good News | Bad News

1. In 2017-18, campuses will be rated *Met Standard or Improvement Required*
2. BUT ... there will be another “What if” report (January 1, 2019)

### IMPLEMENTATION

1. **Effective immediately** – for the **2017-18 School Year**
2. **CaSe Ratings eliminated from state accountability**
3. **August 2018** | Campuses will be rated *Met Standard or Improvement Required* (they will **NOT** receive A-F letter grades)
4. **January 1, 2019** | TEA releases report showing the ratings that each campus **would have received in 2017-18** if the indicators adopted by TEA for the 3 domains had been in place in 2017-18



## Local Accountability System

1. Districts may develop a LOCAL accountability system for rating campuses
2. Must be valid and reliable
3. Must assign letter grades (A, B, C, D, or F)
4. Overall campus rating must be based at least 50% on TEA's Domain ratings

Closing the Gaps

[≥ 30% of Overall Rating]

### LOCAL ACCOUNTABILITY SYSTEM

1. Districts may develop a local accountability system for campuses in the district— for each Domain and for the Overall Rating
2. The local accountability system must
  - Contain differentiated levels of performance
  - Assign letter grades of A, B, C, D, or F
  - Meet standards for reliability and validity
  - Be approved by TEA (or, after August 2019 by TEA and a review panel consisting, in part, of superintendents and board members of districts with approved local accountability plans)
3. The overall campus rating assigned under the local accountability system must be based:
  - ≥ 50% on TEA's assigned campus Domain ratings
  - Remainder on locally assigned campus performance ratings

# 2017-18 School Year | Accountability

➤ Local Accountability System – HB 22

➤ Needs Improvement Rating – HB 22

60

❑ A district or campus assigned an **overall or domain letter grade of D** shall develop and implement a **targeted improvement plan**

❑ If the district or campus is assigned an **overall letter grade of D in the following year**, TEA shall order **interventions and sanctions applicable to unacceptable performance**

2017-18 School Year		
Accountability		
Topic	Summary	Considerations
Local Accountability System (HB 22)	<p>TEC Sec. 39.0544 added to allow districts to adopt local accountability systems for assigning performance ratings to campuses in the district.</p> <p>(a) The commissioner shall adopt rules regarding the assignment of campus performance ratings by school districts and open-enrollment charter schools. The rules:</p> <ul style="list-style-type: none"> <li>(1) must require a district or school, in assigning an overall performance rating for a campus, to incorporate: <ul style="list-style-type: none"> <li>(A) domain performance ratings assigned by the commissioner under Section 39.054; and</li> <li>(B) performance ratings based on locally developed domains or sets of accountability measures;</li> </ul> </li> <li>(2) may permit a district or school to assign weights to each domain or set of accountability measures described in Subdivision (1), as determined by the district or school, provided that the domains specified in Subdivision (1)(A) must in the aggregate account for at least 50 percent of the overall performance rating;</li> <li>(3) must require that each locally developed domain or set of accountability measures: <ul style="list-style-type: none"> <li>(A) contains levels of performance that allow for differentiation, with assigned standards for achieving the differentiated levels;</li> <li>(B) provides for the assignment of a letter grade of A, B, C, D, or F; and</li> <li>(C) meets standards for reliability and validity;</li> </ul> </li> <li>(4) must require that calculations for overall performance ratings and each locally developed domain or set of accountability measures be capable of being audited by a 3<sup>rd</sup> party;</li> <li>(5) must require that a district or school produce a campus score card that may be displayed on the agency's website; and</li> <li>(6) must require that a district or school develop and make available to the public: an explanation of the methodology used to assign performance ratings under this section.</li> </ul> <p>(b) The commissioner shall develop a process to approve a request by a school district or open-enrollment charter school to assign campus performance ratings in accordance with this section. Under that process, a district or school must obtain approval of a local accountability plan submitted by the district or school to the agency. A plan may be approved only if:</p> <ul style="list-style-type: none"> <li>(1) after review, the agency determines the plan meets the minimum requirements under this section and agency rule;</li> <li>(2) at the commissioner's discretion, an audit conducted by the agency verifies the calculations included in the plan; and</li> <li>(3) subject to Subsection (6), a review panel appointed under Subsection (6) approves the plan.</li> </ul> <p>(c) The commissioner shall appoint a review panel for purposes of Subsection (6)(3) that includes a majority of members who are superintendents or members of the board of trustees or governing body of school districts or open-enrollment charter schools with approved local accountability plans.</p> <p>(d) The requirement under Subsection (6)(3) applies only after performance ratings are issued in August 2019 and only if at least 10 school districts or open-enrollment charter schools have obtained approval of locally developed accountability plans.</p> <p>(e) A school district or open-enrollment charter school authorized under this section to assign campus performance ratings shall evaluate the performance of each campus as provided by this section and assign each campus a performance rating of A, B, C, D, or F for overall performance and for each locally developed domain or set of accountability measures. Not later than a date established by the commissioner, the district or school shall:</p> <ul style="list-style-type: none"> <li>(1) report the performance ratings to the agency; and</li> <li>(2) make the performance ratings available to the public as provided by commissioner rule.</li> </ul> <p>TEC Sec. 39.054(a) amended to provide that if a school district has been approved under Section 39.0544 to assign campus performance ratings based on a local accountability system and the commissioner has not assigned a campus an overall performance rating of D or F, the commissioner shall assign the campus an overall performance rating based on the school district assigned performance rating under Section 39.0544.</p>	<p>TEA</p>
Needs Improvement Rating (Letter Grade of D) (HB 22)	<p>TEC Sec. 39.101 added to provide that if a school district or campus is assigned an overall or domain performance rating of D, the commissioner shall order the district or campus to develop and implement a targeted improvement plan approved by the board of trustees of the district. The interventions and sanctions provided under Chapter 39 based on failure to satisfy performance standards under Sec. 39.054(a) apply to a district or campus ordered to develop and implement such a targeted improvement plan only if the district or campus is assigned:</p> <ul style="list-style-type: none"> <li>1. an overall or domain performance rating of F; or</li> <li>2. an overall performance rating of D</li> </ul> <p>If a school district or campus is assigned an overall performance rating of D for a school year after the district or campus is ordered to develop and implement a targeted improvement plan the commissioner shall implement interventions and sanctions that apply to an unacceptable campus and those interventions and sanctions shall continue for each consecutive school year thereafter in which the campus is assigned an overall performance rating of D.</p>	<p>TEA</p>
Repeal of CAFE Requirements (HB 22)	<p>TEC Sec. 39.0545 (School District Evaluation of Performance in Community and Student Engagement: Compliance) and TEC Sec. 39.0546 (Performance in Community and Student Engagement as Component of Overall District and Campus Ratings) are REPEALED – effective as of the beginning of the 2017-18 school year.</p> <p>[For more information about CAFE ratings, see the lead4ward quicklook posted on the Accountability tab at: <a href="http://lead4ward.com/resources/">http://lead4ward.com/resources/</a>]</p>	

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# 2017-18 School Year | Accountability

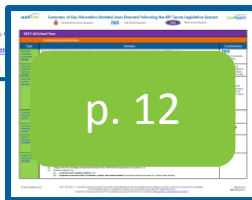
## ➤ CaSE Ratings – HB 22

- ❑ TEC Sec. 39.0545 (HB 5 from 2013) required **word ratings** for CaSE
- ❑ TEC Sec. 39.0546 (HB 2804 from 2015) was going to require **letter grade ratings** for CaSE beginning in 2017-18
- ❑ **HB 22 REPEALS BOTH SECTIONS**
- ❑ Districts must complete the process of **reporting and posting word ratings for CaSE for 2016-17**
- ❑ Districts must submit **2017-18 selected CaSE programs and a URL** as part of PEIMS Submission 3 (but that information will not be used by TEA)

2017-18 School Year			
Accountability			
Topic	Summary		Considerations
Local Accountability System (HB 22)	<p>TEC Sec. 39.0544 added to allow districts to adopt local accountability systems for assigning performance ratings to campuses in the district.</p> <p>(a) The commissioner shall adopt rules regarding the assignment of campus performance ratings by school districts and open-enrollment charter schools. The rules:</p> <ul style="list-style-type: none"> <li>(1) must require a district or school, in assigning an overall performance rating for a campus, to incorporate: <ul style="list-style-type: none"> <li>(A) domain performance ratings assigned by the commissioner under Section 39.0546; and</li> <li>(B) performance ratings based on locally developed domains or sets of accountability measures;</li> </ul> </li> <li>(2) may permit a district or school to assign weights to each domain or set of accountability measures described in Subdivision (1), as determined by the district or school, provided that the domains specified in Subdivision (1)(A) must in the aggregate account for at least 50 percent of the overall performance rating;</li> <li>(3) must require that each locally developed domain or set of accountability measures: <ul style="list-style-type: none"> <li>(A) contains levels of performance that allow for differentiation, with assigned standards for achieving the differentiated levels;</li> <li>(B) provides for the assignment of a letter grade of A, B, C, D, or F; and</li> <li>(C) meets standards for reliability and validity;</li> </ul> </li> <li>(4) must require that calculations for overall performance ratings and each locally developed domain or set of accountability measures be capable of being audited by a 3<sup>rd</sup> party;</li> <li>(5) must require that a district or school produce a campus score card that may be displayed on the agency's website; and</li> <li>(6) must require that a district or school develop and make available to the public an explanation of the methodology used to assign performance ratings under this section.</li> </ul> <p>(b) The commissioner shall develop a process to approve a request by a school district or open-enrollment charter school to assign campus performance ratings in accordance with this section. Under that process, a district or school must obtain approval of a local accountability plan submitted by the district or school to the agency. A plan may be approved only if:</p> <ul style="list-style-type: none"> <li>(1) after review, the agency determines the plan meets the minimum requirements under this section and agency rule;</li> <li>(2) at the commissioner's discretion, an audit conducted by the agency verifies the calculations included in the plan; and</li> <li>(3) subject to Subsection (6), a review panel appointed under Subsection (6) approves the plan.</li> </ul> <p>(c) The commissioner shall appoint a review panel for purposes of Subsection (b)(3) that includes a majority of members who are superintendents or members of the board of trustees or governing body of school districts or open-enrollment charter schools with approved local accountability plans.</p> <p>(d) The requirement under Subsection (b)(3) applies only after performance ratings are issued in August 2019 and only if at least 10 school districts or open-enrollment charter schools have obtained approval of locally developed accountability plans.</p> <p>(e) A school district or open-enrollment charter school authorized under this section to assign campus performance ratings shall evaluate the performance of each campus as provided by this section and assign each campus a performance rating of A, B, C, D, or F for overall performance and for each locally developed domain or set of accountability measures. Not later than a date established by the commissioner, the district or school shall:</p> <ul style="list-style-type: none"> <li>(1) report the performance ratings to the agency; and</li> <li>(2) make the performance ratings available to the public as provided by commissioner rule.</li> </ul> <p>TEC Sec. 39.054(a) amended to provide that if a school district has been approved under Section 39.0544 to assign campus performance ratings based on a local accountability system and the commissioner has not assigned a campus an overall performance rating of D or F, the commissioner shall assign the campus an overall performance rating based on the school district assigned performance rating under Section 39.0544.</p>		TEA
Targeted Improvement Rating (Letter Grade of D) (HB 22)	<p>TEC Sec. 39.101 added to provide that if a school district or campus is assigned an overall or domain performance rating of D, the commissioner shall order the district or campus to develop and implement a targeted improvement plan approved by the board of trustees of the district. The interventions and sanctions provided under Chapter 39 based on failure to satisfy performance standards under Sec. 39.054(a) apply to a district or campus ordered to develop and implement such a targeted improvement plan only if the district or campus is assigned:</p> <ul style="list-style-type: none"> <li>1. an overall or domain performance rating of F; or</li> <li>2. an overall performance rating of D</li> </ul> <p>If a school district or campus is assigned an overall performance rating of D for a school year after the district or campus is ordered to develop and implement a targeted improvement plan the commissioner shall implement interventions and sanctions that apply to an unacceptable campus and those interventions and sanctions shall continue for each consecutive school year thereafter in</p>		TEA
Repeal of CaSE Requirements (HB 22)	<p>TEC Sec. 39.0545 (School District Evaluation of Performance in Community and Student Engagement: Compliance) and TEC Sec. 39.0546 (Performance in Community and Student Engagement as Component of Overall District and Campus Ratings) are REPEALED – effective as of the beginning of the 2017-18 school year.</p> <p>[For more information about CaSE ratings, see the lead4ward CaSE quicklook posted on the Accountability tab at: <a href="http://lead4ward.com/resources/">http://lead4ward.com/resources/</a>]</p>		

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Note: This quicklook is intended to summarize provisions of key laws enacted following the 85<sup>th</sup> Texas Legislative Session relating to curriculum, instruction, and assessment. It is not intended to serve as a comprehensive reference of every provision of every education-related law enacted. A complete list of laws passed by the 85<sup>th</sup> Texas Legislature and signed by the Governor is available at: [85th Legislature - Bills Signed by D](http://85th.Legislature - Bills Signed by D)



# questions?





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## 2017-18 School Year

### Curriculum and Instruction

Topic	Summary	Considerations
Individual Graduation Committees (SB 463)	TEC Sec. 28.0258 (High School Diploma Awarded on Basis on Individual Graduation Committee Review) amended by amending Sec. 28.0258(l) to provide: (l) This section expires <b>September 1, 2019</b> <i>(Section 28.0258 was scheduled to expire September 1, 2017. Current Commissioner Rule §101.3022(e)(5) provides that a student may graduate by means of an IGC if the student has qualified for an IGC under the TEC, §28.0258, and the IGC convened prior to September 1, 2017. Presumably, the date in §101.3022(e)(5) will be changed to September 1, 2019)</i>	 Revision to Commissioner Rule §101.3022
Sequencing of Required ELA and Math Courses (SB 826)	TEC Sec. 28.025(b-1) amended to <b>eliminate</b> the requirement that for purposes of FHSP graduation course credits: <ul style="list-style-type: none"> <li>an advanced English course must be taken after successful completion of English I, English II, and English III; and</li> <li>an advanced Math course must be taken after successful completion of Algebra I and Geometry</li> </ul>	Fixes a sequencing challenge for students to earn advanced English and Math course credits
Dual Credit Courses (SB 1091)	TEC Sec. 28.009 (College Credit Program) amended by adding Subsections (a-4), (a-5), and (b-1) to provide: (a-4) A dual credit course offered under this section must be: (1) in the core curriculum of the public institution of higher education providing college credit; (2) a career and technical education course; or (3) a foreign language course. (a-5) Subsection (a-4) does not apply to a dual credit course offered as part of the early college education program established under Section 29.908 or any other early college program that assists a student in earning a certificate or an associate degree while in high school. TEC Sec. 51.968(b) amended to provide that when granting undergraduate course credit to entering freshman for completion of dual credit courses, institutions of higher education must require the dual credit course to meet the same requirements specified in Sec. 28.009(a-4) and (a-5). TEC Sec. 130.008 amended to provide that a course offered for joint high school and junior college credit must meet the same requirements specified in Sec. 28.009(a-4) and (a-5). The changes to dual credit courses described in SB 1091 apply beginning with dual credit courses offered for the 2018 spring semester.	 TEA and THECB shall coordinate as necessary to adopt rules for the implementation of these provisions
Graduation Requirements (SB 671)	TEC Sec. 28.025 amended by adding Subsection (b-21) to provide: (b-21) In adopting rules under Subsection (b-1) [graduation under FHSP], the SBOE shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) [specifying two credits in the same language in a language other than English] by successfully completing a dual language immersion program under Section 28.0051 at an elementary school.	SBOE
Instructional Materials (SB 801)	TEC Sec. 31.023(b) and Sec. 31.035(a) amended to provide that instructional materials and supplemental instructional materials adopted by the SBOE on or after September 1, 2017 must be suitable for the subject and grade level and be reviewed by academic experts in the subject and grade level.	SBOE
Dyslexia Screening (HB 1886)	TEC Sections 38.003(a) and (b-1) amended to provide: (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.	
Dyslexia Training Opportunities (HB 1886)	TEC Sec. 38.0032 (Dyslexia Training Opportunities) added to provide: (a) The agency shall annually develop a list of training opportunities regarding dyslexia that satisfy the requirements of Section 21.054(b) (relating to continuing education requirements for an educator who teaches students with dyslexia). The list of training opportunities must include at least one opportunity that is available online. (b) A training opportunity included in the list developed under Subsection (a) must: (1) comply with the knowledge and practice standards of an international organization on dyslexia; and (2) enable an educator to: (A) understand and recognize dyslexia; and (B) implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia.	





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2017-18 School Year

Curriculum and Instruction

Topic	Summary	Considerations
ESC Dyslexia Specialists (HB 1886)	TEC Sec. 8.061 added to provide that: Each regional education service center shall employ as a dyslexia specialist a person licensed as a dyslexia therapist under Chapter 403, Occupations Code, to provide school districts served by the center with support and resources that are necessary to assist students with dyslexia and the families of students with dyslexia.	
Diploma Requirements for Students Entering 9 <sup>th</sup> Grade Prior to 2011-12 (SB 463)	TEC Sec. 28.02541 (Diploma for Certain Students Who Entered Ninth Grade Before 2011-12) added to provide: (a) This section applies only to a student who: (1) entered the ninth grade before the 2011-12 school year; (2) successfully completed the curriculum requirements for high school graduation applicable to the student when the student entered the ninth grade; (3) has not performed satisfactorily on an assessment instrument or a part of an assessment instrument required for high school graduation, including an alternate assessment instrument offered under Section 39.025(c-1) (which addresses alternate assessments for students who are subject to exit level TAAS requirements); and (4) has been administered the assessment instrument or the part of the assessment instrument for which the student has not performed satisfactorily at least three times. (b) Notwithstanding the requirements under this subchapter, the commissioner by rule shall establish a procedure to determine whether a student subject to this section may qualify to graduate and receive a high school diploma as provided by this section. (c) In adopting rules under this section, the commissioner: (1) shall designate the school district in which a student is enrolled or was last enrolled to make the decision regarding whether the student qualifies to graduate and receive a high school diploma; and (2) shall establish criteria for school districts to develop recommendations for alternative requirements by which a student subject to this section may qualify to graduate and receive a high school diploma. (d) In adopting rules under Subsection (c)(2), the commissioner may authorize as an alternative requirement: (1) an alternative assessment instrument and performance standard for that assessment instrument; (2) work experience; or (3) military or other relevant life experience. (e) A school district's decision regarding whether the student qualifies to graduate and receive a high school diploma is final and may not be appealed.	  Creates a process similar to the IGC process for students who entered 9 <sup>th</sup> grade prior to 2011-12 (meaning students who entered high school when Exit Level TAKS or TAAS tests were required to graduate)  TEA is required to adopt rules to administer this section This section expires September 1, 2019
Intervention Strategies (SB 1153)	TEC Sec. 26.004(b) amended to add to the following to the list of written records to which a parent is entitled: "records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child." TEC Sec. 26.004(a) added to define "intervention strategy" to mean: a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. TEC Sec. 26-018 (Right to Information Concerning Special Education and Education of Students with Learning Difficulties) amended to add subsection (d) to provide: (d) Each school year, each school district shall notify a parent of each child, other than a child enrolled in a special education program under Subchapter A, Chapter 29, who receives assistance from the district for learning difficulties, including through the use of intervention strategies, as that term is defined by Section 26.004, that the district provides that assistance to the child. The notice must: (1) be provided when the child begins to receive the assistance for that school year; (2) be written in English or, to the extent practicable, the parent's native language; and (3) include: (A) a reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used; (B) information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child; (C) an estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided; (D) the estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and (E) a copy of the explanation provided under Subsection (c). TEC Section 42.006 (PEIMS) amended by adding subsections (a-3) and (a-4) to require schools to report annually through PEIMS: (a-3) the total number of students, other than students described by Subsection (a-4), enrolled in the district or school with whom the district or school, as applicable, used intervention strategies at any time during the year for which the report is made. (a-4) the total number of students enrolled in the district or school to whom the district or school provided aids, accommodations, or services under Section 504 at any time during the year for which the report is made.	 Reporting requirements (to parents and to PEIMS) relating to the provision of "intervention strategies" may create challenges for districts in terms of identifying and providing those services



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2017-18 School Year

Curriculum and Instruction

Topic	Summary	Considerations
SpEd: Placement and Use of Video Cameras in Certain Self-Contained Classrooms or Other Settings (SB 1398)	<p>TEC Sec. 29.022 amended by amending various subsections to substantially revise requirements relating to placement and use of video cameras in certain self-contained classrooms or other settings providing special education services.</p> <p>(a) In order to promote student safety, on receipt of a written request authorized under Subsection (a-1), a school district or open-enrollment charter school shall provide equipment, including a video camera, to the school or schools in the district or the charter school campus or campuses specified in the request. A school or campus that receives equipment as provided by this subsection shall place, operate, and maintain one or more video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day, provided that:</p> <ol style="list-style-type: none"> <li>(1) a school or campus that receives equipment as a result of the request by a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable; and</li> <li>(2) a school or campus that receives equipment as a result of the request by a board of trustees, governing body, principal, or assistant principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings subject to this subsection.</li> </ol> <p>(a-1) For purposes of Subsection (a):</p> <ol style="list-style-type: none"> <li>(1) a parent of a child who receives special education services in one or more self-contained classrooms or other special education settings may request in writing that equipment be provided to the school or campus at which the child receives those services;</li> <li>(2) a board of trustees or governing body may request in writing that equipment be provided to one or more specified schools or campuses at which one or more children receive special education services in self-contained classrooms or other special education settings;</li> <li>(3) the principal or assistant principal of a school or campus at which one or more children receive special education services in self-contained classrooms or other special education settings may request in writing that equipment be provided to the principal's or assistant principal's school or campus; and</li> <li>(4) a staff member assigned to work with one or more children receiving special education services in self-contained classrooms or other special education settings may request in writing that equipment be provided to the school or campus at which the staff member works.</li> </ol> <p>(b) A school or campus that places a video camera in a classroom or other special education setting in accordance with Subsection (a) shall operate and maintain the video camera in the classroom or setting, as long as the classroom or setting continues to satisfy the requirements under Subsection (a), for the remainder of the school year in which the school or campus received the request, unless the requestor withdraws the request in writing. If for any reason a school or campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the school or campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request under Subsection (a-1). Not later than the 10th school day before the end of each school year, the school or campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year under Subsection (a-1) submits a new request.</p> <p>(e) Except as provided by Subsection (e-1) (relating to requests to view a recording), a school district or open-enrollment charter school shall retain video recorded from a video camera placed under this section for at least three months after the date the video was recorded.</p> <p>(f) A school district or open-enrollment charter school policy relating to the placement, operation, or maintenance of video cameras under this section must:</p> <ol style="list-style-type: none"> <li>(1) include information on how a person may appeal an action by the district or school that the person believes to be in violation of this section or a policy adopted in accordance with this section, including the appeals process under Section 7.057;</li> <li>(2) require that the district or school provide a response to a request made under this section not later than the seventh school business day after receipt of the request by the person to whom it must be submitted under Subsection (a-3) that authorizes the request or states the reason for denying the request;</li> <li>(3) except as provided by Subdivision (5), require that a school or a campus begin operation of a video camera in compliance with this section not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized unless the agency grants an extension of time;</li> <li>(4) permit the parent of a student whose admission, review, and dismissal committee has determined that the student's placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed under this section to make a request for the video camera by the later of: <ol style="list-style-type: none"> <li>(A) the date on which the current school year ends; or</li> <li>(B) the 10th school business day after the date of the placement determination by the admission, review, and dismissal committee; and</li> </ol> </li> <li>(5) if a request is made by a parent in compliance with Subdivision (4), unless the agency grants an extension of time, require that a school or campus begin operation of a video camera in compliance with this section not later than the later of: <ol style="list-style-type: none"> <li>(A) the 10th school day of the fall semester; or</li> <li>(B) the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made.</li> </ol> </li> </ol> <p>(u) In this section ...</p> <ol style="list-style-type: none"> <li>(3) "Self-contained classroom" does not include a classroom that is a resource room instructional arrangement under Section 42.151.</li> </ol>	



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## 2017-18 School Year

### Curriculum and Instruction

Topic	Summary	Considerations
SpEd: SSI (HB 657)	<p>TEC 28.0211(i) (relating to SSI for Reading and Math in Grades 5 and 8) amended to provide that if a student receiving special education services <b>does not perform satisfactorily on the first administration of a STAAR Reading or Math assessment in Grades 5 or 8</b>, the student's ARD committee must meet before the assessment is administered for the second time to determine whether the student will be retained or will be promoted in accordance with newly added Subsection 29.0122(i-1):</p> <p>(i-1) At a meeting of the ARD committee of a student under Subsection (i), the committee may promote the student to the next grade level if the committee concludes that the student has made sufficient progress in the measurable academic goals contained in the student's IEP. A school district that promotes a student under this subsection is <b>not required to provide an additional opportunity for the student to perform satisfactorily on the assessment instrument.</b></p> <p>Newly added Subsection 29.0211(i-2), requires that not later than September 1 of each school year, a school district must notify the parents of students receiving special education services of the options of the ARD committee under Sec. 29.0211(j) if the student does not perform satisfactorily on an SSI STAAR assessment.</p>	
SpEd: Special Olympics (HB 1645)	<p>TEC Sec. 33.093 (Recognition of Participation in Special Olympics) added to provide: to read as follows:</p> <p>If a school district allows high school students to earn a letter for academic, athletic, or extracurricular achievements, the district must allow high school students in the district to earn a letter on the basis of a student's participation in a Special Olympics event.</p>	
Mathematics Innovation Zones (SB 1318)	<p>TEC Chapter 28 amended by adding Sec. 28.020 (Mathematics Innovation Zones) to provide:</p> <p>(a) The commissioner may:</p> <ol style="list-style-type: none"> <li>on application of a school district or open-enrollment charter school, <b>designate a campus of the district or school as a mathematics innovation zone</b>; and</li> <li>from funds appropriated or donated for purposes of this section, <b>award a grant to support implementation of innovative mathematics instruction at the campus</b> in accordance with this section. ....</li> </ol> <p>(b) A campus designated as a mathematics innovation zone must:</p> <ol style="list-style-type: none"> <li><b>implement with fidelity an innovative mathematics instructional program</b> approved by the commissioner for purposes of this section that addresses the essential knowledge and skills of the mathematics curriculum required by Section 28.002;</li> <li><b>comply with objectives, metrics, and other mathematics innovation zone requirements imposed by the commissioner</b> through rules adopted under Subsection (g); and</li> <li><b>provide all data relating to the mathematics innovation zone</b> requested by the agency.</li> </ol> <p>(c) A campus designated as a mathematics innovation zone is <b>not subject to interventions under the state accountability system described by Section 39.107(a) or (e) for the first two years of the designation</b>, provided that the campus implements the instructional program with fidelity and complies with each mathematics innovation zone requirement to the satisfaction of the commissioner. The period that a campus is exempt from interventions as provided by this subsection is <b>not</b>:</p> <ol style="list-style-type: none"> <li><b>included in calculating consecutive school years</b> under Section 39.107(a) or (e); or</li> <li><b>considered a break in consecutive school years of unacceptable ratings</b> for purposes of determining the need for intervention under Section 39.107(a) or (e).</li> </ol> <p>(d) The commissioner may revoke designation of a campus as a mathematics innovation zone and suspend associated grant funding if the commissioner determines that the campus has failed to implement the instructional program with fidelity or comply with any requirement imposed under this section.</p> <p>(e) A school district or open-enrollment charter school <b>may use a pay for success program approved by the commissioner</b> under Section 44.904 to pay costs associated with designation of a campus as a mathematics innovation zone.</p> <p>(f) The commissioner may accept gifts, grants, or donations from any public or private source for purposes of this section.</p>	 TEA may adopt rules as necessary to administer this section.
Pay for Success Plan (SB 1318)	<p>TEC Chapter 44 amended by adding Sec. 44.904 (Pay for Success Plan) to provide:</p> <p>(a) In this section, "pay for success program" means a program involving private financing under which payments are dependent on achievement of measurable outcomes.</p> <p>(b) The commissioner may:</p> <ol style="list-style-type: none"> <li><b>structure and approve pay for success programs</b> for use by a school district or open-enrollment charter school;</li> <li>evaluate and approve the following participants in a pay for success program:               <ol style="list-style-type: none"> <li>a private investor;</li> <li>an education service provider; and</li> <li>a third-party evaluator; and</li> </ol> </li> <li>require an approved participant to comply with the objectives, metrics, and other pay for success program requirements prescribed by the commissioner.</li> </ol> <p>(c) In evaluating a potential participant under Subsection(b)(2), the commissioner may:</p> <ol style="list-style-type: none"> <li>verify the <b>availability and liquidity of the investment funds</b> of a private investor;</li> <li>evaluate the <b>credentials and effectiveness</b> of an education service provider; and</li> <li>evaluate the <b>credentials and independence</b> of a third-party evaluator.</li> </ol> <p>(d) Notwithstanding any other law, a school district or open-enrollment charter school that uses a pay for success program approved by the commissioner is <b>not subject to state procurement requirements</b> that would otherwise apply to the activity funded through the program.</p>	 The commissioner may adopt rules as necessary to implement this section.





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## 2017-18 School Year

## Curriculum and Instruction

Topic	Summary	Considerations
Technology Lending Program Grants (HB 3526)	<p>TEC Chapter 32 amended by adding Subchapter G (Technology Lending Program Grants) to provide:</p> <p>Sec. 32.301. ESTABLISHMENT OF PROGRAM.</p> <p>(a) The commissioner may establish a grant program under which <b>grants are awarded to school districts and open-enrollment charter schools to implement a technology lending program to provide students access to equipment necessary to access and use electronic instructional materials.</b></p> <p>(b) A school district or an open-enrollment charter school <b>may apply to the commissioner to participate in the grant program.</b> In awarding grants under this subchapter for each school year, the commissioner shall consider:</p> <ol style="list-style-type: none"> <li>(1) the availability of existing equipment to students in the district or school;</li> <li>(2) other funding available to the district or school; and</li> <li>(3) the district 's or school 's technology plan.</li> </ol> <p>(c) The commissioner may determine the terms of a grant awarded under this section, including limits on the grant amount and approved uses of grant funds. ...</p> <p>Sec. 32.303. USE OF GRANT FUNDS.</p> <p>(a) A school district or open-enrollment charter school may use a grant awarded under Sec. 32.301 or other local funds to <b>purchase, maintain, and insure equipment for a technology lending program.</b></p> <p>(b) Equipment purchased by a school district or open-enrollment charter school with a grant awarded under Section 32.301 is the property of the district or school.</p>	 <p>The commissioner shall review the grant program established under this subchapter and submit a legislative report by January 1, 2019.</p>
Open Education Resource Instructional Material (SB 810)	<p>TEC Chapter 31 amended to include the following revisions:</p> <ol style="list-style-type: none"> <li>(1) <b>"Technology" has been added</b> throughout Chapter 31 to references made to "instructional materials" and the "instructional materials fund" or "instructional materials allotment"</li> <li>(2) The term "open source instructional material" has been replaced with "open education resource instructional material"</li> <li>(3) The term <b>"open education resource instructional material"</b> is defined in Sec. 31.002(1-a) to mean:  <b>teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. The term includes state-developed open education resource instructional material purchased under Subchapter B-1.</b></li> </ol> <p>TEC Sec. 31.022 amended by adding Subsections (g) and (h) to provide:</p> <p>(g) In reviewing and adopting instructional materials, the board shall consider a school district 's need for technology as well as instructional materials and in any biennium <b>may limit the adoption of instructional materials to provide sufficient resources to purchase technology resources, including digital curriculum.</b></p> <p>(h) The board shall include information regarding <b>open education resource instructional materials during the adoption cycle</b>, including any cost savings associated with the adoption of open education resource instructional materials.</p>	SBOE
Open Source Instructional Material (SB 1784)	<p>TEC Chapter 31, Subchapter B-1 amended by adding Section 31.0711 (Content Not Owned by State) to provide:</p> <p><b>Instructional material purchased under this subchapter may include content not owned by the state and for which preexisting rights may exist if the content:</b></p> <ol style="list-style-type: none"> <li>(1) <b>is in the public domain;</b></li> <li>(2) <b>may be used under a limitation or exception to copyright law</b>, including a limitation under Section 107, Copyright Act of 1976 (17 U.S.C. Section 107); or</li> <li>(3) <b>is licensed to the state</b> under a license that: <ol style="list-style-type: none"> <li>(A) <b>grants the state unlimited authority to modify, delete, combine, or add content;</b></li> <li>(B) <b>permits the free use and repurposing of the material</b> by any person or entity; and</li> <li>(C) <b>is for a term of use acceptable to the commissioner to ensure a useful life of the material.</b></li> </ol> </li> </ol> <p>TEC Sec. 31.075(b) amended to provide</p> <p>(b) To encourage the use of instructional material purchased by the state under this subchapter (Open Source Instructional Materials) by school districts and open-enrollment charter schools, <b>the commissioner shall provide a license for the instructional material that allows for the free use, reuse, modification, or sharing of the material by any person or entity</b></p> <p>TEC Sec. 31.075(c) amended and Sections 31.075(d), (e) and (f) added to address specific requirements relating to the terms of licenses granted by the commissioner under Sec. 31.075.</p>	



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## 2017-18 School Year

### Curriculum and Instruction

Topic	Summary	Considerations
<b>Cybersecurity</b> (HB 3593)	<p>TEC Sec. 28.002(f) amended to provide:</p> <ul style="list-style-type: none"> <li>(f) A school district may offer courses for local credit in addition to those in the required curriculum. The SBOE shall: <ul style="list-style-type: none"> <li>(1) be flexible in approving a course for credit for high school graduation under this subsection; and</li> <li>(2) approve courses in cybersecurity for credit for high school graduation under this subsection.</li> </ul> </li> </ul> <p>TEC Sec. 28.002(g-3) added to provide</p> <ul style="list-style-type: none"> <li>(g-3) A district may also offer a course in cybersecurity that is approved by the board of trustees for credit <u>without obtaining State Board of Education approval</u> if the district partners with a public or private institution of higher education that offers an undergraduate degree program in cybersecurity to develop and provide the course.</li> </ul> <p>TEC Sec. 28.025 (c-10) added to provide:</p> <ul style="list-style-type: none"> <li>(c-10) In adopting rules under Subsection (c-1) [the 5 Endorsement areas for FHSP graduates], the SBOE shall adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the STEM endorsement.</li> </ul>	SBOE
<b>Instruction on Prevention of Sexual Abuse and Sex Trafficking</b> (SB 2039)	<p>TEC Chapter 29 amended by adding Sec. 29.017 (Instruction on Prevention of Sexual Abuse and Sex Trafficking) to provide:</p> <ul style="list-style-type: none"> <li>(a) The commissioner, in cooperation with the human trafficking prevention task force created under Section 402.035, Government Code, and any other persons the commissioner considers appropriate, shall develop one or more sexual abuse and sex trafficking instructional modules that a school district may use in the district's health curriculum. (The modules may include a variety of topics relating to sexual abuse and assault and sex trafficking – as listed in Sec. 29.017(a).)</li> <li>(b) The module or modules developed under Subsection (a) must emphasize compassion for victims of sexual abuse or sex trafficking and the creation of a positive reentry experience for survivors of sexual abuse or sex trafficking into schools.</li> <li>(c) Before the beginning of each school year, a school district that elects to use a module developed under Subsection (a) in the district's health curriculum shall provide written notice to the parent of each student enrolled in the district that includes the following: <ul style="list-style-type: none"> <li>(1) a statement that the district will provide instruction relating to sexual abuse and sex trafficking awareness to students enrolled in the district;</li> <li>(2) a description of the material that will be used in providing instruction to students; and</li> <li>(3) a statement that the parent has the right to review the material and remove the parent's student from the instruction.</li> </ul> </li> <li>(d) If a school district does not comply with the requirements of Subsection (c), a parent of a student enrolled in the district may file a complaint in accordance with the district's grievance procedure developed under Section 26.011.</li> </ul>	TEA
<b>Alternative Education Programs for At-Risk Students</b> (HB 3706)	<p>TEC Sec. 29.081(e) amended to provide:</p> <ul style="list-style-type: none"> <li>(e) A school district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered: <ul style="list-style-type: none"> <li>(1) at a campus; or</li> <li>(2) through the use of an Internet online program that leads to a high school diploma and prepares the student to enter the workforce.</li> </ul> </li> <li>(e-1) A campus-based dropout recovery education program must: <ul style="list-style-type: none"> <li>(1) provide not less than four hours of instructional time per day;</li> <li>(2) employ as faculty and administrators persons with baccalaureate or advanced degrees;</li> <li>(3) provide at least one instructor for each 28 students;</li> <li>(4) perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and</li> <li>(5) comply with this title and rules adopted under this title except as otherwise provided by this subsection.</li> </ul> </li> <li>(e-2) An Internet online dropout recovery education program must: <ul style="list-style-type: none"> <li>(1) include as a part of its curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state;</li> <li>(2) employ as faculty and administrators persons with baccalaureate or advanced degrees;</li> <li>(3) provide an academic coach and local advocate for each student;</li> <li>(4) use an individual learning plan to monitor each student's progress;</li> <li>(5) establish satisfactory requirements for the monthly progress of students according to standards set by the commissioner;</li> <li>(6) provide a monthly report to the student's school district regarding the student's progress;</li> <li>(7) perform satisfactorily according to performance indicators and accountability standards adopted for alternative education programs by the commissioner; and</li> <li>(8) comply with this title and rules adopted under this title except as otherwise provided by this subsection.</li> </ul> </li> </ul>	



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2017-18 School Year

Curriculum and Instruction

Topic	Summary	Considerations
Bullying and Cyberbullying – “David’s Law” (SB 179)	<p>TEC Sec. 37.0832 amended to repeal subsection (b) and amend subsection (a) to provide:</p> <p>(a) In this section:</p> <p>(1) “Bullying”:</p> <p>(A) means a <b>single significant act or a pattern of acts</b> by one or more students directed at another student that <b>exploits an imbalance of power</b> and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements provided by Subsection (a-1), and that:</p> <p>(i) has the effect or will have the effect of <b>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;</b></p> <p>(ii) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an <b>intimidating, threatening, or abusive educational environment</b> for a student;</p> <p>(iii) <b>materially and substantially disrupts the educational process or the orderly operation of a classroom or school;</b> or</p> <p>(iv) <b>infringes on the rights</b> of the victim at school; and</p> <p>(B) <b>includes cyberbullying.</b></p> <p>(2) <b>“Cyberbullying” means bullying that is done through the use of any electronic communication device</b>, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.</p> <p>(a-1) This section applies to:</p> <p>(1) bullying that <b>occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;</b></p> <p>(2) bullying that <b>occurs on a publicly or privately owned school bus or vehicle</b> being used for transportation of students to or from school or a school-sponsored or school-related activity; and</p> <p>(3) <b>cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity</b> if the cyberbullying:</p> <p>(A) <b>interferes with a student’s educational opportunities;</b> or</p> <p>(B) <b>substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.</b></p> <p>TEC Sec. 37.082(f) added to provide</p> <p>(f) Each school district <b>may establish a district-wide policy</b> to assist in the prevention and mediation of bullying incidents between students that:</p> <p>(1) <b>interfere with a student’s educational opportunities;</b> or</p> <p>(2) <b>substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.</b></p>	<p>Each school district will need to revise its policy concerning bullying, which is required under Sec. 37.0832(c), to address the revisions made by SB 179</p>
Placement or Expulsion of Students Who Have Engaged in Certain Bullying Behavior (SB 179)	<p>TEC Sec. 37.0052 (Placement or Expulsion of Students Who Have Engaged in Certain Bullying Behavior) added to provide:</p> <p>(b) A student <b>may be removed from class and placed in a disciplinary alternative education program as provided by Section 37.008 or expelled</b> if the student:</p> <p>(1) engages in <b>bullying</b> (as defined in TEC Sec. 37.0832) that encourages a student to <b>commit or attempt to commit suicide;</b></p> <p>(2) <b>incites violence</b> against a student through <b>group bullying;</b> or</p> <p>(3) <b>releases or threatens to release intimate visual material</b> (as defined in Civil Practice and Remedies Code Sec. 98B.001) of a minor or a student who is 18 years of age or older without the student’s consent.</p> <p>(c) Nothing in this section exempts a school from reporting a finding of intimate visual material of a minor.</p>	
Reporting of Assault or Cyberbullying (SB 179)	<p>TEC Sec. 37.0151 added to provide that the <b>principal</b> of a public primary or secondary school, or a <b>person designated by the principal</b>, <b>may make a report</b> to any school district police department, if applicable, or the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if, after an investigation is completed, the <b>principal has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Cyberbullying) of the Texas Penal Code.</b></p>	



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2017-18 School Year

Curriculum and Instruction

Topic	Summary	Considerations
Out of School Suspension Limited for Students Enrolled Below Grade 3 (HB 674)	<p>TEC 37.005 (Out of School Suspension) amended by adding Sec. 37.005(c) added to provide:</p> <p>(c) A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension <u>unless</u> while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in:</p> <ol style="list-style-type: none"> <li>(1) conduct that contains the elements of an offense related to <b>weapons</b> under Section 46.02 or 46.05, Penal Code [Prohibited Weapons];</li> <li>(2) conduct that contains the elements of a <b>violent offense</b> under Section 22.01, 22.011, 22.02, or 22.021, Penal Code [Assaults]; or</li> <li>(3) <b>selling, giving, or delivering</b> to another person or possessing, using, or being under the influence of any amount of: <ol style="list-style-type: none"> <li>(A) <b>marihuana</b> or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;</li> <li>(B) a <b>dangerous drug</b>, as defined by Chapter 483, Health and Safety Code; or</li> <li>(C) an <b>alcoholic beverage</b>, as defined by Section 1.04, Alcoholic Beverage Code.</li> </ol> </li> </ol> <p>TEC Sec. 37.0013 (Positive Behavior Program) added to provide:</p> <p>(a) Each school district and open-enrollment charter school <b>may develop and implement a program</b>, in consultation with campus behavior coordinators employed by the district or school and representatives of a regional education service center, that <b>provides a disciplinary alternative for a student enrolled in a grade level below grade three who engages in conduct described by Section 37.005(a) [conduct justifying Out of School Suspension]</b> and is not subject to Section 37.005(c). The program must:</p> <ol style="list-style-type: none"> <li>(1) be age-appropriate and research-based;</li> <li>(2) provide models for positive behavior;</li> <li>(3) promote a positive school environment;</li> <li>(4) provide alternative disciplinary courses of action that do not rely on the use of in-school suspension, out-of-school suspension, or placement in a disciplinary alternative education program to manage student behavior; and</li> <li>(5) provide behavior management strategies, including: (A) positive behavioral intervention and support; (B) trauma-informed practices; (C) social and emotional learning; (D) a referral for services, as necessary; and (E) restorative practices.</li> </ol> <p>(b) Each school district and open-enrollment charter school may annually conduct training for staff employed by the district or school on the program adopted under Subsection (a).</p>	
Memorial Day (HB 441)	<p>TEC Sec. 25.081 amended to add Subsection (f) to provide that a <b>school district may not provide student instruction on Memorial Day</b>. If a school district would be required to provide student instruction on Memorial Day to compensate for minutes of instruction lost because of school closures caused by disaster, flood, extreme weather conditions, fuel curtailment, or another calamity, the commissioner shall approve the instruction of students for fewer than the number of minutes required under Subsection (a).</p>	
Texas Military Heroes Day (SB 1901)	<p>TEC Chapter 29 amended by adding Sec. 29.9071 (Texas Military Heroes Day) to provide:</p> <p>(a) To educate students about the sacrifices made by brave Texans who have served in the armed forces of the United States, <b>the governor shall designate a day to be known as Texas Military Heroes Day</b> in public schools.</p> <p>(b) <b>Texas Military Heroes Day shall include appropriate instruction</b>, as determined by each school district. Instruction may include:</p> <ol style="list-style-type: none"> <li>(1) information about persons who have served in the armed forces of the United States and are <b>from the community or the geographic area in which the district is located</b>; and</li> <li>(2) participation, in person or using technology, in age-appropriate learning projects <b>at battlefields and gravesites</b> associated with a person who has served in the armed forces.</li> </ol> <p>(c) TEA may collaborate with other state agencies to promote Texas Military Heroes Day.</p>	





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2017-18 School Year

Assessment

Topic	Summary	Considerations
Exit Level Assessments for Students Who Entered 9 <sup>th</sup> Grade Prior to 2011-12 (SB 1005)	<p>TEC Sec. 39.025 amended by amending subsection (f)(2) and adding subsections (f-1) and (f-2) to provide:</p> <p>(f)(2) a student who entered a grade above the 9<sup>th</sup> grade during the 2011-12 school year or who repeated 9<sup>th</sup> grade during the 2011-12 school year may not receive a high school diploma unless the student has performed satisfactorily on the SAT, the ACT, the TSI diagnostic assessment, or the current assessment instrument or instruments administered for graduation purposes (i.e. STAAR EOCs) as provided by Subsection (f-1), or on each required assessment instrument administered under Section 39.023(c), as that section existed before amendment by S.B. 1031 in 2007 (i.e., Exit-Level TAKS).</p> <p>(f-1) The commissioner shall establish satisfactory performance levels for the SAT, the ACT, the TSI diagnostic assessment, and the current assessment instrument or instruments administered for graduation purposes (i.e. STAAR EOCs) that are <u>equivalent in rigor to the performance level required to be met on Exit-Level TAKS</u>, that qualify a student who entered a grade above the 9<sup>th</sup> grade during the 2011-12 school year or who repeated 9<sup>th</sup> grade during the 2011-12 school year to receive a high school diploma. <u>Notwithstanding Subsection (f), the commissioner is not required after September 1, 2017, to maintain and administer Exit Level TAKS.</u></p> <p>(f-2) A school district shall determine which assessment or assessments described by Subsection (f-1) qualify a student subject to Subsection (f)(1) to receive a high school diploma from the district.</p>	<p>TEA is required to establish standards on ACT, SAT, TSIA, and STAAR that are equivalent to the passing standard on Exit-Level TAKS (i.e., 2100)</p>
Study of Statewide Assessment Program for Students Receiving Special Education Services (HB 2130)	<p>TEC Sec. 39.02302 (Study of Statewide Assessment Program in Relation to Students in Special Education Programs) added to provide:</p> <p>(a) Using data collected by the agency, including data collected during the 2015-16 and 2017-18 school years, the agency shall conduct a study of the impact of the statewide assessment program on students in a special education program under Subchapter A, Chapter 29.</p> <p>(b) In conducting the study, the agency shall address:</p> <ol style="list-style-type: none"> <li>whether the agency has determined that the administration of alternate assessment instruments to students in a special education program as provided by Section 39.023(b) (i.e., STAAR Alternate 2) complies with ESSA;</li> <li>whether administering state-required assessment instruments, other than assessment instruments developed or adopted under Section 39.023(b) (i.e. STAAR Alternate 2), to students in a special education program will: <ol style="list-style-type: none"> <li>provide an accurate assessment of the academic achievement of the students;</li> <li>result in the administration of assessment instruments that are inappropriate for the educational capacity of the students;</li> <li>result in a decrease in the number of students promoted to the next grade level;</li> <li>result in a decrease in graduation rates for the students;</li> <li>result in fewer opportunities to pursue higher education options;</li> <li>result in fewer opportunities for competitive integrated employment for the students; and</li> <li>result in any other: (i) restrictions on the students; (ii) alternative placements for the students; or (iii) limitations on the advancement of the students; and</li> </ol> </li> <li>whether making a statutory change that has the effect of exempting students in a special education program from the administration of an assessment instrument under Section 39.023 (i.e., STAAR, STAAR Spanish and STAAR Alternate 2) unless the student's parent or guardian requests such administration would impact the statewide assessment program and the extent of any such impact, including any legal impact.</li> </ol> <p>(c) In conducting the study, the agency shall identify specific recommendations to improve the impact of the statewide assessment program on students in a special education program, including recommendations for:</p> <ol style="list-style-type: none"> <li>any reforms or changes with respect to contracting with assessment instrument vendors;</li> <li>any reforms or changes with respect to improving student grade-level promotion rates and student graduation rates;</li> <li>any reforms or changes with respect to developing allowable accommodations and applying principles of universal design for students during the administration of assessment instruments;</li> <li>any changes to rules adopted by the State Board of Education or the commissioner relating to the development, adoption, or administration of assessment instruments;</li> <li>any statutory changes to this code relating to the development, adoption, or administration of assessment instruments; and</li> <li>any additional reforms or changes based on the results of the study.</li> </ol> <p>(d) Not later than October 1, 2018, the agency shall submit a report to each member of the legislature containing the agency's determinations and recommendations under this section.</p> <p>(e) The agency shall publish on the agency's Internet website the report submitted under Subsection (d), all data on which the agency relied to form the basis of the agency's determinations and recommendations, and the methodologies the agency used to conduct the study.</p>	
College Prep Assessments (SB 825)	<p>TEC Sec. 39.061(a) amended to provide that districts are no longer required, each school year and at state cost, to administer an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument to 8<sup>th</sup> grade students in the spring and to 10<sup>th</sup> grade students at some point during the year. Districts may administer such assessments at state cost, but are no longer required to.</p>	



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## 2017-18 School Year

## Assessment

Topic	Summary	Considerations
<b>Armed Services Vocational Aptitude Battery (ASVAB) Test (SB 1843)</b>	<p>TEC Chapter 29 amended by adding Sec. 29.9015 (Armed Services Vocational Aptitude Battery Test) to provide</p> <ul style="list-style-type: none"> <li>(a) Except as provided by Subsection (d) or (e), each school year each school district and open-enrollment charter school shall provide students in grades 10 through 12 an opportunity to take the ASVAB test and consult with a military recruiter.</li> <li>(b) The test under Subsection (a) must be scheduled <b>during normal school hours</b>, and, to optimize student participation, at a time that <b>limits conflicts with extracurricular activities</b>.</li> <li>(c) Each school district and open-enrollment charter school shall provide each student in grades 10 through 12 and the student's parent a notice of the <b>date, time, and location of the scheduled administration</b> of the ASVAB test.</li> <li>(d) A school district or open-enrollment charter school may elect not to provide the ASVAB test <b>only if the district or school provides an alternative test that</b>: <ul style="list-style-type: none"> <li>(1) assesses a student's aptitude for success in a career field other than a career field that requires postsecondary education;</li> <li>(2) is free to administer;</li> <li>(3) requires minimal training and support of district or school faculty and staff to administer the test; and</li> <li>(4) provides the student with a professional interpretation of the test results that allows the student to: (A) explore occupations that are consistent with the student's interests and skills; and (B) develop strategies to attain the student's career goals.</li> </ul> </li> <li>(f) Not later than August 1 of each year, TEA shall publish a <b>list of school districts and open-enrollment charter schools that elected not to provide the ASVAB test</b> during the previous school year.</li> </ul>	 



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2017-18 School Year

Accountability



Topic	Summary	Considerations
A-F Accountability Ratings (HB 22)	<p>TEC Sec. 39.053(c) amended to provide that school districts and campuses must be evaluated based on <b>three domains of indicators of achievement</b> that include:</p> <ol style="list-style-type: none"> <li>(1) the <b>student achievement domain</b>, which must include: <ol style="list-style-type: none"> <li>(a) for <b>all districts and campuses</b> <ol style="list-style-type: none"> <li>i. for <b>STAAR and STAAR Spanish</b> assessments <ul style="list-style-type: none"> <li>the percentage of students who <b>performed satisfactorily</b>, aggregated across grade levels by subject area; and</li> <li>the percentage of students who <b>performed at the college readiness performance standard</b>, aggregated across grade levels by subject area; and</li> </ul> </li> <li>ii. for <b>STAAR Alternate 2</b> <ul style="list-style-type: none"> <li>the percentage of students who <b>performed satisfactorily</b>, aggregated across grade levels by subject area</li> </ul> </li> </ol> </li> <li>(b) for <b>high school campuses and districts that include high school campuses</b> <ol style="list-style-type: none"> <li>i. <b>11 statutorily required indicators</b> ( including graduation rate, satisfying standards on TSIA, satisfying standards on AP or similar tests, earning dual course credits, enlisting in the armed forces of the US, earning industry certifications, admission into postsecondary industry certification programs that require as a prerequisite for entrance successful performance at the secondary level, being prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree based on successful completion of a course or courses under Section 28.014, being prepared to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate degree or associate degree based on a composite of indicators identified through research, successfully completing an OnRamps dual enrollment course, and awarding of an associate's degree)</li> </ol> </li> </ol> </li> <li>(2) the <b>school progress domain</b>, which must include: <ol style="list-style-type: none"> <li>(a) the percentage of <b>students who met the standard for improvement</b>, as determined by the commissioner, on assessment instruments (including STAAR, STAAR Spanish and STAAR Alternate 2)), and</li> <li>(b) for evaluating relative performance, the <b>performance of districts and campuses compared to similar districts or campuses</b></li> </ol> </li> <li>(3) the <b>closing the gaps domain</b>, which must include the use of disaggregated data to demonstrate the differentials among students from different racial and ethnic groups, socioeconomic backgrounds, and other factors (including students formerly receiving special education services, students continuously enrolled, and students who are mobile)</li> </ol> <p>TEC Sec. 39.053(f) amended to provide that <b>annually</b>, the commissioner shall define the state standard for the current school year for each achievement indicator adopted under this section. In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall <b>establish and modify standards to continuously improve student performance</b> to achieve the goals of <b>eliminating achievement gaps based on race, ethnicity, and socioeconomic status</b> and to ensure this state is a national leader in preparing students for postsecondary success</p> <p>TEC Sec. 39.054(a) amended to provide that the commissioner shall adopt rules to evaluate school district and campus performance and assign each district and campus an <b>overall rating of A, B, C, D or F</b> and a rating of <b>A, B, C, D or F to each of the 3 domains</b> defined in Sec. 39.053(c). Each letter grade means the following:</p> <ul style="list-style-type: none"> <li>An overall or domain performance rating of <b>A</b> reflects <b>exemplary performance</b></li> <li>An overall or domain performance rating of <b>B</b> reflects <b>recognized performance</b></li> <li>An overall or domain performance rating of <b>C</b> reflects <b>acceptable performance</b></li> <li>An overall or domain performance rating of <b>D</b> reflects <b>performance that needs improvement</b></li> <li>An overall or domain performance rating of <b>F</b> reflects <b>unacceptable performance</b></li> </ul> <p>A reference in law to an <b>acceptable rating</b> or <b>acceptable performance</b> includes an overall or domain performance rating of <b>A, B, C, or D</b></p> <p>TEC Sec. 39.054(a-1) amended to provide that for purposes of assigning an <b>overall performance rating</b> for a district or campus, the commissioner shall:</p> <ol style="list-style-type: none"> <li>(1) consider <b>either</b> the district 's or campus 's performance rating under the <b>student achievement domain</b> or the <b>school progress domain</b>, whichever performance rating is higher (unless the district or campus received a performance rating of F in either domain, in which case the district or campus may not be assigned a performance rating higher than a B for the composite for the two domains), and</li> <li>(2) attribute <b>not less than 30% of the performance rating to the closing the gaps domain</b></li> </ol> <p>TEC Sec. 39.054(a-4) amended to provide that for <b>performance ratings issued in August 2018 for the 2017-18 school year</b> for campus performance, the commissioner shall issue only a rating of <b>improvement required or met standard</b>, as applicable, to a campus. [Not later than <b>January 1, 2019</b>, the commissioner shall submit a <b>report</b> to the standing committees of the legislature having primary jurisdiction over primary and secondary education that provides for a <b>preliminary evaluation of campuses</b> under Sec. 39.054. The report must include the <b>overall and domain performance rating each campus would have received for the 2017-18 school year</b> if the indicators adopted by the commissioner existed during the 2017-18 school year.]</p> <p>TEC Sec. 39.054(b) amended to provide that for purposes of assigning school districts and campuses an <b>overall and a domain performance rating</b> of A, B, C, D or F, the commissioner shall ensure that the method used to evaluate performance is implemented in a manner that provides the <b>mathematical possibility that all districts and campuses receive an A rating</b>.</p>	

73



## 2017-18 School Year

## Accountability

Topic	Summary	Considerations
Local Accountability System (HB 22)	<p>TEC Sec. 39.0544 added to allow districts to adopt local accountability systems for assigning performance ratings to campuses in the district.</p> <p>(a) The commissioner shall adopt rules regarding the assignment of campus performance ratings by school districts and open-enrollment charter schools. The rules:</p> <ol style="list-style-type: none"> <li>(1) must require a district or school, in assigning an overall performance rating for a campus, to incorporate: <ol style="list-style-type: none"> <li>(A) domain performance ratings assigned by the commissioner under Section 39.054; and</li> <li>(B) performance ratings based on locally developed domains or sets of accountability measures;</li> </ol> </li> <li>(2) may permit a district or school to assign weights to each domain or set of accountability measures described in Subdivision (1), as determined by the district or school, provided that the domains specified in Subdivision (1)(A) must in the aggregate account for at least 50 percent of the overall performance rating;</li> <li>(3) must require that each locally developed domain or set of accountability measures: <ol style="list-style-type: none"> <li>(A) contains levels of performance that allow for differentiation, with assigned standards for achieving the differentiated levels;</li> <li>(B) provides for the assignment of a letter grade of A, B, C, D, or F; and</li> <li>(C) meets standards for reliability and validity;</li> </ol> </li> <li>(4) must require that calculations for overall performance ratings and each locally developed domain or set of accountability measures be capable of being audited by a 3<sup>rd</sup> party</li> <li>(5) must require that a district or school produce a campus score card that may be displayed on the agency's website; and</li> <li>(6) must require that a district or school develop and make available to the public an explanation of the methodology used to assign performance ratings under this section.</li> </ol> <p>(b) The commissioner shall develop a process to approve a request by a school district or open-enrollment charter school to assign campus performance ratings in accordance with this section. Under that process, a district or school must obtain approval of a local accountability plan submitted by the district or school to the agency. A plan may be approved only if:</p> <ol style="list-style-type: none"> <li>(1) after review, the agency determines the plan meets the minimum requirements under this section and agency rule</li> <li>(2) at the commissioner's discretion, an audit conducted by the agency verifies the calculations included in the plan; and</li> <li>(3) subject to Subsection (d), a review panel appointed under Subsection (c) approves the plan.</li> </ol> <p>(c) The commissioner shall appoint a review panel for purposes of Subsection (b)(3) that includes a majority of members who are superintendents or members of the board of trustees or governing body of school districts or open-enrollment charter schools with approved local accountability plans.</p> <p>(d) The requirement under Subsection (b)(3) applies only after performance ratings are issued in August 2019 and only if at least 10 school districts or open-enrollment charter schools have obtained approval of locally developed accountability plans.</p> <p>(e) A school district or open-enrollment charter school authorized under this section to assign campus performance ratings shall evaluate the performance of each campus as provided by this section and assign each campus a performance rating of A, B, C, D, or F for overall performance and for each locally developed domain or set of accountability measures. Not later than a date established by the commissioner, the district or school shall:</p> <ol style="list-style-type: none"> <li>(1) report the performance ratings to the agency; and</li> <li>(2) make the performance ratings available to the public as provided by commissioner rule.</li> </ol> <p>TEC Sec. 39.054(a) amended to provide that if a school district has been approved under Section 39.0544 to assign campus performance ratings based on a local accountability system and the commissioner has not assigned a campus an overall performance rating of D or F, the commissioner shall assign the campus an overall performance rating based on the school district assigned performance rating under Section 39.0544</p>	
Needs Improvement Rating [Letter Grade of D] (HB 22)	<p>TEC Sec. 39.101 added to provide that if a school district or campus is assigned an overall or domain performance rating of D, the commissioner shall order the district or campus to develop and implement a targeted improvement plan approved by the board of trustees of the district. The interventions and sanctions provided under Chapter 39 based on failure to satisfy performance standards under Sec. 39.054(e) apply to a district or campus ordered to develop and implement such a targeted improvement plan only if the district or campus is assigned:</p> <ol style="list-style-type: none"> <li>1. an overall or domain performance rating of F; or</li> <li>2. an overall performance rating of D</li> </ol> <p>If a school district or campus is assigned an overall performance rating of D for a school year after the district or campus is ordered to develop and implement a targeted improvement plan the commissioner shall implement interventions and sanctions that apply to an unacceptable campus and those interventions and sanctions shall continue for each consecutive school year thereafter in which the campus is assigned an overall performance rating of D.</p>	
Repeal of CaSE Requirements (HB 22)	<p>TEC Sec. 39.0545 (School District Evaluation of Performance in Community and Student Engagement: Compliance) and TEC Sec. 39.0546 (Performance in Community and Student Engagement as Component of Overall District and Campus Ratings) are <b>REPEALED</b> – effective as of the beginning of the 2017-18 school year.</p> <p>[For more information about CaSE ratings, see the <a href="http://lead4ward.com/resources/">lead4ward CaSE quicklook</a> posted on the Accountability tab at: <a href="http://lead4ward.com/resources/">http://lead4ward.com/resources/</a>]</p>	





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## 2017-18 School Year

### Accountability

Topic	Summary	Considerations
<b>Campus Intervention Teams and Campus Turnaround Plans (HB 2263)</b>	<p>TEC Sec. 39.106(e) amended to eliminate the requirement that a campus intervention team formed as a result of the assignment of an unacceptable rating to a campus <b>continue to work with the campus</b> until the campus satisfies all performance standards under Section 39.054(e) for a <b>two-year period</b> or the campus satisfies all performance standards under Section 39.054(e) for a <b>one-year period</b> and the commissioner determines that the campus is operating and will continue to operate in a manner that improves student achievement.</p> <p>(The amendment to Sec. 39.106(e) means that a campus intervention team will work with a campus each year that a campus is assigned an unacceptable performance rating.)</p> <p>TEC Sec. 39.107 amended by adding subsections (b-10) and (b-11) to provide:</p> <p>(b-10) Not later than <b>June 15 of each year</b>, the commissioner shall, in writing, either <b>approve or reject any campus turnaround plan</b> prepared and submitted to the commissioner by a district. If the commissioner rejects a campus turnaround plan, the commissioner must also send the district an <b>outline of the specific concerns</b> regarding the turnaround plan that resulted in the rejection.</p> <p>(b-11) If the commissioner rejects a campus turnaround plan, the district must create a <b>modified plan</b> with assistance from agency staff and submit the modified plan to the commissioner for approval not later than the 60th day after the date the commissioner rejects the campus turnaround plan. The commissioner shall notify the district in writing of the commissioner's decision regarding the modified plan not later than the 15th day after the date the commissioner receives the modified plan.</p>	
<b>Charter School Operation of a District Campus (SB 1882)</b>	<p>TEC Chapter 11 amended by adding Section 11.174 (Contract Regarding Operation of District Campus) to provide:</p> <p>(a) A school district campus qualifies for an <b>exemption from intervention</b> as provided by Subsection (f) and qualifies for funding as provided by Section 42.2511 if the board of trustees of the district <b>contracts to partner to operate the district campus</b> as provided by this section with:</p> <ol style="list-style-type: none"> <li>(1) the governing body of an open-enrollment charter school; or</li> <li>(2) on approval by the commissioner, an entity granted a charter by the district under Subchapter C, Chapter 12, that is eligible to be awarded a charter under Section 12.101(a).</li> </ol> <p>(e) The commissioner shall continue to evaluate and assign overall and domain performance ratings under Section 39.054 to a district campus subject to a contract described by Subsection (a).</p> <p>(f) This subsection applies only to a district campus subject to a contract described by Subsection (a) that received an overall performance rating of unacceptable under Subchapter C, Chapter 39, for the school year before operation of the district campus under the contract began. <b>The commissioner may not impose a sanction or take action against the campus under Section 39.107(a) or (e) for failure to satisfy academic performance standards during the first two school years of operation of a district campus under Subsection (a).</b> The overall performance rating received by the campus during those first two school years is not included in calculating consecutive school years and is not considered a break in consecutive school years under Section 39.107(a) or (e).</p> <p>(g) A campus that receives an exemption from a sanction or other action under Subsection (f) may receive another exemption while operating under a subsequent contract only if the campus receives approval for the exemption from the commissioner.</p>	
<b>Extracurricular and Cocurricular Student Activity Indicator (HB 22)</b>	<p>TEA Sec. 39.0533 added to require the commissioner to study the <b>feasibility of incorporating</b> as part of the process of evaluating school district and campus performance under this subchapter an <b>indicator that accounts for extracurricular and cocurricular student activity</b>. If the commissioner determines that an extracurricular and cocurricular student activity indicator is appropriate, the commissioner may adopt the indicator. The commissioner may establish an advisory committee to assist in determining the feasibility of incorporating an extracurricular and cocurricular student activity indicator for evaluating school district and campus performance. <b>Not later than December 1, 2022</b>, the commissioner shall report to the legislature on the feasibility of incorporating an extracurricular and cocurricular student activity indicator, unless the commissioner adopts an indicator under this section before that date.</p>	
<b>Explanatory Materials for Accountability Rating System (HB 22)</b>	<p>TEC Sec. 39.0542 added to provide that</p> <p>(a) Each school year, the commissioner shall provide each school district a <b>document in a simple, accessible format that explains the accountability performance measures, methods, and procedures</b> that will be applied for that school year in <b>assigning</b> each school district and campus a <b>performance rating</b> under Section 39.054.</p> <p>(b) The document provided under Subsection (a) must be provided in a <b>format that a school district is able to easily distribute to parents</b> of students enrolled in the district and other interested members of the public.</p> <p>(c) The commissioner, in collaboration with interested stakeholders, shall develop <b>standardized language for each domain that does not exceed 250 words and that clearly describes the annual status</b> of a district and campus relating to district and campus performance on the indicators used for that domain to determine the letter performance rating assigned to a district and campus.</p>	
<b>Public Education Grants (HB 22)</b>	<p>TEC Sec. 29.202(a) amended to provide that a student is eligible to receive a <b>public education grant</b> or to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus assigned an <b>unacceptable performance rating</b> that is made publicly available under Sec. 39.054 for:</p> <ol style="list-style-type: none"> <li>(1) the <b>student achievement domain</b> under Sec. 39.053(c)(1); or</li> <li>(2) the <b>school progress domain</b> under Sec. 39.053(c)(2)</li> </ol> <p><i>Comment: Greatly simplifies PEG methodology. No longer based on &lt;50% pass rate in any subject area in any 2 of the preceding 3 years or an Improvement Required rating in any of the preceding 3 years. Not clear how this will apply following 2017-18 school year, since campuses will not be rated on the new domains in 2017-18</i></p>	
<b>Acct. Advisory Committee (HB 22)</b>	<p>TEC Sec. 39.001 added to provide that the commissioner shall <b>adopt rules as necessary to administer Chapter 39 (Public School System Accountability)</b> and that in adopting a rule under Chapter 39, the commissioner shall <b>solicit input statewide from persons who would likely be affected by the proposed rule</b>, including school district boards of trustees, administrators and teachers employed by school districts, parents of students enrolled in school districts, and other interested stakeholders.</p>	





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2017-18 School Year		
Accountability		
Topic	Summary	Considerations
IHE Assistance for Districts (HB 1553)	TEC Sec. 39.102(a) amended to provide that one of the actions the commissioner may take if a district fails to meet academic performance standards is to authorize the district to enter into a memorandum of understanding with an institution of higher education that provides for the assistance of the institution of higher education in improving the district's performance.	
Special Education Monitoring (SB 160)	<p>TEC Sec. 29.0011 (Prohibited Performance Indicator) added to provide:</p> <p>(a) Notwithstanding Section 29.001(5), Section 29.010, or any other provision of this code, TEA may not adopt or implement a performance indicator in any agency monitoring system, including the performance-based monitoring analysis system, that solely measures a school district's or open-enrollment charter school's aggregated number or percentage of enrolled students who receive special education services.</p> <p>(b) Subsection (a) does not prohibit or limit TEA from meeting requirements under:</p> <ol style="list-style-type: none"> <li>(1) 20 U.S.C. Section 1418(d) and its implementing regulations to collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the state and in the school districts and open-enrollment charter schools in the state with respect to the: <ol style="list-style-type: none"> <li>(A) identification of children as children with disabilities, including the identification of children as children with particular impairments;</li> <li>(B) placement of children with disabilities in particular educational settings; and</li> <li>(C) incidence, duration, and type of disciplinary actions taken against children with disabilities, including suspensions and expulsions; or</li> </ol> </li> <li>(2) 20 U.S.C. Section 1416(a)(3)(C) and its implementing regulations to address in the statewide plan the percentage of school districts and open-enrollment charter schools with disproportionate representation of racial and ethnic groups in special education and related services and in specific disability categories that results from inappropriate identification.</li> </ol>	



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2018-19 School Year		
Curriculum and Instruction		
Topic	Summary	Considerations
Advanced Computer Science Program (HB 728)	<p>TEC Sec. 28.018 (Advanced Computer Science Program) added to provide:</p> <p>(a) The SBOE by rule shall <b>develop and implement a program</b> under which:</p> <ol style="list-style-type: none"> <li>(1) students in participating school districts may comply with the curriculum requirements for an <b>advanced mathematics credit</b> under Section 28.025(b-1)(2) or an <b>advanced science credit</b> under Section 28.025(b-1)(3) by successfully completing an <b>advanced computer science course</b>; and</li> <li>(2) participating school districts implement rigorous standards, as developed by the SBOE, for <b>advanced computer science courses</b> that are focused on the <b>creation and use of software and computing technologies</b>.</li> </ol> <p>The commissioner shall adopt rules as necessary to administer this section.</p> <p>The State Board of Education shall establish this program not later than September 1, 2018, for implementation during the 2018-2019 school year.</p>	<p>SBOE</p> <p>TEA</p>
Dual Credit Programs (HB 1638)	<p>TEC Sec. 28.009 amended by adding Subsections (b-1) and (b-2) to read as follows:</p> <p>(b-1) TEA and the THECB jointly shall develop <b>statewide goals for dual credit programs</b>, including <b>early college high school programs</b>, <b>career and technical education dual credit programs</b>, and <b>joint high school and college credit programs</b> provided under Section 130.008, to provide <b>uniform standards</b> for evaluating those programs. The goals must address, at a minimum:</p> <ol style="list-style-type: none"> <li>(1) a dual credit program's achievement of enrollment in and acceleration through postsecondary education;</li> <li>(2) performance in college-level coursework; and</li> <li>(3) the development of an effective bridge between secondary and postsecondary education in the state.</li> </ol> <p>(b-2) Any agreement, including an MOU or articulation agreement, between a school district and public institution of higher education to provide a dual credit program described by Subsection (b-1) must:</p> <ol style="list-style-type: none"> <li>(1) include <b>specific program goals</b> aligned with the statewide goals developed under Subsection (b-1);</li> <li>(2) establish, or provide a procedure for establishing, the <b>course credits that may be earned under the agreement</b>, including by developing a course equivalency crosswalk or other method for equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;</li> <li>(3) describe the <b>academic supports and, if applicable, guidance</b> that will be provided to students participating in the program;</li> <li>(4) establish the district's and the institution's respective roles and responsibilities in providing the program and <b>ensuring the quality and instructional rigor of the program</b>;</li> <li>(5) state the <b>sources of funding for courses</b> offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program; and</li> <li>(6) be posted each year on the district's and the institution's respective Internet websites.</li> </ol> <p>TEA and THECB shall develop statewide goals by August 31, 2018.</p>	<p>TEA</p> <p>Sec. 28.009(b-2) applies only to an agreement to provide a dual credit program entered into or renewed on or after September 1, 2018.</p>
Transition Planning (HB 1886   SB 748)	<p>TEC Sections 29.011, 29.0112 and 29.017 amended to add requirements relating to: participation of appropriate individuals in transition planning for students receiving special education services; specific issues and services to be considered by the ARD committee in transition planning; requirements for TEA to review training guidelines for district transition representatives; requirements relating to explanation of the transition planning process.</p>	<p>TEA</p>
Operation of Schools (HB 2442)	<p>TEC Sec. 25.082(a) – which requires that a school day be at least 7 hours – <b>repealed</b>.</p> <p>TEC Sec. 25.081(a) amended to <b>clarify</b> that for each school year “each school district must operate for at least 75,600 minutes, including time allocated for instruction, intermissions, and recesses for students.”</p> <p>TEC Sec. 25.081(d) amended to provide:</p> <p>(d) The commissioner may adopt rules to implement this section, including rules:</p> <ol style="list-style-type: none"> <li>(1) for the application, on the basis of the minimum minutes of operation required by Subsection (a), of any provision of this title that refers to a minimum number of days of instruction under this section;</li> <li>(2) to determine the minutes of operation that are equivalent to a day;</li> <li>(3) defining minutes of operation and instructional time; and</li> <li>(4) establishing the minimum number of minutes of instructional time required for a full-day and a half-day program to meet the time requirements under Subsection (a).</li> </ol>	<p>TEA</p>



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## 2018-19 School Year

## Curriculum and Instruction

Topic	Summary	Considerations
Inventory of Credentials and Certificates (HB 2729)	<p>TEC Sec. 29.189 (Inventory of Credentials and Certificates) added to provide:</p> <p>(b) TEA, THECB and the Texas Workforce Commission shall jointly <b>develop and post on their respective Internet websites</b> an inventory of industry-recognized credentials and certificates that may be earned by a public high school student through a CTE program and that:</p> <ol style="list-style-type: none"> <li>(1) are aligned to state and regional workforce needs; and</li> <li>(2) serve as an entry point to middle- and high-wage jobs.</li> </ol> <p>(c) The inventory must include for each credential or certificate:</p> <ol style="list-style-type: none"> <li>(1) the associated career cluster;</li> <li>(2) the awarding entity;</li> <li>(3) the level of education required and any additional requirements for the credential or certificate;</li> <li>(4) any fees for obtaining the credential or certificate; and</li> <li>(5) the average wage or salary for jobs that require or prefer the credential or certificate.</li> </ol> <p>(d) Each year, TEA, the THECB, and TWC jointly shall:</p> <ol style="list-style-type: none"> <li>(1) review and, if necessary, update the inventory; and</li> <li>(2) provide a copy of the inventory to each school district and public institution of higher education that offers a career and technology education program to public high school students.</li> </ol>	 <p>TEA, THECB, and TWC shall post the required inventory on their respective websites by September 1, 2018</p>
Instructional Materials Web Portal (HB 3526   SB 810)	<p>TEC Chapter 31 amended by adding Subchapter B-2 (Instructional Materials Web Portal) to provide:</p> <p>Sec. 31.081. INSTRUCTIONAL MATERIALS WEB PORTAL.</p> <p>(a) The commissioner shall <b>develop and maintain a web portal</b> to assist school districts and open-enrollment charter schools in selecting <b>instructional materials</b> under Section 31.101.</p> <p>(b) The web portal must include <b>general information</b> such as price, computer system requirements, and any other relevant specifications for each instructional material:</p> <ol style="list-style-type: none"> <li>(1) on the instructional materials list, including the list adopted under Section 31.0231; or</li> <li>(2) submitted by a publisher for inclusion in the web portal.</li> </ol> <p>(c) The commissioner by rule shall establish the procedure by which a publisher may submit instructional materials for inclusion in the web portal.</p> <p>(d) The commissioner shall use a competitive process to contract for the development of the web portal.</p> <p>(e) The commissioner shall use money in the state technology and instructional materials fund to pay any expenses associated with the web portal.</p> <p>Sec. 31.082. QUALITY OF INSTRUCTIONAL MATERIALS SUBMITTED BY PUBLISHER.</p> <p>(a) The commissioner shall <b>contract with a private entity to conduct an independent analysis of each instructional material submitted by a publisher for inclusion in the web portal</b> developed under Section 31.081. The analysis must:</p> <ol style="list-style-type: none"> <li>(1) evaluate the quality of the material; and</li> <li>(2) determine the extent to which the material covers the essential knowledge and skills identified under Section 28.002 for the subject and grade level for which the material is intended to be used, including an identification of: <ol style="list-style-type: none"> <li>(A) each of the essential knowledge and skills for the subject and grade level or levels covered by the material; and</li> <li>(B) the percentage of the essential knowledge and skills for the subject and grade level or levels covered by the material.</li> </ol> </li> </ol> <p>(b) The commissioner shall include in the web portal developed under Section 31.081 the <b>results of each analysis</b> conducted under Subsection (a).</p> <p>Sec. 31.083. INSTRUCTIONAL MATERIALS REPOSITORY.</p> <p>(a) In this section, "open educational resource" means a teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use and repurposing of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.</p> <p>(b) The commissioner shall include in the web portal developed under Section 31.081 a repository of open educational resources and other electronic instructional materials that school districts and open-enrollment charter schools may access at no cost, including state-developed open-source instructional materials purchased under Subchapter B-1.</p> <p>(c) A publisher may submit instructional materials for inclusion in the repository.</p>	 <p>The commissioner may adopt rules as necessary to implement this subchapter.</p> <p>The commissioner shall develop the web portal not later than September 1, 2018</p>





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2018-19 School Year

Curriculum and Instruction

Topic	Summary	Considerations
Establishment of P-TECH Program (SB 22)	<p>TEC Chapter 61 amended to repeal Subchapter T (Tech Prep Education)</p> <p>TEC Chapter 29 amended to add Subchapter N (Pathways in Technology Early College High School (P-TECH) Program) which sets forth requirements relating to the establishment and implementation of a P-TECH program including:</p> <p>Sec. 29.553. P-TECH PROGRAM.</p> <p>(a) The commissioner shall establish and administer a P-TECH program for students who wish to participate in a work-based education program.</p> <p>(b) The P-TECH program must:</p> <ol style="list-style-type: none"> <li>(1) be open enrollment;</li> <li>(2) provide for a course of study that enables a participating student in grade levels 9 through 12 to combine high school courses and postsecondary courses;</li> <li>(3) allow a participating student to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school:                             <ol style="list-style-type: none"> <li>(A) receive a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification; and</li> <li>(B) complete work-based training through an internship, apprenticeship, or other job training program;</li> </ol> </li> <li>(4) include:                             <ol style="list-style-type: none"> <li>(A) articulation agreements with institutions of higher education in this state to provide a participating student access to postsecondary educational and training opportunities at an institution of higher education; and</li> <li>(B) memoranda of understanding with regional industry or business partners in this state to provide a participating student access to work-based training and education; and</li> </ol> </li> <li>(5) provide a participating student flexibility in class scheduling and academic mentoring.</li> </ol> <p>(c) Each articulation agreement under Subsection (b)(4)(A) must address:</p> <ol style="list-style-type: none"> <li>(1) curriculum alignment;</li> <li>(2) instructional materials;</li> <li>(3) the instructional calendar;</li> <li>(4) courses of study;</li> <li>(5) student enrollment and attendance;</li> <li>(6) grading periods and policies; and</li> <li>(7) administration of statewide assessment instruments under Subchapter B, Chapter 39.</li> </ol> <p>(d) Each MOU under Subsection (b)(4)(B) must include an agreement that the regional industry or business partner will give to a student who receives work-based training or education from the partner under the P-TECH program first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program.</p> <p>Sec. 29.556. P-TECH SCHOOL DESIGNATION AND GRANT PROGRAM.</p> <p>(a) A school district or open-enrollment charter school that implements or seeks to implement the P-TECH program at a campus may apply to the commissioner for designation of the campus as a P-TECH school in accordance with procedures established by the commissioner.</p>	
Curriculum Regarding Interaction with Peace Officers (SB 30)	<p>TEC Sec. 28.012 added to require the SBOE and the Texas Commission on Law Enforcement, by September 1, 2018, to develop instruction, including curriculum and instructional modules, on proper interaction with peace officers during traffic stops and other in-person encounters.</p> <p>(b) ... The instruction must include information regarding:</p> <ol style="list-style-type: none"> <li>(1) the role of law enforcement and the duties and responsibilities of peace officers;</li> <li>(2) a person's rights concerning interactions with peace officers;</li> <li>(3) proper behavior for civilians and peace officers during interactions;</li> <li>(4) laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person's or officer's failure to comply with those laws; and</li> <li>(5) how and where to file a complaint against or a compliment on behalf of a peace officer.</li> </ol> <p>(e) Subject to rules adopted by the board, a school district or open-enrollment charter school may tailor the instruction developed under this section as appropriate for the district's or school's community. In tailoring the instruction, the district or school shall solicit input from local law enforcement agencies, driver training schools, and the community.</p>	<p><b>SBOE</b></p> <p>The SBOE shall adopt rules to include the instruction developed under Section 28.012 in one or more courses in the required curriculum for students in grade levels 9 through 12 (TEC Sec. 28.025(b-20)).</p>

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>Employee Compensation</b>				
<b>Presenter or Contact Person:</b>	Grant Anderson Assistant Superintendent for Finance & Operation Services  Cleota Epps Executive Director for Human Resource Services				
<b>Policy/Code:</b>	DEA (LOCAL), DEA (LEGAL), and DEAA (LOCAL)				
<b>Summary:</b>	<b>Two percent increase in employee base salary compensation beginning with the 2017-2018 school year. Exceptions: 1) this increase does not affect employees who have received adjusted daily compensation for new positions, or 2) employees who have been hired with a start date on or after July 1, 2017, or 3) employees who received salary adjustments of greater than two percent based on equity studies under new Board approved compensation schedules.</b>				
<b>Financial Implications:</b>	\$ 850,000				
<b>Attachments:</b>	None				
<b>Recommendation:</b>	<b>The Administration recommends approval of a two percent increase in employee base salary compensation beginning with the 2017-2018 school year, as submitted.</b>				
<b>Motion:</b>	<b>I move the Board approve a two percent increase in employee base salary compensation beginning with the 2017-2018 school year, as submitted.</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	<b>Reports of the Superintendent</b>	<b>Action Item</b>	<b>Consent Agenda</b>	<b>Reports, Routine Monthly</b>	<b>Other</b>
<b>Board Mtg. Date</b> 07-24-2017	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subject:</b>	<b>1ST QUARTER 2017 GROWTH REPORT</b>				
<b>Presenter or Contact Person:</b>	Rod Reeves, Executive Director for Operational Services				
<b>Policy/Code:</b>	N/A				
<b>Summary:</b>	Little Elm ISD growth reports provide quarterly data on the economic status, housing analysis, future developments, student enrollment history and student forecast for the Dallas/Fort Worth area and the District.				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	1st Quarter 2017 Growth Report Little Elm ISD Housing Report				
<b>Recommendation:</b>	<b>Item is for informational purposes only. No recommendation is necessary.</b>				
<b>Motion:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				

# *Little Elm Independent School District*

## Quarterly Report 1Q17



82

*Learn from Yesterday...  
Understand Today...  
Plan for Tomorrow*

As of March 2017



TEMPLETON  
DEMOGRAPHICS





# Economic Conditions – DFW Area (March 2017)

83

3.7%

129,700 new jobs  
National rate 1.5%



Job Growth

0.7%

U.S. 4.6%  
Texas 5.0%  
DFW MSA 4.3%  
Little Elm 4.6%



Unemployment  
Rate

30,218

1,418 more  
starts than 2016



Annual  
Home Starts





# DFW New Home Ranking Report

ISD Ranked by Annual Closings – 1Q17

Rank	District Name	Annual Starts	Annual Closings	VDL	Future
1	Frisco ISD	2,651	2,592	3,714	7,467
2	Prosper ISD	2,676	2,215	4,610	27,888
3	Denton ISD	1,894	2,053	2,544	19,756
4	Northwest ISD	1,845	1,449	1,776	23,198
5	Lewisville ISD	1,263	1,347	1,852	4,243
6	Dallas ISD	1,713	1,337	2,252	5,917
7	<b>Little Elm ISD**</b>	<b>884</b>	<b>996</b>	<b>1,705</b>	<b>4,575*</b>
8	Rockwall ISD	968	914	1,893	7,901
9	Eagle Mt.-Saginaw ISD	769	821	1,658	19,552
10	Crowley ISD	622	782	811	9,056
11	Wylie ISD	754	780	1,391	4,017
12	McKinney ISD	857	769	1,552	6,818
13	Keller ISD	751	750	881	1,669
14	Mansfield ISD	739	716	874	6,528
15	Forney ISD	767	598	1,073	14,067
16	Allen ISD	597	563	1,064	1,622
17	Coppell ISD	436	486	554	478
18	Midlothian ISD	559	472	1,339	19,758
19	Garland ISD	581	467	516	3,925
20	Waxahachie ISD	476	463	921	9,360

\*Adjusted based on additional research by Templeton Demographics staff

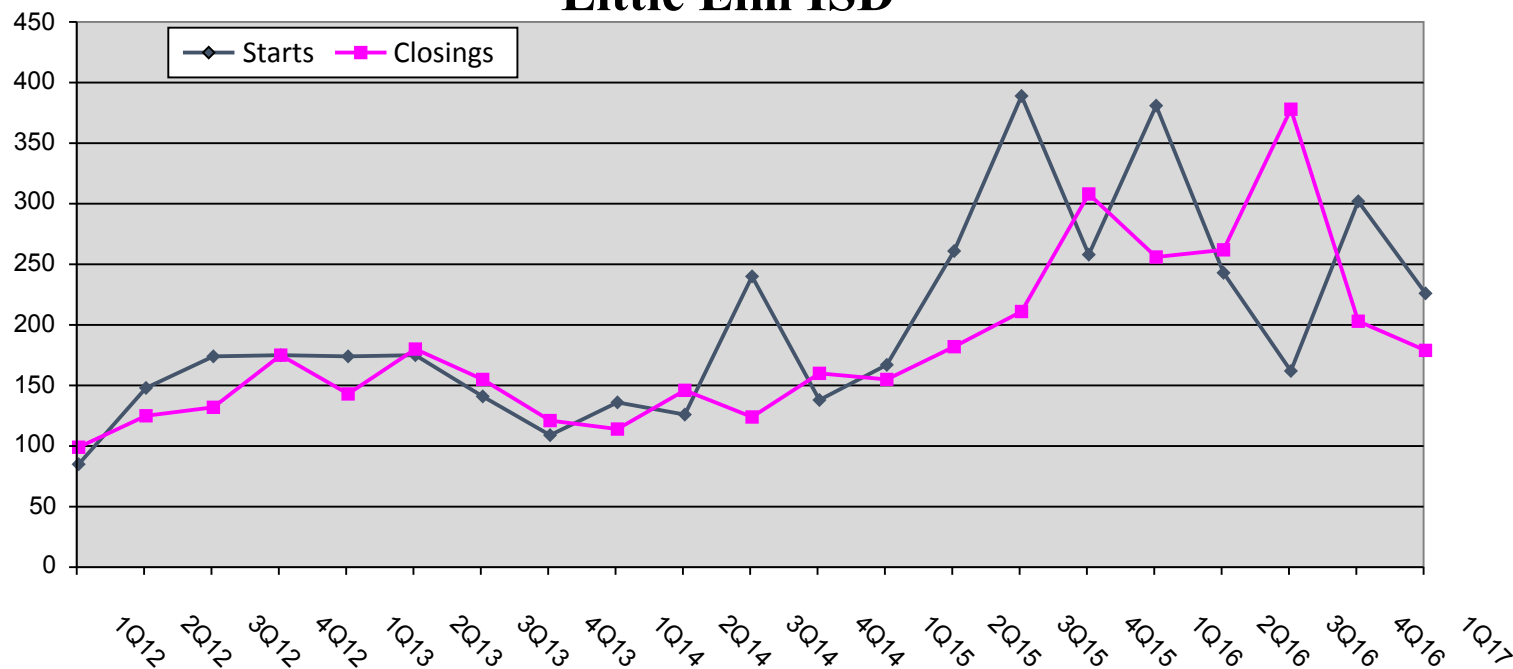
\*\* This table includes the age restricted community of Frisco Lakes

Source: Metrostudy



# New Housing Activity

## Little Elm ISD



Starts	2012	2013	2014	2015	2016	2017
1Q	85	174	136	167	381	226
2Q	148	175	126	261	243	
3Q	174	141	240	389	162	
4Q	175	109	138	258	302	
Total	582	599	640	1,075	1,088	226

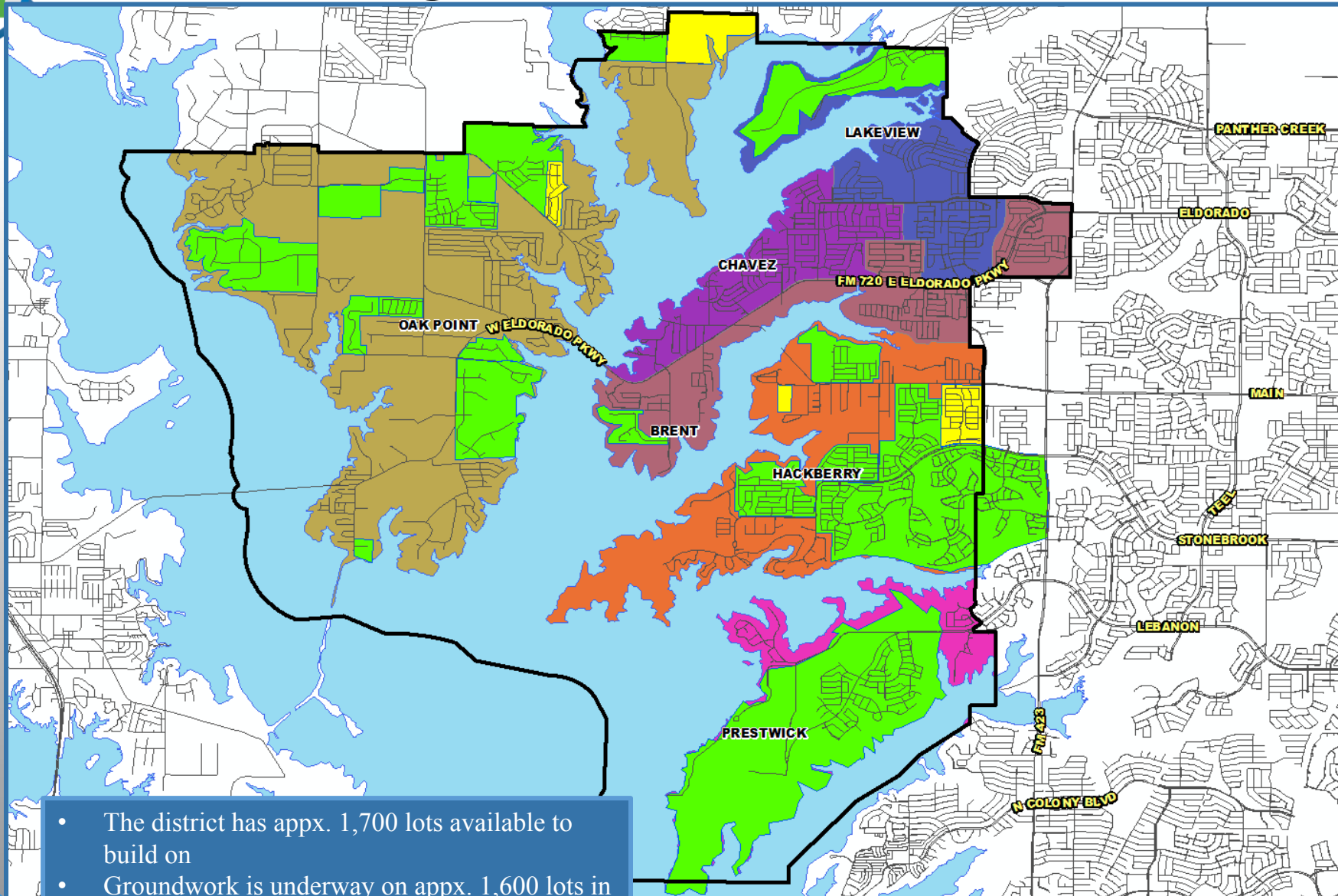
Closings	2012	2013	2014	2015	2016	2017
1Q	99	143	114	155	256	179
2Q	125	180	146	182	262	
3Q	132	155	124	211	378	
4Q	175	121	160	308	203	
Total	531	599	544	856	1,099	179

- Little Elm ISD had 226 starts in the 1<sup>st</sup> quarter, the second highest 1Q starts total in over 14 years, second only to 1Q16
- The district closed 179 homes in 1Q17, a very slight slowing from the previous quarter
- New home inventory is healthy at 6.3 months' supply



# District Housing Overview

98



- The district has appx. 1,700 lots available to build on
- Groundwork is underway on appx. 1,600 lots in LEISD
- The district has appx. 4,500 future lots planned

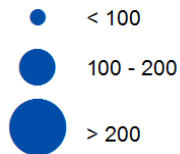
Active Subdivision

Future Subdivision

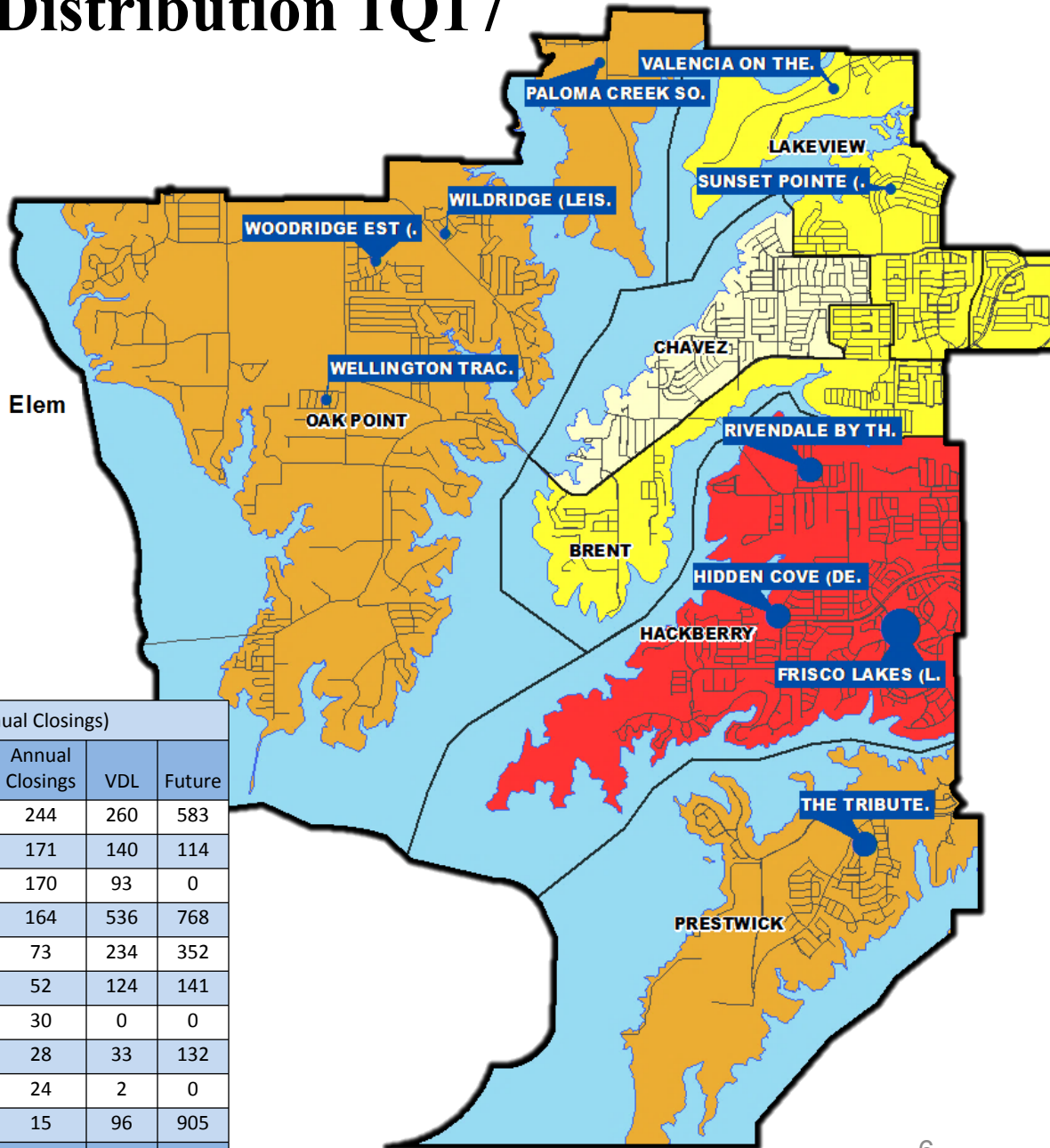
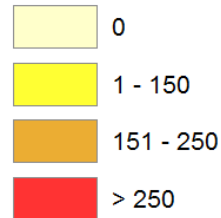


# Annual Closing Distribution 1Q17

## Annual Closings by Sub



## Annual Closings by Elem



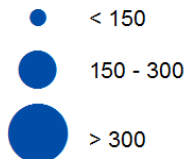
Top 10 Subdivisions - 1Q17 (Ranked by Annual Closings)

Rank	Subdivision	Elementary Zone	Annual Closings	VDL	Future
1	FRISCO LAKES (LEISD)	AGE RESTRICTED	244	260	583
2	RIVENDALE BY THE LAKE	HACKBERRY	171	140	114
3	HIDDEN COVE (DENTON CO)	HACKBERRY	170	93	0
4	THE TRIBUTE	PRESTWICK	164	536	768
5	WILDRIDGE (LEISD)	OAK POINT	73	234	352
6	PALOMA CREEK SOUTH (LEISD)	OAK POINT	52	124	141
7	SUNSET POINTE (LEISD)	LAKEVIEW	30	0	0
8	WOODRIDGE EST (OAK POINT)	OAK POINT	28	33	132
9	WELLINGTON TRACE	OAK POINT	24	2	0
10	VALENCIA ON THE LAKE (LEISD)	LAKEVIEW	15	96	905
TOTALS			971	1,518	2,995

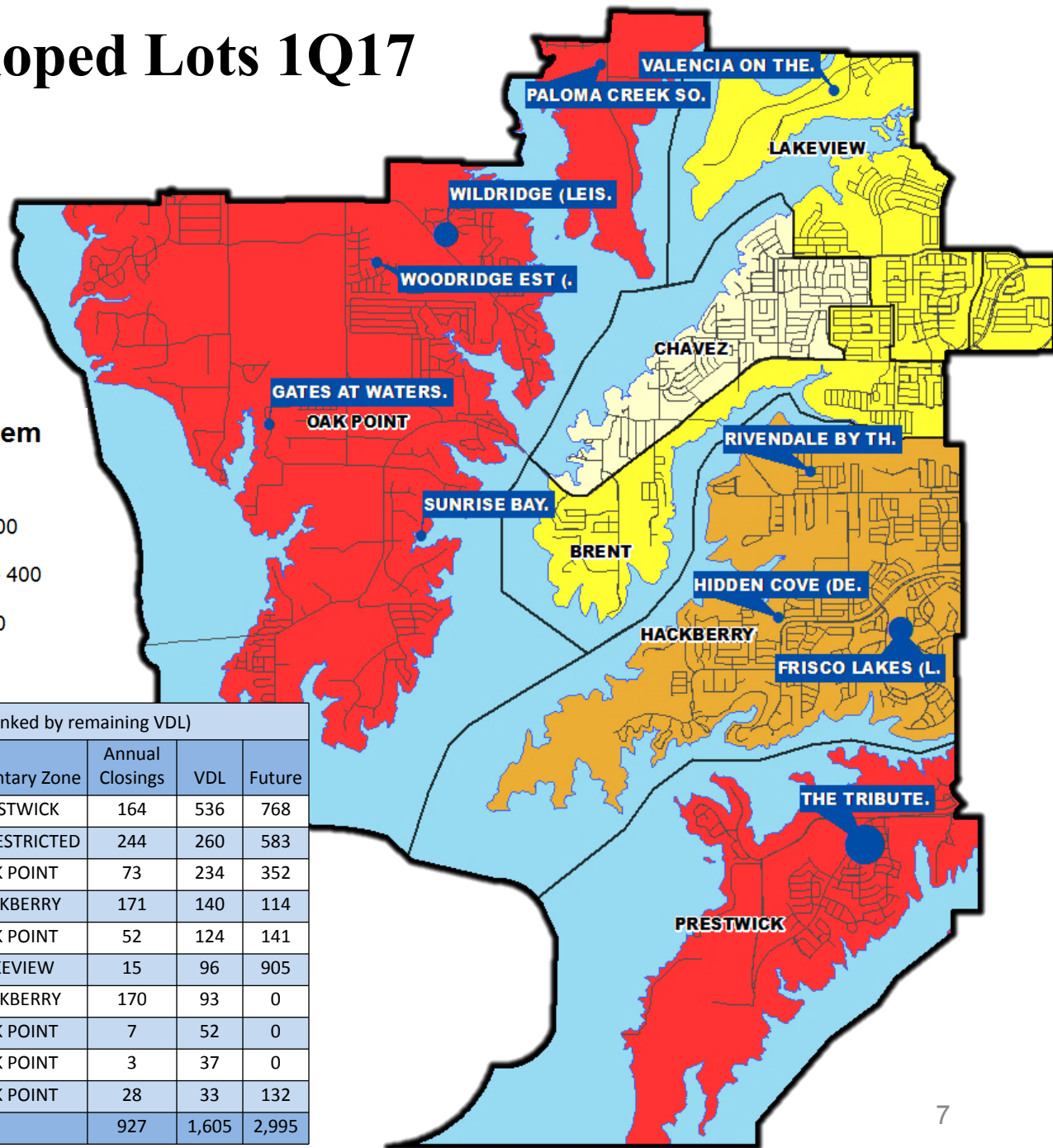
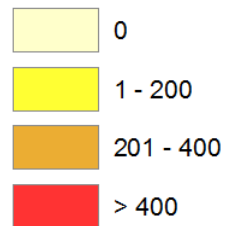


# Vacant Developed Lots 1Q17

## VDL by Sub



## VDL by Elem



Top 10 Subdivisions - 1Q17 (Ranked by remaining VDL)

Rank	Subdivision	Elementary Zone	Annual Closings	VDL	Future
1	THE TRIBUTE	PRESTWICK	164	536	768
2	FRISCO LAKES (LEISD)	AGE RESTRICTED	244	260	583
3	WILDRIDGE (LEISD)	OAK POINT	73	234	352
4	RIVENDALE BY THE LAKE	HACKBERRY	171	140	114
5	PALOMA CREEK SOUTH (LEISD)	OAK POINT	52	124	141
6	VALENCIA ON THE LAKE (LEISD)	LAKEVIEW	15	96	905
7	HIDDEN COVE (DENTON CO)	HACKBERRY	170	93	0
8	SUNRISE BAY	OAK POINT	7	52	0
9	GATES AT WATERS EDGE	OAK POINT	3	37	0
10	WOODRIDGE EST (OAK POINT)	OAK POINT	28	33	132
TOTALS			927	1,605	2,995

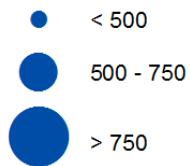




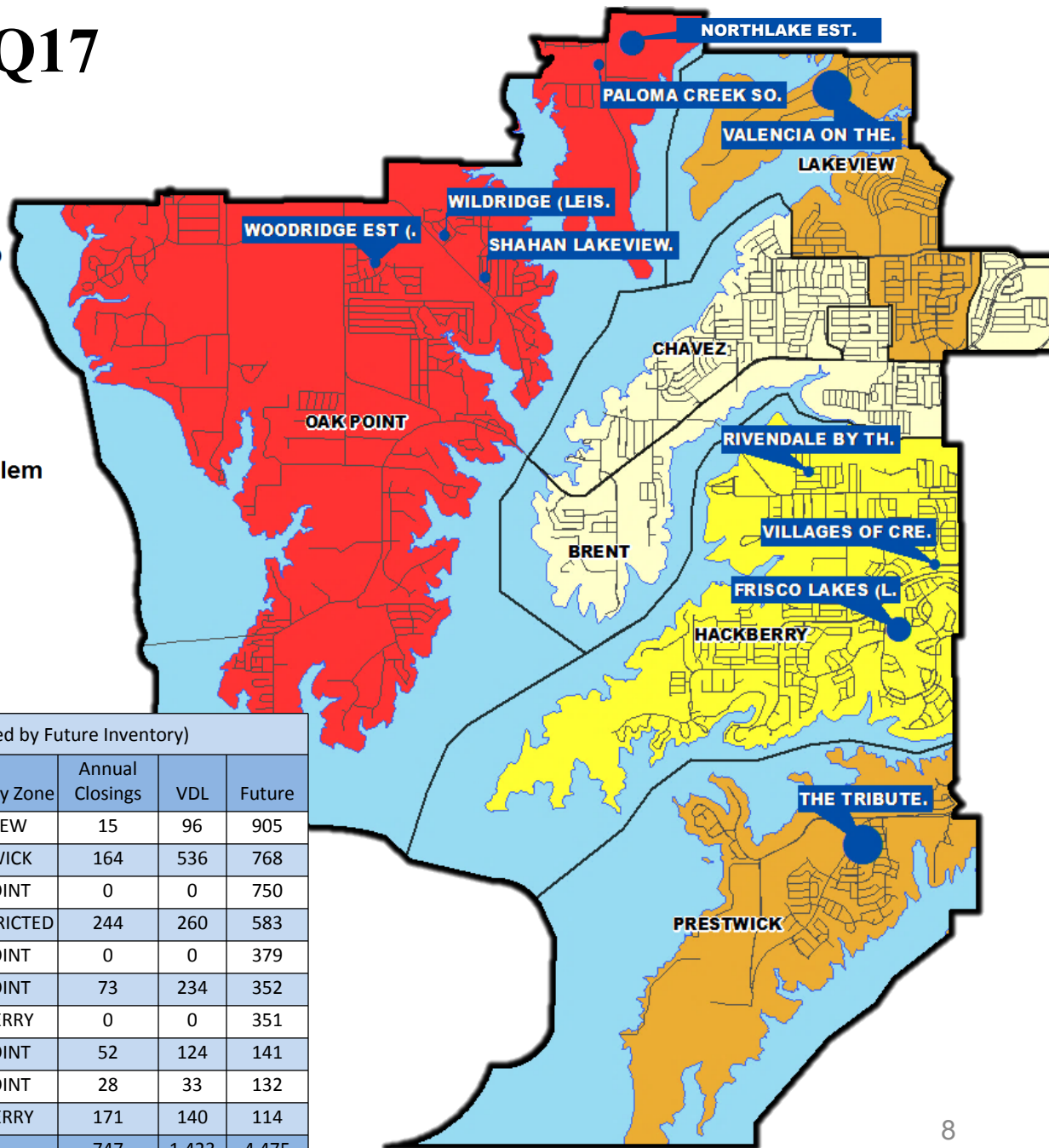
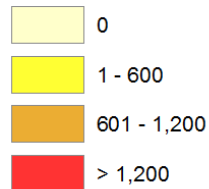


# Future Lots 1Q17

## Future Lots by Sub



## Future Lots by Elem



Top 10 Subdivisions - 1Q17 (Ranked by Future Inventory)

Rank	Subdivision	Elementary Zone	Annual Closings	VDL	Future
1	VALENCIA ON THE LAKE (LEISD)	LAKEVIEW	15	96	905
2	THE TRIBUTE	PRESTWICK	164	536	768
3	NORTHLAKE ESTATES	OAK POINT	0	0	750
4	FRISCO LAKES (LEISD)	AGE RESTRICTED	244	260	583
5	SHAHAN LAKEVIEW ADDITION	OAK POINT	0	0	379
6	WILDRIDGE (LEISD)	OAK POINT	73	234	352
7	VILLAGES OF CREEKWOOD	HACKBERRY	0	0	351
8	PALOMA CREEK SOUTH (LEISD)	OAK POINT	52	124	141
9	WOODRIDGE EST (OAK POINT)	OAK POINT	28	33	132
10	RIVENDALE BY THE LAKE	HACKBERRY	171	140	114
TOTALS			747	1,423	4,475



# New Home Activity by Elementary Zone

Elementary Zone	Annual Starts	Quarter Starts	Annual Closings	Quarter Closings	Inventory	VDL	Future Lots
BRENT	1	0	2	0	0	9	0
CHAVEZ	0	0	0	0	0	0	0
HACKBERRY	268	23	341	64	139	233	561
LAKEVIEW	16	4	45	3	25	96	905
OAK POINT	257	96	194	40	182	571	1,758
PRESTWICK	124	48	170	16	87	536	768
<b>Grand Total*</b>	<b>666</b>	<b>171</b>	<b>752</b>	<b>123</b>	<b>433</b>	<b>1,445</b>	<b>3,992</b>

\*Table does NOT include age restricted communities like Frisco Lakes



Highest activity in the category



Second highest activity in the category



Third highest activity in the category







# Summary

- Little Elm's unemployment rate is currently below 5%.
- Groundwork is underway on the first phases of Shahan Lakeview and Northlake Estates, both within Oak Point Elementary.
- Hidden Cove with 170 annual closings, will be built out by early 2018.
- The Hackberry Elementary zone accounted for nearly half of all district annual closings.
- LEISD can expect an increase of approximately 1,000 students during the next 5 years.
- 2021/22 enrollment projection: 8,376.
- Little Elm ISD is projected to have more than 9,100 students for the 2026/27 school year.

# **Housing Analysis**

**Prepared for Little Elm ISD  
By Templeton Demographics**

**Dallas/Ft. Worth**

**1Q17**

# Table of Contents

Area of Interest (Map)

Current Activity and Profile

Quarterly Activity and Inventory

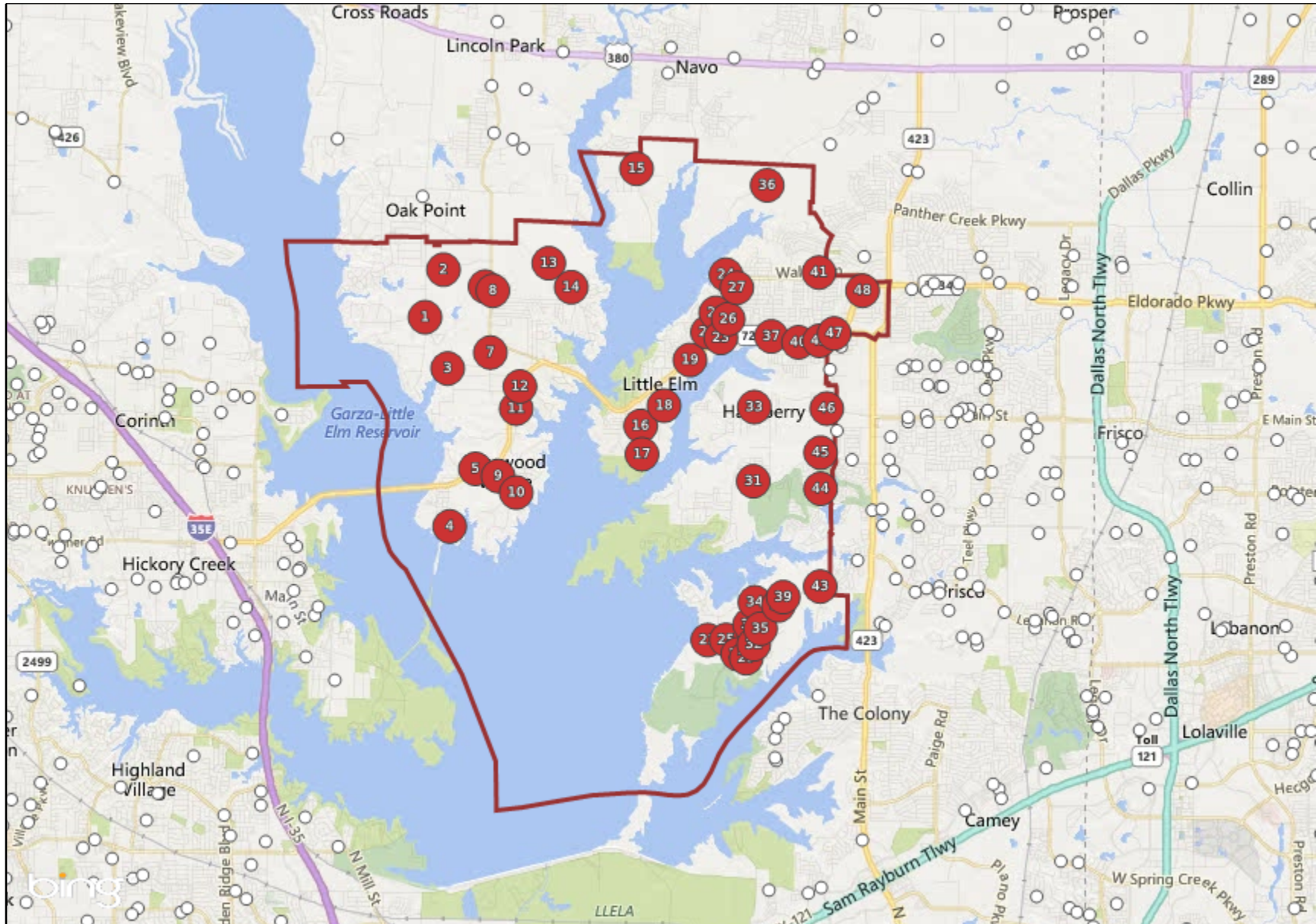
Historical Housing Activity

Price Range Analysis

Household Growth Summary

## Area of Interest

*Little Elm ISD*



TX | Denton Co. | Little Elm (1Q17)  
Copyright Metrostudy

**metrstudy**  
Sales: 1-800-227-8839  
A hanleywood Company

# Current Activity and Profile Report

## Little Elm ISD

Sorted by Subdivision

Sorted by Subdivision											Inventory				VDL	Future	Total
Map No	Subdivision Name	Sub Area	Status	Lot Size	Price Range	Qtr Starts	Ann Starts	Qtr Clos	Ann Clos	Occ	Mod	Fin	Vac	U/C			
40	Arbor Creek Addition	DNE-LtlElm	BO 4Q08	36'	\$98-\$125	0	0	0	0	83	0	0	0	0	0	0	83
12	Bay Ridge Estates	DNE-LtlElm	Act 4Q97	175'	\$350-\$1000	0	3	1	1	31	0	0	2	9	0	42	
4	Braewood Bay	DONW-DenCo	Act 1Q05	120'	\$510-\$1100	0	0	0	1	6	0	0	0	5	0	11	
18	Cottonwood Point	DNE-LtlElm	BO 4Q11	80'-95'	\$127-\$380	0	0	0	0	107	0	0	0	0	0	107	
1	Eagles Landing (Oak Point)	DONW-OakPt	Act 4Q94	143'	\$350-\$650	0	2	2	4	95	0	0	0	21	0	116	
48	Eldorado Estates West	DNE-LtlElm	BO 4Q12	62'-65'	\$130-\$316	0	0	0	0	715	0	0	0	0	0	715	
44	Frisco Lakes (LEISD)	DNE-Frisco	Act 2Q06	45'-70'	\$236-\$409	55	218	56	244	1,583	0	10	74	260	583	2,510	
3	Gates at Waters Edge	DONW-OakPt	Act 2Q08	117'-175'	\$700-\$1000	4	10	0	3	10	0	5	7	37	0	59	
42	Glen Cove	DNE-LtlElm	BO 4Q05	52'-60'	\$124-\$199	0	0	0	0	373	0	0	0	0	0	373	
31	Hidden Cove (Denton Co)	DONW-DenCo	Act 2Q06	50'-55'	\$249-\$370	20	128	26	170	1,294	2	31	23	93	0	1,443	
20	Hillside South	DNE-LtlElm	BO 4Q00	60'	\$88-\$125	0	0	0	0	61	0	0	0	0	0	61	
6	Hunter's Ridge Estates	DONW-OakPt	Act 4Q07	190'	\$599-\$799	0	0	0	0	5	0	0	0	11	0	16	
46	King's Crossing	DNE-LtlElm	BO 1Q07	50'	\$130-\$221	0	0	0	0	280	0	0	0	0	0	280	
16	Lakes of Little Elm	DNE-LtlElm	BO 4Q00	60'	\$86-\$129	0	0	0	0	195	0	0	0	0	0	195	
23	Lakeside	DNE-LtlElm	BO 4Q05	60'	\$115-\$165	0	0	0	0	42	0	0	0	0	0	42	
22	Lakeside II	DNE-LtlElm	BO 4Q07	60'	\$100-\$168	0	0	0	0	183	0	0	0	0	0	183	
9	Lakeview Estates (Lakewood	DNE-LkwdVil	Future	246'	\$0-\$0	0	0	0	0	0	0	0	0	0	4	4	
19	Lakewood Estates (Little Elm)	DNE-LtlElm	BO 1Q15	60'	\$130-\$230	0	0	0	0	394	0	0	0	0	0	394	
26	Mariner Point	DNE-LtlElm	BO 4Q02	50'	\$99-\$142	0	0	0	0	265	0	0	0	0	0	265	
15	Paloma Creek South (LEISD)	DONW-DenCo	Act 3Q05	50'-80'	\$239-\$319	34	101	21	87	482	0	2	38	125	422	1,069	
2	Prestonwood Polo and Country	DONW-OakPt	Act 4Q16	400'	\$1000-\$1700	0	0	0	0	0	0	0	0	22	0	22	
33	Rivendale by the Lake	DONW-DenCo	Act 1Q14	50'	\$268-\$392	3	140	38	171	368	2	28	53	140	114	705	
27	Robinson Ridge (Little Elm)	DNE-LtlElm	BO 2Q06	60'-68'	\$115-\$197	0	0	0	0	556	0	0	0	0	0	556	
5	Rustic Oaks Estates	DNE-LtlElm	BO 4Q01	166'	\$400-\$900	0	0	0	0	4	0	0	0	0	0	4	
14	Shahan Lakeview Addition	DONW-OakPt	Future	50'-100'	\$0-\$0	0	0	0	0	0	0	0	0	0	379	379	
17	Shell Beach	DNE-LtlElm	Act 2Q98	80'-120'	\$300-\$1000	0	1	0	2	78	0	0	0	9	0	87	

60

# Current Activity and Profile Report

## Little Elm ISD

Sorted by Subdivision

Map No	Subdivision Name	Sub Area	Status	Lot Size	Price Range	Qtr Starts	Ann Starts	Qtr Clos	Ann Clos	Occ	Inventory				VDL	Future	Total
											Mod	Fin	Vac	U/C			
10	Shores of Lakewood Village	DNE-LtlElm	Act 2Q98	144'-150'	\$350-\$1500	2	3	0	1	79	0	0	3	21	0	103	
24	Stardust Ranch (Little Elm)	DNE-LtlElm	BO 3Q12	60'-75'	\$145-\$226	0	0	0	0	342	0	0	0	0	0	342	
11	Sunrise Bay	DNE-LkwdVil	Act 2Q96	140'	\$350-\$1000	2	8	0	7	120	0	0	6	52	0	178	
41	Sunset Pointe (LEISD)	DNE-LtlElm	BO 3Q16	50'-77'	\$207-\$326	0	0	0	30	1,044	0	0	0	0	0	1,044	
30	Tribute/Aberdeen	DNW-Colony	Act 2Q07	50'	\$354-\$679	2	6	0	22	260	3	0	1	2	0	266	
29	Tribute/Balmerino	DNW-Colony	Act 2Q07	91'	\$325-\$1200	2	4	0	1	99	0	0	3	26	0	128	
38	Tribute/Gardens	DNW-Colony	Act 2Q07	50'	\$385-\$550	5	15	4	18	87	2	5	5	26	0	125	
32	Tribute/Glen	DNW-Colony	Act 2Q07	77'-85'	\$525-\$720	3	16	3	40	148	0	2	4	3	0	157	
35	Tribute/Lochs	DNW-Colony	Act 2Q07	60'-90'	\$438-\$618	22	31	2	13	100	1	4	25	96	0	226	
25	Tribute/Somerset	DNW-Colony	Act 1Q17	40'-55'	\$466-\$493	0	0	0	0	0	0	0	0	81	0	81	
39	Tribute/Stonehaven	DNW-Colony	Act 3Q14	50'-60'	\$379-\$422	12	39	6	55	73	2	5	17	81	0	178	
28	Tribute/Tullamore Meadows	DNW-Colony	Act 4Q14	60'-65'	\$430-\$587	0	10	1	15	34	5	0	0	58	0	97	
21	Tribute/Waterford Point	DNW-Colony	Act 1Q17	48'-76'	\$335-\$568	0	0	0	0	0	0	0	0	109	0	109	
34	Tribute/Westbury	DNW-Colony	Act 4Q16	50'-55'	\$369-\$484	2	3	0	0	0	1	0	2	54	143	200	
36	Valencia on the Lake	DNE-LtlElm	Act 2Q15	25'-100'	\$310-\$480	19	47	7	21	21	3	17	34	135	1,059	1,269	
45	Villages of Creekwood	DNE-Frisco	Future	55'-65'	\$0-\$0	0	0	0	0	0	0	0	0	0	351	351	
47	Villages of Woodlake	DNE-LtlElm	BO 4Q06	50'-65'	\$94-\$197	0	0	0	0	1,032	0	0	0	0	0	1,032	
43	Waterstone (LEISD)	DNE-Frisco	BO 3Q16	70'	\$345-\$447	0	0	0	6	93	0	0	0	0	0	93	
7	Wellington Trace	DONW-OakPt	Act 1Q04	60'-65'	\$229-\$316	0	6	1	24	172	0	1	0	2	0	175	
13	Wildridge (Oak Point)	DONW-OakPt	Act 3Q15	50'-70'	\$283-\$538	23	93	19	73	73	7	23	34	234	652	1,023	
8	Woodridge Est (Oak Point)	DONW-OakPt	Act 1Q05	64'-100'	\$219-\$340	31	63	7	28	265	1	4	50	33	132	485	
37	Wynfield Farms	DNE-LtlElm	BO 1Q05	50'-52'	\$100-\$156	0	0	0	0	530	0	0	0	0	0	530	
Selection Totals						241	947	194	1,037	11,782	29	137	381	1,745	3,839	17,913	

96



# Quarterly Activity & Inventory Report

## Little Elm ISD

Sorted By Subdivision

Subdivision Name (Map No)	Sub Area		1Q15	2Q15	3Q15	4Q15	1Q16	2Q16	3Q16	4Q16	1Q17	Ann. Rates/ *Inv. Supply
Price Range	Lot Size	Status										
Active Builders												
<b>Arbor Creek Addition (40)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$98-\$125	36'	BO 4Q08	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Bay Ridge Estates (12)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	1	2	0	3
\$350-\$1000	175'	Act 4Q97	Closings	2	1	0	0	0	0	0	1	1
Everett Custom Homes		Housing Inv	1	0	0	0	0	0	1	3	2	24.0 mos
		VDL Inv	12	12	12	12	12	12	11	9	9	36.0 mos
<b>Braewood Bay (4)</b>	DONW-DenCo	Starts	0	1	0	0	0	0	0	0	0	0
\$510-\$1100	120'	Act 1Q05	Closings	0	0	0	0	0	1	0	0	1
Parkway Custom Homes		Housing Inv	0	1	1	1	1	1	0	0	0	0.0
		VDL Inv	6	5	5	5	5	5	5	5	5	n/a
<b>Cottonwood Point (18)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$127-\$380	80'-95'	BO 4Q11	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Eagles Landing (Oak) (1)</b>	DONW-OakPt	Starts	0	0	0	1	1	1	1	0	0	2
\$350-\$650	143'	Act 4Q94	Closings	0	1	0	0	0	1	0	1	4
J Parker Custom Homes		Housing Inv	1	0	0	1	2	2	3	2	0	0.0
		VDL Inv	25	25	25	24	23	22	21	21	21	126.0 mos
<b>Eldorado Estates Wes (48)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$130-\$316	62'-65'	BO 4Q12	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Frisco Lakes (LEISD) (44)</b>	DNE-Frisco	Starts	48	45	64	56	88	58	35	70	55	218
\$236-\$409	45'-70'	Act 2Q06	Closings	29	50	41	38	67	61	86	41	244
Del Webb		Housing Inv	53	48	71	89	110	107	56	85	84	4.1 mos
		VDL Inv	318	355	291	235	152	94	200	305	260	14.3 mos
<b>Gates at Waters Edge (3)</b>	DONW-OakPt	Starts	0	0	1	1	3	2	1	3	4	10
\$700-\$1000	117'-175'	Act 2Q08	Closings	0	1	0	0	2	1	0	0	3
K Shannon CH/Our Country Homes/Outback		Housing Inv	1	0	1	2	5	5	5	8	12	48.0 mos
Custom Homes/Parker Custom Homes/Ryan		VDL Inv	52	52	51	50	47	45	44	41	37	44.4 mos
Hartman Signature Homes/Silver Oak												
Homes/Summerstone Homes												
<b>Glen Cove (42)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$124-\$199	52'-60'	BO 4Q05	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Hidden Cove (Denton) (31)</b>	DONW-DenCo	Starts	17	96	64	39	55	44	22	42	20	128
\$249-\$370	50'-55'	Act 2Q06	Closings	39	45	49	88	26	51	69	24	170
Gehan Homes/Lennar Homes		Housing Inv	52	103	118	69	98	91	44	62	56	4.0 mos
		VDL Inv	252	156	92	128	73	29	69	113	93	8.7 mos

\*Inventory Supply = Housing Inv/(Annual Closings/12)  
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Page 1 of 5

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# Quarterly Activity & Inventory Report

## Little Elm ISD

Sorted By Subdivision

Subdivision Name (Map No)	Sub Area	Status	1Q15	2Q15	3Q15	4Q15	1Q16	2Q16	3Q16	4Q16	1Q17	Ann. Rates/ *Inv. Supply
Price Range	Lot Size											
Active Builders												
<b>Hillside South (20)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$88-\$125	60'	BO 4Q00	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Hunter's Ridge Estat (6)</b>	DONW-OakPt	Starts	0	0	0	0	0	0	0	0	0	0
\$599-\$799	190'	Act 4Q07	Closings	0	0	0	0	0	0	0	0	0
Custom Bldrs		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	11	11	11	11	11	11	11	11	11	n/a
<b>King's Crossing (46)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$130-\$221	50'	BO 1Q07	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Lakes of Little Elm (16)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$86-\$129	60'	BO 4Q00	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Lakeside (23)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$115-\$165	60'	BO 4Q05	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Lakeside II (22)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$100-\$168	60'	BO 4Q07	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Lakeview Estates (La (9)</b>	DNE-LkwdVil	Starts	0	0	0	0	0	0	0	0	0	0
\$0-\$0	246'	Future	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Lakewood Estates (Li (19)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$130-\$230	60'	BO 1Q15	Closings	1	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Mariner Point (26)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$99-\$142	50'	BO 4Q02	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Paloma Creek South ( (15)</b>	DONW-DenCo	Starts	14	17	47	15	12	44	18	5	34	101
\$239-\$319	50'-80'	Act 3Q05	Closings	6	3	17	29	34	15	22	21	87
D.R. Horton Homes/Dunhill Homes		Housing Inv	18	32	62	48	26	55	51	27	40	5.5 mos
		VDL Inv	83	66	96	81	69	25	164	159	125	14.9 mos
<b>Prestonwood Polo and (2)</b>	DONW-OakPt	Starts	0	0	0	0	0	0	0	0	0	0
\$1000-\$1700	400'	Act 4Q16	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	22	22	n/a

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Page 2 of 5

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# Quarterly Activity & Inventory Report

## Little Elm ISD

Sorted By Subdivision

Subdivision Name (Map No)	Sub Area		1Q15	2Q15	3Q15	4Q15	1Q16	2Q16	3Q16	4Q16	1Q17	Ann. Rates/ *Inv. Supply
Price Range	Lot Size	Status										
Active Builders												
<b>Rivendale by the Lak (33)</b>	DONW-DenCo	Starts	49	30	71	29	97	31	9	97	3	140
\$268-\$392	50'	Act 1Q14	Closings	16	22	46	67	42	29	76	28	171
<i>D.R. Horton Homes</i>		Housing Inv	64	72	97	59	114	116	49	118	83	5.8 mos
		VDL Inv	161	131	170	141	44	13	124	27	140	12.0 mos
<b>Robinson Ridge (Litt (27)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$115-\$197	60'-68'	BO 2Q06	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Rustic Oaks Estates (5)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$400-\$900	166'	BO 4Q01	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Shahan Lakeview Addi (14)</b>	DONW-OakPt	Starts	0	0	0	0	0	0	0	0	0	0
\$0-\$0	50'-100'	Future	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Shell Beach (17)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	1	0	0	1
\$300-\$1000	80'-120'	Act 2Q98	Closings	0	1	0	0	1	0	1	0	2
		Housing Inv	2	1	1	1	1	0	1	0	0	0.0
		VDL Inv	10	10	10	10	10	10	9	9	9	108.0 mos
<b>Shores of Lakewood V (10)</b>	DNE-LtlElm	Starts	1	0	0	1	0	0	1	0	2	3
\$350-\$1500	144'-150'	Act 2Q98	Closings	0	1	0	0	1	1	0	0	1
<i>River Crest Homes/Snyder Custom Homes</i>		Housing Inv	2	1	1	2	1	0	1	1	3	36.0 mos
		VDL Inv	25	25	25	24	24	24	23	23	21	84.0 mos
<b>Stardust Ranch (Litt (24)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$145-\$226	60'-75'	BO 3Q12	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Sunrise Bay (11)</b>	DNE-LkwdVil	Starts	0	0	0	6	0	3	2	1	2	8
\$350-\$1000	140'	Act 2Q96	Closings	0	0	0	3	0	2	3	2	7
<i>Key Custom Homes, Inc./Melton Custom Homes/Noble Classic Homes</i>		Housing Inv	2	2	2	5	5	6	5	4	6	10.3 mos
		VDL Inv	67	67	67	61	61	58	56	55	52	78.0 mos
<b>Sunset Pointe (LEISD (41)</b>	DNE-LtlElm	Starts	7	3	18	13	13	0	0	0	0	0
\$207-\$326	50'-77'	BO 3Q16	Closings	14	16	10	2	15	19	11	0	30
		Housing Inv	26	13	21	32	30	11	0	0	0	0.0
		VDL Inv	47	44	26	13	0	0	0	0	0	0.0
<b>Tribute/Aberdeen (30)</b>	DNW-Colony	Starts	5	31	25	15	4	2	1	1	2	6
\$354-\$679	50'	Act 2Q07	Closings	6	0	20	20	22	14	6	2	22
<i>American Legend Homes/Darling Homes/Highland Homes</i>		Housing Inv	7	38	43	38	20	8	3	2	4	2.2 mos
		VDL Inv	82	51	26	11	7	6	4	3	2	4.0 mos
<b>Tribute/Balmerino (29)</b>	DNW-Colony	Starts	3	0	0	0	0	0	1	1	2	4
\$325-\$1200	91'	Act 2Q07	Closings	4	4	3	0	0	0	1	0	1
<i>Huntington Homes</i>		Housing Inv	7	3	0	0	0	0	1	1	3	36.0 mos
		VDL Inv	1	1	1	1	1	1	29	28	26	78.0 mos

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Page 3 of 5

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# Quarterly Activity & Inventory Report

## Little Elm ISD

Sorted By Subdivision

Subdivision Name (Map No)	Sub Area		1Q15	2Q15	3Q15	4Q15	1Q16	2Q16	3Q16	4Q16	1Q17	Ann. Rates/ *Inv. Supply
Price Range	Lot Size	Status										
Active Builders												
<b>Tribute/Gardens (38)</b>	DNW-Colony	Starts	2	1	6	3	8	4	6	0	5	15
\$385-\$550	50'	Act 2Q07	Closings	2	8	3	1	3	4	5	4	18
<i>Grand Homes/Reflection Homes</i>		Housing Inv	12	5	8	10	15	15	16	11	12	8.0 mos
		VDL Inv	32	34	57	49	41	37	31	31	26	20.8 mos
<b>Tribute/Glen (32)</b>	DNW-Colony	Starts	2	14	22	8	11	6	7	0	3	16
\$525-\$720	77'-85'	Act 2Q07	Closings	8	3	1	15	12	11	17	9	40
<i>Darling Homes/Highland Homes/Reflection</i>		Housing Inv	6	17	38	31	30	25	15	6	6	1.8 mos
<i>Custom Homes/S Clements Homes</i>		VDL Inv	74	60	38	30	19	13	6	6	3	2.3 mos
<b>Tribute/Lochs (35)</b>	DNW-Colony	Starts	4	1	5	3	8	4	2	3	22	31
\$438-\$618	60'-90'	Act 2Q07	Closings	6	1	3	3	7	3	6	2	13
<i>American Legend Homes/Grand Homes</i>		Housing Inv	9	9	11	11	12	13	9	10	30	27.7 mos
		VDL Inv	52	51	46	43	35	31	121	118	96	37.2 mos
<b>Tribute/Somerset (25)</b>	DNW-Colony	Starts						0	0	0	0	0
\$466-\$493	40'-55'	Act 1Q17	Closings					0	0	0	0	0
<i>Darling Homes</i>		Housing Inv						0	0	0	0	0.0
		VDL Inv						0	0	0	81	n/a
<b>Tribute/Stonehaven (39)</b>	DNW-Colony	Starts	0	3	19	21	13	9	14	4	12	39
\$379-\$422	50'-60'	Act 3Q14	Closings	0	0	0	13	5	16	19	14	55
<i>Meritage Homes</i>		Housing Inv	2	5	24	32	40	33	28	18	24	5.2 mos
		VDL Inv	114	111	92	133	120	111	97	93	81	24.9 mos
<b>Tribute/Tullamore Me (28)</b>	DNW-Colony	Starts	5	7	12	2	3	3	2	5	0	10
\$430-\$587	60'-65'	Act 4Q14	Closings	0	0	7	7	5	7	4	3	15
<i>Darling Homes</i>		Housing Inv	5	12	17	12	10	6	4	6	5	4.0 mos
		VDL Inv	29	22	10	8	5	2	11	6	58	69.6 mos
<b>Tribute/Waterford Po (21)</b>	DNW-Colony	Starts						0	0	0	0	0
\$335-\$568	48'-76'	Act 1Q17	Closings					0	0	0	0	0
<i>Taylor Morrison</i>		Housing Inv						0	0	0	0	0.0
		VDL Inv						0	0	0	109	n/a
<b>Tribute/Westbury (34)</b>	DNW-Colony	Starts			0	0	0	0	0	1	2	3
\$369-\$484	50'-55'	Act 4Q16	Closings		0	0	0	0	0	0	0	0
<i>American Legend Homes/Highland Homes</i>		Housing Inv			0	0	0	0	0	1	3	n/a
		VDL Inv			0	0	0	0	0	56	54	216.0 mos
<b>Valencia on the Lake (36)</b>	DNE-LtlElm	Starts	0	0	0	5	23	4	5	19	19	47
\$310-\$480	25'-100'	Act 2Q15	Closings	0	0	0	0	0	6	8	7	21
<i>CalAtlantic Homes/D.R. Horton Homes/Dunhill</i>		Housing Inv	0	0	0	5	28	32	31	42	54	30.9 mos
<i>Homes/First Texas Homes/Kaden</i>		VDL Inv	0	210	210	205	182	178	173	154	135	34.5 mos
<i>Homes/Megatel Homes/Oakdale</i>												
<i>Homes/Sumeer Homes</i>												
<b>Villages of Creekwoo (45)</b>	DNE-Frisco	Starts	0	0	0	0	0	0	0	0	0	0
\$0-\$0	55'-65'	Future	Closings	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0

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Page 4 of 5

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# Quarterly Activity & Inventory Report

## Little Elm ISD

Sorted By Subdivision

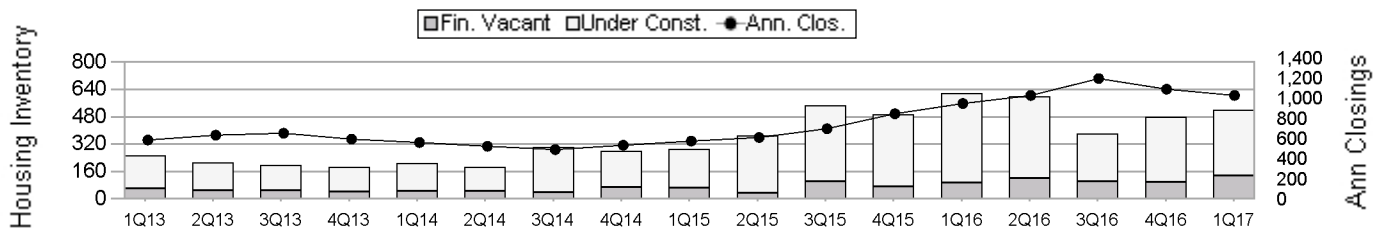
Subdivision Name (Map No)	Sub Area		1Q15	2Q15	3Q15	4Q15	1Q16	2Q16	3Q16	4Q16	1Q17	Ann. Rates/ *Inv. Supply
Price Range	Lot Size	Status										
Active Builders												
<b>Villages of Woodlake (47)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$94-\$197	50'-65'	BO 4Q06	0	0	0	0	0	0	0	0	0	0
		Closings	0	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Waterstone (LEISD) (43)</b>	DNE-Frisco	Starts	3	4	5	5	0	0	0	0	0	0
\$345-\$447	70'	BO 3Q16	14	11	1	7	3	5	1	0	0	6
		Closings	14	7	11	9	6	1	0	0	0	0.0
		Housing Inv	14	10	5	0	0	0	0	0	0	0.0
		VDL Inv	14	10	5	0	0	0	0	0	0	0.0
<b>Wellington Trace (7)</b>	DONW-OakPt	Starts	5	8	25	12	6	2	0	4	0	6
\$229-\$316	60'-65'	Act 1Q04	0	8	6	15	14	13	8	2	1	24
Bloomfield Homes		Closings	11	11	30	27	19	8	0	2	1	0.5 mos
		Housing Inv	60	52	27	15	9	6	6	2	2	4.0 mos
		VDL Inv	60	52	27	15	9	6	6	2	2	4.0 mos
<b>Wildridge (Oak Point (13)</b>	DONW-OakPt	Starts	0	0	5	7	32	17	26	27	23	93
\$283-\$538	50'-70'	Act 3Q15	0	0	0	0	0	6	30	18	19	73
American Legend Homes/Highland Homes/K.		Closings	0	0	5	12	44	55	51	60	64	10.5 mos
Hovnanian Homes/Plantation Homes		Housing Inv	0	0	167	160	128	111	85	169	234	30.2 mos
		VDL Inv	0	0	167	160	128	111	85	169	234	30.2 mos
<b>Woodridge Est (Oak P (8)</b>	DONW-OakPt	Starts	2	0	0	16	4	8	8	16	31	63
\$219-\$340	64'-100'	Act 1Q05	8	6	4	0	0	1	7	13	7	28
D.R. Horton Homes		Closings	10	4	0	16	20	27	28	31	55	23.6 mos
		Housing Inv	1	112	116	100	96	88	80	64	33	6.3 mos
		VDL Inv	1	112	116	100	96	88	80	64	33	6.3 mos
<b>Wynfield Farms (37)</b>	DNE-LtlElm	Starts	0	0	0	0	0	0	0	0	0	0
\$100-\$156	50'-52'	BO 1Q05	0	0	0	0	0	0	0	0	0	0
		Closings	0	0	0	0	0	0	0	0	0	0
		Housing Inv	0	0	0	0	0	0	0	0	0	0.0
		VDL Inv	0	0	0	0	0	0	0	0	0	0.0
<b>Selection Totals</b>		Starts	167	261	389	258	381	242	163	301	241	947
		Closings	155	182	211	308	256	262	378	203	194	1,037
		Housing Inv	305	384	562	512	637	617	402	500	547	6.3 mos
		VDL Inv	1,528	1,673	1,676	1,550	1,174	932	1,380	1,530	1,745	22.1 mos

# Historical Housing Activity Summary

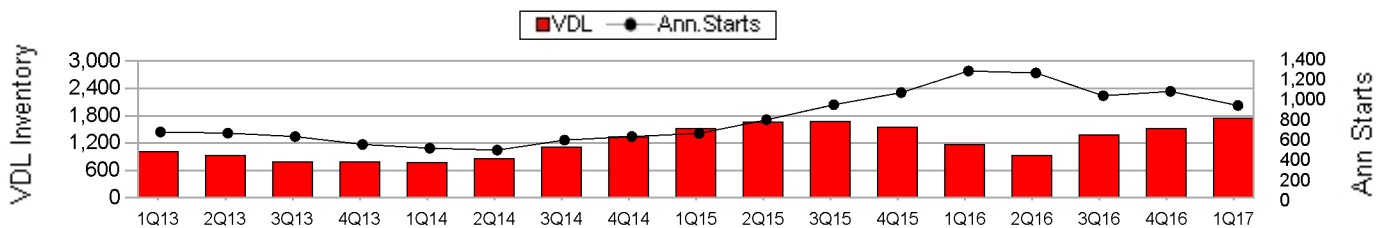
## Little Elm ISD

Qtr	Qtr Clos	Ann Clos	Model	FinVac	UC	Total Inv	Total Supply	Qtr Starts	Ann Starts	VDL	VDL Supply	Fut Lots	Ann Lot Deliv
1Q13	147	596	10	63	189	262	5.3	173	685	1,014	17.8	5,646	475
2Q13	183	644	11	52	161	224	4.2	145	674	940	16.7	6,314	418
3Q13	157	663	12	51	145	208	3.8	141	640	800	15.0	6,293	208
4Q13	117	604	12	44	141	197	3.9	103	562	796	17.0	6,168	247
1Q14	114	571	12	46	161	219	4.6	136	525	780	17.8	6,171	283
2Q14	146	534	12	47	140	199	4.5	126	506	858	20.3	6,097	416
3Q14	124	501	13	40	262	315	7.5	240	605	1,124	22.3	5,600	921
4Q14	160	544	15	69	209	293	6.5	138	640	1,343	25.2	5,386	1,187
1Q15	155	585	16	65	224	305	6.3	167	671	1,528	27.3	5,388	1,419
2Q15	182	621	16	35	333	384	7.4	261	806	1,673	24.9	5,219	1,621
3Q15	211	708	17	102	443	562	9.5	389	955	1,676	21.1	4,924	1,507
4Q15	308	856	18	71	423	512	7.2	258	1,075	1,550	17.3	4,941	1,282
1Q16	256	957	20	97	520	637	8.0	381	1,289	1,174	10.9	5,083	935
2Q16	262	1,037	19	123	475	617	7.1	242	1,270	932	8.8	5,429	529
3Q16	378	1,204	21	104	277	402	4.0	163	1,044	1,380	15.9	4,746	748
4Q16	203	1,099	23	98	379	500	5.5	301	1,087	1,530	16.9	4,250	1,067
1Q17	194	1,037	29	137	381	547	6.3	241	947	1,745	22.1	3,839	1,518

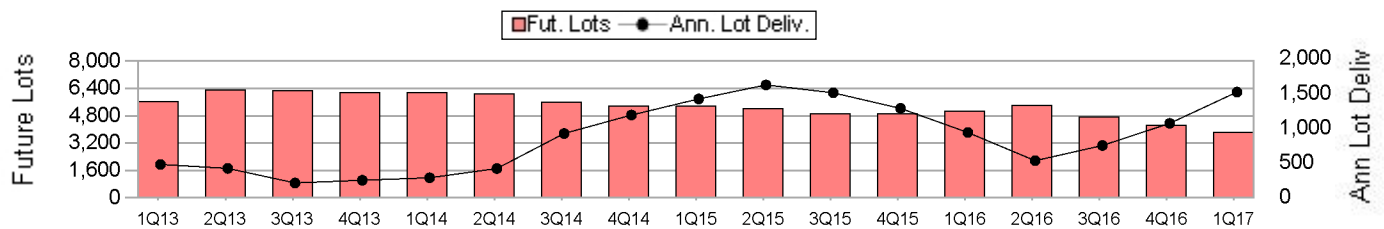
### Housing Inventory and Closings By Quarter



### Vacant Developed Lots and Starts By Quarter



### Future Lots and Deliveries By Quarter



# Price Range Analysis

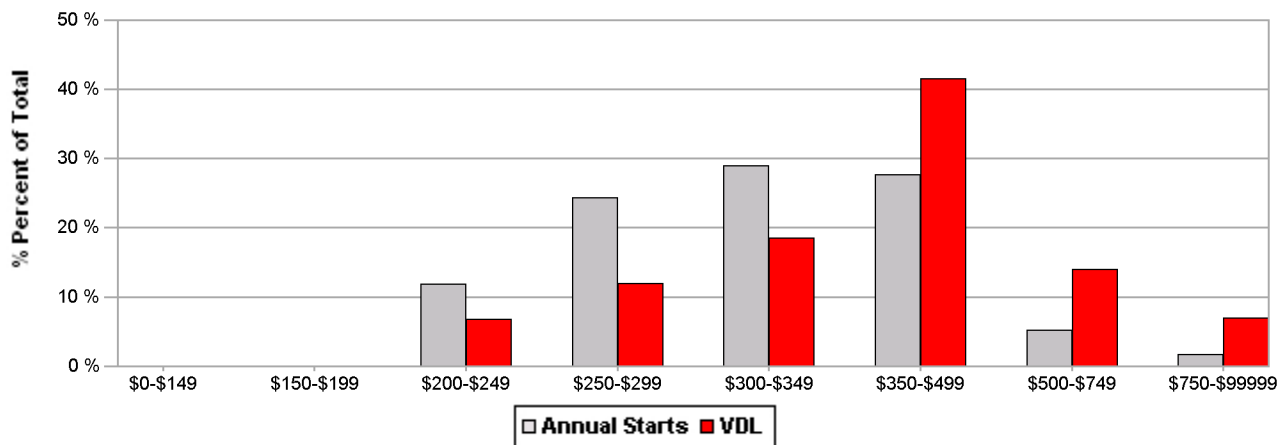
## Little Elm ISD

	\$0	\$150,000	\$200,000	\$250,000	\$300,000	\$350,000	\$500,000	\$750,000	
	\$149,999	\$199,999	\$249,999	\$299,999	\$349,999	\$499,999	\$749,999	\$999,999	*Total

<b>Custom Market Numerical Totals</b>	Ann Starts	0	113	231	275	262	49	17	947
	Ann Closings	0	147	263	308	248	64	7	1,037
	Housing Inv	0	37	117	163	170	43	17	547
	VDL Inv	0	120	209	324	725	245	122	1,745
	<b>Housing Supply (Mos)</b>	-	<b>3.1</b>	<b>5.4</b>	<b>6.3</b>	<b>8.2</b>	<b>8.0</b>	<b>31.5</b>	<b>6.3</b>
	<b>VDL Supply (Mos)</b>	-	<b>12.8</b>	<b>10.9</b>	<b>14.1</b>	<b>33.2</b>	<b>59.7</b>	<b>87.6</b>	<b>22.1</b>

<b>Custom Market Percentage Totals</b>	Ann Starts		11.9 %	24.4 %	29.0 %	27.7 %	5.2 %	1.8 %	100 %
	Ann Closings	0.0 %	14.2 %	25.4 %	29.7 %	23.9 %	6.1 %	0.6 %	100 %
	Housing Inv		6.8 %	21.5 %	29.8 %	31.0 %	7.8 %	3.2 %	100 %
	VDL Inv		6.9 %	12.0 %	18.5 %	41.6 %	14.0 %	7.0 %	100 %

### Price Range Distribution of Annual Starts vs VDL

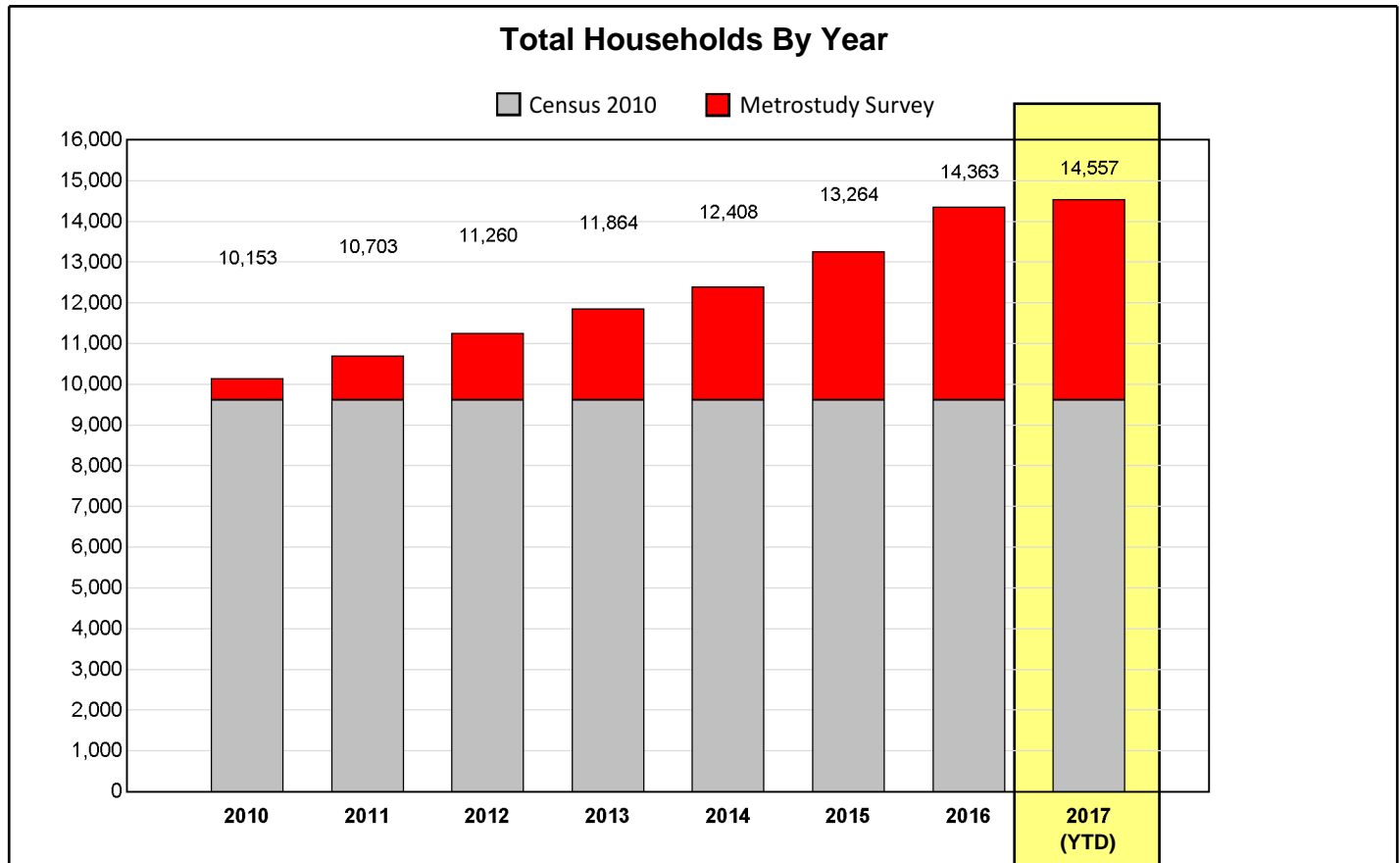


### Price Range Distribution of Annual Closings vs Housing Inventory



# Household Growth Summary

*Little Elm ISD*



Household Development Summary								
Selected Subdivisions			Households By Construction Status					
Source	Count	Status	Future Lots	Vacant Lots	Housing Inventory	Occupied Units	Annual Closings	Potential Households
Census						9,627		
Metrostudy	18	Builtout	0	0	0	827 <sup>1</sup>		
Metrostudy	27	Active	3,105	1,745	547	4,103 <sup>1</sup>		
Metrostudy	3	Future	734	0	0	0		
<b>Totals</b>	<b>48</b>		<b>3,839</b>	<b>1,745</b>	<b>547</b>	<b>14,557</b>	<b>1,037</b>	<b>20,688</b>

1. Cumulative closings since the Year 2010; Occupied units are recorded from onsite surveyor inspections performed during the Metrostudy residential survey. Closings are calculated as the change in occupied units between quarters.

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 07-17-2017	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	ADDITION TO 2017-2018 STIPENDS TEACHER MENTOR PROGRAM STIPEND				
Presenter or Contact Person:	Cleota Epps Executive Director for Human Resource Services				
Policy/Code:	DEAA (LEGAL), DEAA (LOCAL), DEA, as appropriate				
Summary:	\$300 Stipend per semester for experienced teachers who serve as mentor teachers.				
Financial Implications:	Included in the 2017/2018 budget				
Attachments:	\$30,000				
Recommendation:	The Administration recommends approval of the Teacher Mentor Program Stipend, as submitted.				
Motion:	I move the Board approve the Teacher Mentor Program Stipend, as submitted.				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input type="checkbox"/>	<b>Consent Agenda</b> <input checked="" type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>UPDATE TO 2017-2018 SCHOOL CALENDAR</b>				
<b>Presenter or Contact Person:</b>	Dr. Cyndy A. Mika, Assistant Superintendent for School Improvement and Accountability				
<b>Policy/Code:</b>	TEC 25.081				
<b>Summary:</b>	<p>The State released an updated Assessment Calendar on June 28. After review of the changes to STAAR test dates, we have a conflict with both of our scheduled bad weather days, which necessitates a change to our school calendar. The following changes will be made:</p> <ul style="list-style-type: none"><li>• Bad Weather Days moved from:<ul style="list-style-type: none"><li>○ April 13 to April 2</li><li>○ May 14 to May 24</li></ul></li><li>• Last Day of School moved from May 24 to May 23</li><li>• Teacher Work Day moved from May 25 to May 24</li></ul> <p>If we have one Bad Weather Day, we will use April 2. The last day of school will be May 23 and the Teacher Work Day will be May 24.</p> <p>If we have 2 Bad Weather Days, we will use April 2 and May 24. The last Day of School will be May 24 and the Teacher Work Day will be May 25.</p>				
<b>Financial Implications:</b>	There is no financial impact to the budget.				
<b>Attachments:</b>	Updated School Calendar				



**Recommendation:** | The Administration recommends approval of the Updated 2017-2018 School Calendar as submitted.

**Motion:** | I move the Board approve the Updated 2017-2018 School Calendar as submitted.

# 2017 - 2018 LEISD Calendar

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

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

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

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

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

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

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

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

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

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

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

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

	Professional Learning/Work Day - Student Holiday
	Comp Day - Student Holiday
	Early Release K-5
	Early Release PK-12
	Early Release 6-12
	Bad Weather Day
	Holiday
	New Teacher Orientation
	State Assessment
	First day of Semester for students

Bad Weather Day, if used the 24th becomes the last day of school. If not used this is a Teacher Work Day

If the 24th is used as a Bad Weather Day, the 25th will be a Teacher Work Day.

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 7-17-2017	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	2017-2018 STUDENT CODE OF CONDUCT				
Presenter or Contact Person:	Ross Roberts, Assistant Superintendent for Student and Administrative Services				
Policy/Code:	FO (LEGAL)				
Summary:	The Board shall adopt a Student Code of Conduct for a district.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	N/A				
Recommendation:	The Administration recommends the Board approve the 2017- 2018 Student Code of Conduct as submitted.				
Motion:	I move the Board approve the 2017-2018 Student Code of Conduct as submitted.				



# 2017-2018

## 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.

Dr. Lowell Strike

We acknowledge that we have been offered the option to receive a paper copy of the Little Elm ISD Code of Conduct for the 2017–2018 school year or to electronically access it on the district's website at <http://www.littleelmisd.net/domain/884>. 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:

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

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

## ACKNOWLEDGMENT

### *Student Code of Conduct Hardcopy 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.

Dr. Lowell Strike

We acknowledge that we have received a copy of the Little Elm ISD Student Code of Conduct for the 2017–2018 school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

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

## Table of Contents

### STUDENT CODE OF CONDUCT

School District Authority and Jurisdiction

Campus Behavior Coordinator

Reporting Crimes

'Parent' Defined

Participating in Graduation Activities

Standards for Student Conduct

General Conduct Violations

Dress Code(See Elementary and Secondary Student Handbooks)

Disregard for Authority

Mistreatment of Others

Property Offenses

Possession of Prohibited Items

Possession of Telecommunications or Other Electronic Devices

Illegal, Prescription, and Over-the-Counter Drugs

Misuse of Technology Resources and the Internet

Safety Transgressions

Miscellaneous Offenses

Discipline Management Techniques

Students with Disabilities Techniques

Notification

Appeals

Removal from the School Bus

Removal from the Regular Educational Setting

Routine Referral

Formal Removal

Returning Student to Classroom

Out-of-School Suspension

Misconduct

Process

Disciplinary Alternative Education Program (DAEP) Placement

Discretionary Placement: Misconduct That May Result in DAEP Placement



Misconduct Identified in State Law  
Mandatory Placement: Misconduct That Requires DAEP Placement  
Sexual Assault and Campus Assignments  
Emergencies  
Process  
Conference  
Consideration of Mitigating Factors  
Placement Order  
Coursework Notice  
Length of Placement  
Exceeds One Year  
Exceeds School Year  
Exceeds 60 Days  
Appeals  
Restrictions during Placement  
Placement Review  
Additional Misconduct  
Notice of Criminal Proceedings  
Withdrawal during Process  
Newly Enrolled Students  
Emergency Placement Procedure

#### Placement and/or Expulsion for Certain Offenses

Registered Sex Offenders  
Review Committee  
Newly Enrolled Student  
Appeal  
Certain Felonies  
Hearing and Required Findings  
Length of Placement  
Newly Enrolled Students

#### Expulsion

Discretionary Expulsion: Misconduct That May Result in Expulsion  
Any Location  
At School, Within 300 Feet, or at a School Event  
Within 300 Feet of School  
Property of Another District  
While in DAEP  
Mandatory Expulsion: Misconduct That Requires Expulsion  
Under Federal Law  
Under the Texas Penal Code

Under Age Ten  
Emergency  
Process  
Hearing  
Board Review of Expulsion  
Expulsion Order  
Length of Expulsion  
Withdrawal during Process  
Restrictions during Expulsion  
Newly Enrolled Students  
Emergency Expulsion Procedures  
DAEP Placement of Expelled Students

# 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 Little Elm Independent School District 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 and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the 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 may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the student handbook or on the district's website at <http://www.littleelmsd.net/domain/884>.

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. For any school-related misconduct, regardless of time or location;
4. While the student is in attendance at any school-related activity, 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.

## Revoking Transfers

The district has the right to revoke the transfer of a non-resident student and an intra-district transfer for violating the district's Code of Conduct.

## '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 an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

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

removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See DAEP—Restrictions During Placement on page 21, 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.

## LITTLE ELM INDEPENDENT SCHOOL DISTRICT

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

## **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.

Dress Code; see student handbooks

### **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 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 in grades 6-12 may display and use telecommunication devices in non- instructional settings and for instruction with the express permission of the teacher
- Students in grades PK-5 may not display or use telecommunication devices during the school ay unless expressly approved by the principal or designee
- To maintain security and protect the students, cell phones and the other devices addressed in the above regulation are not allowed in testing situations [see explanation at the end of this document]
- Using any device that permits recording the voice or image of another in any way that either disrupts the educational environment invades the privacy of others or is made without the prior consent of the individuals being recorded is prohibited
- Using any device that permits recording the voice or image to take, disseminate, transfer, or share audio, images, video, or photographs that reveal private parts of the body that are ordinarily covered by clothing (aka: “sexting”) is prohibited
- Electronic equipment, including telecommunication devices, are subject to search in the event school administrators believe reasonable suspicion exists to support the search

## **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. 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, 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.
- 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 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

## **Appeals**

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

be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through *Policy On Line* at the following address:  
<http://pol.tasb.org/Home/Index/393>

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 co-curricular 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 (if six years old) –grade 5 and secondary classification shall be grades 6–12.

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

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

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct TEC 37.01(A)(4)

## **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:

- The student is a threat to the safety of other students or to district employees, or
- 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.



Appeals regarding the decision to place a student in a DAEP should be addressed to the superintendent or designee in accordance with policy FOC(LEGAL).

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with FNG(LOCAL). 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://pol.tasb.org/Home/Index/393>.

Appeals shall begin at Level II with the board's designee.

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 Level II Hearing Officer.

## Restrictions during Placement

The district does not permit a student who is placed in a DAEP to participate in any school- sponsored or school-related extracurricular or cocurricular 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 placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

## 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 re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the 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 consideration0.:

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.
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. TEC 37.01(A)(4)

## 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:
    - o Aggravated assault.
      - o Sexual assault.
      - o Aggravated sexual assault.
      - o Murder.
      - o Capital murder.
      - o Criminal attempt to commit murder or capital murder.
      - o Aggravated robbery.
      - o Breach of computer security.
      - o 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:
  - Public lewdness under Section 21.07, Penal Code;
  - Indecent exposure under Section 21.08, Penal Code;
  - Criminal mischief under Section 28.03, Penal Code;
  - Personal hazing under Section 37.152; or
  - 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 5 1/2 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. o 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 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 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.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent or designee 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 re enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the 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.

## Student Re-entering from Expulsion or Incarceration

A student who enrolls or returns to the district after being expelled or incarcerated shall be assigned to a 15-day transition placement in DAEP. The focus of this placement is to acclimate the student to the regular classroom setting or alternative education setting.

## 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:
  - 65 years of age or older, or
  - 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:
  - Any vegetation, fence, or structure on open-space land; or
  - 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.
- 7) 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

A crime that involves intentionally starting a fire or causing an explosion and in so doing:

- Recklessly damages or destroys a building belonging to another, or
- 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": The new anti-bullying bill (Senate Bill 179) states the following:

1. It makes it clear that bullying does not have to involve a pattern of repeated behavior. "A single significant act" might be sufficient to meet the definition of "bullying."
2. Our definition of bullying has always required that there be an effect on the target. That effect could be physical harm, or the threat of it; or damage to property; or an "intimidating, threatening, or abusive educational environment." The new law adds to this, by stating that it is "bullying" if the behavior "materially and substantially disrupts the educational process or the orderly



operation of a classroom or school; or infringes on the rights of the victim at school.”

3. Cyber Bullying off campus is expressly included in the definition of bullying if it “interferes with a student’s educational opportunities” or “substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.”
4. School counselors’ duties will include serving as an “impartial, non reporting conciliator for interpersonal conflicts and discord involving two or more students arising out of accusations of bullying.” “Nonreporting” in this context means that the counselor does not report to law enforcement. Other reports, such as for suspected child abuse, may be necessary.
5. The Health and Safety Code is amended to authorize schools to develop practices and procedures regarding mental health, including “grief-informed and trauma-informed” practices, and skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making.”
6. Criminal penalties are enhanced for harassment by e-communication that is done with the intent that the target will commit suicide or engage in conduct causing serious bodily injury to self.

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 deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is 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
2. FFH(LOCAL); or
3. 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:
  - Public lewdness under Section 21.07, Penal Code;
  - Indecent exposure under Section 21.08; Penal Code;
  - Criminal mischief under Section 28.03, Penal Code;
  - Personal hazing under Section 37.152; or
  - 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.

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;

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.

- 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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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input type="checkbox"/>	<b>Consent Agenda</b> <input checked="" type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Discussion Item</b> <input type="checkbox"/>
<b>Subject:</b>	<b>GIFTS AND DONATIONS</b>				
<b>Presenter or Contact Person:</b>	Grant Anderson, Assistant Superintendent for Finance and Operations				
<b>Policy/Code:</b>	Other Revenues – Grants from Private Sources – CDC (LOCAL)				
<b>Summary:</b>	New gifts and donations received by the District will be presented.				
<b>Financial Implications:</b>	Increase of General Fund revenues and increase in appropriate budgets.				
<b>Attachments:</b>	Donation List				
<b>Recommendation:</b>	<b>The Administration recommends the acceptance of gifts and donations.</b>				
<b>Motion:</b>	<b>I recommend the Board approve the acceptance of gifts and donations as submitted.</b>				

**LITTLE ELM INDEPENDENT SCHOOL DISTRICT**  
**NEW DONATIONS**  
**July 2017**

Campus/Dept	Fund	Donation From	Description	Date	Monetary	Non-Monetary	Total
Lakeside MS		Town of Little Elm	Paragon Janus27 Kiln for Art Department	05/11/17		2,536.00	2,536.00
Lakeside MS	461	Humanities of Texas	Miscellaneous operating costs	06/05/17	80.00		80.00
Lakeside MS	461	University of Michigan	Miscellaneous operating costs	06/12/17	1,000.00		1,000.00
Athletics LEHS	461	Lobo Club Baseball Booster	Umpires for Mar 9-10 baseball tournament	06/26/17	1,065.00		1,065.00
Athletics Lakeside	461	Lobo Club Lakeside Middle School	Waterboy graphics	06/26/17	5,000.00		5,000.00
Culinary Arts & SPED	199	Credit Union of Texas	Purchase food trailer to be used for culinary arts practicum and SPED community-based instruction. Acceptance pending board approval of contract with Credit Union of Texas to purchase food trailer.	06/27/17	31,000.00		31,000.00
Culinary Arts & SPED	199	Sysco Foods	Purchase supplies for culinary arts and SPED food trailer. Acceptance pending board approval of contract with Credit Union of Texas to purchase food trailer.	06/27/17	500.00		500.00
					38,645.00	2,536.00	41,181.00



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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
Board Mtg. Date 07-17-2017					
Subject:	<b>LITTLE ELM ISD CONTRACT SUMMARY REPORT</b>				
Presenter or Contact Person:	Grant Anderson, Assistant Superintendent of Finance and Operations				
Policy/Code:	CRB (LEGAL)				
Summary:	Allows LEISD to purchase products or services from the list of attached contract(s) which have been properly awarded through statutorily authorized methods.				
Financial Implications:	N/A				
Attachments:	Little Elm ISD Contract Summary Report for Approval				
Recommendation:	<b>The Administration recommends approval of the Little Elm ISD Contract Summary Report as submitted</b>				
Motion:	<b>I move that the Board approve the Little Elm ISD Contract Summary Report dated July 17, 2017 as submitted</b>				

Little Elm ISD Contract Summary Report for Approval

Board Meeting Date: July 17, 2017

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Amount	Change	Effective Date	Expiration Date	Renewal	Description	Administrator
1	Denton County Sherriff's Department	Business Services	New	\$0	\$0	\$0	N/A	N/A	N/A	In accordance with the Texas Property Tax Code, there is a piece of property that Little Elm ISD may sell due to tax foreclosure that occurred on October 10, 2016. A recommendation for the approval of the Denton County Sheriff's Department reselling the subject property at a public venue.	Grant Anderson
2	Credit Union of Texas	Communication Services	New	\$0	\$0	\$0	N/A	N/A	N/A	Partnership between Little Elm ISD and Credit Union of Texas to purchase and operate a Culinary Arts Food Trailer (table 2 GO). The Food Trailer is intended to operate during select times in the year for certain school and community events, as well as for select catering events. These events may be held in Little Elm or neighboring communities.	Tony Tipton
3	Dr. Pepper Bottling Company of Texas	Business Services	Renewal	\$0	\$0	\$0	9/1/2017	8/31/2018	Annual	Extension of Exclusive Beverage License and Supplier Agreement.	Grant Anderson
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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
07-17-2017	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subject:</b>	<b>LITTLE ELM ISD EXPENDITURES OVER \$50,000 SUMMARY REPORT</b>				
<b>Presenter or Contact Person:</b>	Grant Anderson, Assistant Superintendent of Finance and Operations				
<b>Policy/Code:</b>	CH (LOCAL) Purchasing And Acquisition				
<b>Summary:</b>	Allows LEISD to purchase products or services from other governmental entities valued over \$50,000 (listed on attachment) which have been properly purchased through statutorily authorized methods.				
<b>Financial Implications:</b>	N/A				
<b>Attachments:</b>	Little Elm ISD Expenditures Over \$50,000 Summary Report for Approval				
<b>Recommendation:</b>	<b>The Administration recommends approval of the Little Elm ISD Expenditures Over \$50,000 Summary Report as submitted</b>				
<b>Motion:</b>	<b>I move that the Board approve the Little Elm ISD Expenditures Over \$50,000 Summary Report dated July 17, 2017 as submitted</b>				

Little Elm ISD Expenditures Over \$50,000 Summary Report for Approval

Board Meeting Date: July 17, 2017

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Amount	Change	Effective Date	Expiration Date	Renewal	Description	Administrator
1	Apple Computer	Technology Services	New	\$0	\$374,993	\$0	N/A	N/A	N/A	Elementary teacher MacBook laptop replacement	Clay Walker
2	Communities In Schools of North Texas	Educational Services	Renewal	\$66,000	\$66,000	\$0	8/1/2017	7/31/2018	N/A	CISNT sets out to establish the relationships and responsibilities of both parties in the implementation of a CISNT school based, school day, case management dropout prevention program on the campus of Little Elm HS. In addition, this partnership will implement the 21st Century Community Learning Center afterschool academic enrichment program on the campuses of: Hackberry ES, Oak Point ES and Lakeside MS.	Ross Roberts
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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
07-17-2017	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subject:</b>	<b>LITTLE ELM ISD INTERLOCAL SUMMARY REPORT</b>				
<b>Presenter or Contact Person:</b>	Grant Anderson, Assistant Superintendent of Finance and Operations				
<b>Policy/Code:</b>	Interlocal Cooperative Act, Government Code Section 791				
<b>Summary:</b>	Allows LEISD to purchase products or services from other governmental entities (listed on attachment) which have been properly awarded contracts through statutorily authorized methods.				
<b>Financial Implications:</b>	N/A				
<b>Attachments:</b>	Little Elm ISD Interlocal Summary Report for Approval				
<b>Recommendation:</b>	<b>The Administration recommends approval of the Little Elm ISD Interlocal Summary Report as submitted</b>				
<b>Motion:</b>	<b>I move that the Board approve the Little Elm ISD Interlocal Summary Report dated July 17, 2017 as submitted</b>				

Little Elm ISD Interlocal Summary Report for Approval

Board Meeting Date: July 17, 2017

Ref #	Vendor Name	Department	Status (New, Renewal, Vendor Change)	Prior Year Contract Amount	Amount	Change	Effective Date	Expiration Date	Renewal	Description	Administrator
1	Rockwall ISD	Child Nutrition Services	Renewal	\$ 13,045.00	\$ 6,260.00	\$ (6,785.00)	7/1/2017	6/30/2018	Annual	Regional Food Service Trainer/Consultant - Garlinda Rush will be used for menu planning. Compliance and compliance checks, financial planning and compliance, AR preparation and any other duties requested by the District.	Carolyn Tarver
2	Texas Department of Public Safety	Human Resource Services	Renewal	\$0	\$0	\$0	8/1/2017	7/31/2020	Annual	Release of driver's license and identification card records	Cleota Epps
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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent <input type="checkbox"/>	Action Item <input checked="" type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
Board Mtg. Date 07-17-2017					
Subject:	<b>ACT ON AGREEMENT FOR PURCHASE OF ATTENDANCE CREDITS (NETTING CHAPTER 42 FUNDING)</b>				
Presenter or Contact Person:	Grant Anderson, CFO & Asst. Superintendent for Finance and Operations				
Policy/Code:	Texas Education Code Chapter 41				
Summary:	<p>Provision of Chapter 41 of the Texas Education Code limits the wealth per student in average daily attendance to \$514,000 on the compressed tax rate and \$319,500 on the local enrichment tax above 6 cents. Wealth above these limits results in classification as a "property-rich district" and the need for a district to reduce its wealth per student. To reduce its wealth to or below the state-mandated equalized wealth level, the district must select from the following five statutory options:</p> <ol style="list-style-type: none"><li>1) Consolidate with one or more other school districts</li><li>2) Detachment and annexation of property</li><li>3) Purchase of attendance credits from the State</li><li>4) Contract for education of non-resident students</li><li>5) Tax base consolidation</li></ol> <p>Option #3 is the most feasible for the district and is the option most chapter 41 districts chose. For the 2017-18 school year the recommendation is to choose Option #3 (Netting Chapter 42 Funding).</p>				
Financial Implications:	It is anticipated that LEISD's 2017-18 cost of recapture will be approximately \$500,000.				
Attachments:	2017-18 Agreement for the Purchase of Attendance Credits (Netting Chapter 42 Funding)				

**Recommendation:** The Administration recommends the Board of Trustees approve the 2017-18 Agreement for Purchase of Attendance Credits (Netting Chapter 42).

**Motion:** I move that the Board approve the 2017-18 Agreement for Purchase of Attendance Credits (Netting Chapter 42).



## Agreement for the Purchase of Attendance Credits (Netting Chapter 42 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 41, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §41.006. The purpose of this agreement is to enable the district to reduce its wealth per weighted student to a level that is not greater than the equalized wealth level as determined by the commissioner of education in accordance with the TEC, §41.002.

The school year to which this agreement applies is \_\_\_\_\_ (the “school year”).

The agreement is for \_\_\_\_\_ School District (“the district”), with a county-district number of \_\_\_\_\_, to purchase attendance credits from the state for the school year.

The initial cost of recapture will be based on the commissioner’s estimate of the cost of each credit using the district’s projected maintenance and operations tax revenue and the estimated number of students in weighted average daily attendance for the school year (TEC, §41.093). The district agrees to offset its cost of recapture against any funds it receives under the provisions of the TEC, Chapter 42, in accordance with the provisions specified in the TEC, §41.0041.

When near-final data are available following the close of the school year to which this agreement applies, the district’s entitlement under Chapter 42 will be recalculated. If the amount of Chapter 42 funding is less than the cost of recapture, as determined by the commissioner in accordance with the TEC, §41.093, using near-final data, the difference will be added to the estimated cost of recapture for the subsequent school year. If the estimated amount of Chapter 42 funds for the subsequent school year is less than the estimated cost of recapture for the subsequent school year plus any recapture balance carried forward from the school year to which this agreement applies, the district will no longer have the option to offset recapture costs against its Chapter 42 funding, and in the next year in which the district is subject to the provisions of Chapter 41, the district will be obligated to remit the total amount of the combined cost of recapture for deposit in the state treasury to be used for the Foundation School Program.

The actual cost of each credit for the school year will be determined by the commissioner in accordance with the TEC, §41.093, when final data on the district’s maintenance and operations tax revenue and the number of students in weighted average daily attendance for the school year are available.

The cost of purchased attendance credits will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §41.097. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year’s cost until the total amount of the reduction has been exhausted.

\_\_\_\_\_  
Signature of President, Board of Trustees

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Secretary, Board of Trustees

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Typed Name of Superintendent

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Commissioner of Education or Designee

Date: \_\_\_\_\_

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item						
Board Mtg. Date 07-17-2017	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Subject:	SET DATE, TIME AND PLACE FOR PUBLIC MEETING ON BUDGET AND PROPOSED TAX RATE										
Presenter or Contact Person:	Grant Anderson, Assistant Superintendent of Finance and Operation Services										
Policy/Code:	Local Revenue Sources Ad Valorem Taxes CCG (LEGAL)										
Summary:	School Districts have a special notice for the public meeting on their proposed tax rate. The notice entitled "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate" is required to be published in the newspaper 10 to 30 days before the public meeting date. The "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate" requires publication of the board of trustees' proposed tax rate and the date, time and place of the public meeting.										
Financial Implications:	Generates revenue (tax rate times \$100 of taxable valuation).										
Attachments:	None										
Recommendation:	<p>The Administration recommends approval of August 21, 2017 at 6:00 p.m. at the Zellars Center for Learning and Leadership as the date, time and place to set to conduct the public meeting to discuss budget, proposed tax rate, and recommend the following proposed tax rates.</p> <table><tbody><tr><td>Maintenance and Operations</td><td>\$1.17/per \$100 value</td></tr><tr><td>Interest and Sinking</td><td>.37/per \$100 value</td></tr><tr><td>Total Tax Rate</td><td>\$1.54/per \$100 value</td></tr></tbody></table>					Maintenance and Operations	\$1.17/per \$100 value	Interest and Sinking	.37/per \$100 value	Total Tax Rate	\$1.54/per \$100 value
Maintenance and Operations	\$1.17/per \$100 value										
Interest and Sinking	.37/per \$100 value										
Total Tax Rate	\$1.54/per \$100 value										

**Motion:**

I move that the Board approve August 21, 2017 at 6:00 p.m. at the Zellars Center for Learning and Leadership as the date, time and place to set to conduct the public meeting to discuss budget and the following proposed tax rates.

Maintenance and Operations	\$1.17/per \$100 value
Interest and Sinking	<u>.37/per \$100 value</u>
Total Tax Rate	\$1.54/per \$100 value

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
07-17-2017	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subject:</b>	<b>FINANCIAL REPORTS - MAY 2017</b>				
<b>Presenter or Contact Person:</b>	Grant Anderson, Assistant Superintendent for Finance and Operations				
<b>Policy/Code:</b>	Board Legal Status Powers and Duties - BAA (LOCAL) Annual Operating Budget - CE (LOCAL)				
<b>Summary:</b>	Monthly financial reports prepared by Business Services Department				
<b>Financial Implications:</b>	Increase in General Fund revenues and increase in appropriate expenditure budgets				
<b>Attachments:</b>	<ol style="list-style-type: none"><li>1) Budget Amendments</li><li>2) Information - Miscellaneous Business Office Reports Monthly Fund Balance Comparison Statement of Unaudited Revenue and Expenditures Cash Flow Statements Bank Reconciliations Investment Report Fund Summary of Revenue and Expenditures Tax Collection Report Construction Report</li></ol>				
<b>Recommendation:</b>	<b>The Administration recommends approval of the May 2017 Financial Reports as presented.</b>				
<b>Motion:</b>	<b>I move that the Board approve the May 2017 Financial Reports as presented.</b>				

Little Elm Independent School District  
General Fund  
Budget Amendments  
July 2017

	Fund	FX	Decrease	FX	Increase	Org	Incr / (Decr) Fund Bal	Reason
1	199	41	4,000	36	4,000	001		Reallocate funds to cover equipment purchases for soccer and softball programs
2	183	00	5,695	36	5,695	001		Budget for district track receipts and associated costs to host event
3	199	11	1,087	36	1,087	001		Reallocate funds to cover student travel to Texas FFA convention
4	199	11	1,200	36	1,200	001		Reallocate funds to cover non-employee travel costs to Texas FFA convention
5	199	11	661	13	661	041		Reallocate funds to cover end of year staff lucheon
6	199	11	250	51	250	105		Reallocate funds to purchase paint for PLC room and Teacher's lounge
7	199	52	1,200	41	1,200	702		Reallocate funds to cover Team of 8 training fees
8	199	41	1,350	13	1,350	821		Reallocate funds to cover purchase of ALI staff development reading materials
9	199	23	8,324	21	8,324	821		Reallocate funds to cover Admin Launch costs
	<b>Total</b>		23,767		23,767		0	

Little Elm Independent School District  
Debt Service Fund  
Budget Amendments  
July 2017

	Fund	FX	Increase	FX	Increase	Org	Incr / (Decr) Fund Bal	Reason
	511	00	9,969,185	00	9,817,529		14,882	Budget for June 15 bond refunding
				71	136,774			
				00	14,882			
	<b>Total</b>		9,969,185		9,969,185		14,882	

## Page 1 of 2

## GENERAL FUND

**DEBT SERVICE FUND**

**1XX**

## 511

CONTROL CODES	REVENUES
5700	LOCAL
5800	STATE
5900	FEDERAL

ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
36,611,719	6,833	36,618,552
24,212,022		24,212,022
1,520,288		1,520,288
<b>62,344,029</b>	<b>6,833</b>	<b>62,350,862</b>

ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
11,495,272		11,495,272
-		-
-		-
<b>11,495,272</b>	<b>-</b>	<b>11,495,272</b>

### Expenditures

11 Instruction	36,829,002	(14,995)	36,814,007
12 Library Services	672,504	455	672,959
13 Staff Development	1,263,673	6,868	1,270,541
21 Instructional Admin	1,191,575	(5,000)	1,186,575
23 Campus Administration	4,396,559	1,194	4,397,753
31 Guidance & Counseling	1,792,050	(262)	1,791,788
32 Attendance & Social Services	31,000		31,000
33 Health Services	549,443		549,443
34 Student Transportation	1,759,449	(50)	1,759,399
35 Food Services	124,733		124,733
36 Co-curricular Activities	1,976,702	30,368	2,007,070
41 General Administration	2,951,403	3,584	2,954,987
51 Plant Maintenance	6,440,579	(625)	6,439,954
52 Security	850,019	3,000	853,019
53 Data Processing	1,516,633	(17,704)	1,498,929
61 Community Services	53,843		53,843
71 Debt Services	1,204,886		1,204,886
81 Facilities	1,055,948		1,055,948
95 Payments to JUV Justice Alt	36,000		36,000
99 Intergovernmental Charges	295,400		295,400
<b>TOTAL EXPENDITURES</b>	<b>64,991,401</b>	<b>6,833</b>	<b>64,998,234</b>

[illegible]

00 Other Resources	-	-
00 Other Uses	(1,500,000)	(1,500,000)

		-
		-

<b>FUND BALANCE 08/31/16</b>	27,043,674	-	27,043,674
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4,330,384		4,330,384
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EST FUND BALANCE	22,896,302	-	22,896,302
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3,735,963	-	3,735,963
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		FOOD SERVICE FUND			CHILD CARE		
		240			720		
CONTROL CODES	REVENUES	ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET	ORIGINAL BUDGET	PROPOSED AMENDMENTS	AMENDED BUDGET
5700	LOCAL	1,448,800		1,448,800	607,378		607,378
5800	STATE	19,000		19,000	-		-
5900	FEDERAL	2,120,677		2,120,677	-		-
		3,588,477	-	3,588,477	607,378	-	607,378
<b>Expenditures</b>							
11	Instruction	-		-	-		-
12	Library Services	-		-	-		-
13	Staff Development	-		-	-		-
21	Instructional Admin	-		-	-		-
23	Campus Administration	-		-	-		-
31	Guidance & Counseling	-		-	-		-
32	Attendance & Social Services	-		-	-		-
33	Health Services	-		-	-		-
34	Student Transportation	-		-	-		-
35	Food Services	3,916,263		3,916,263	-		-
36	Co-curricular Activities	-		-	-		-
41	General Administration	-		-	-		-
51	Plant Maintenance	-		-	-		-
52	Security	-		-	-		-
53	Data Processing	-		-	-		-
61	Community Services	-		-	618,713		618,713
71	Debt Services	-		-	-		-
81	Facilities	-		-	-		-
95	Payments to JUV Justice Alt	-		-	-		-
99	Intergovernmental Charges	-		-	-		-
	TOTAL EXPENDITURES	3,916,263	-	3,916,263	618,713	-	618,713
<b>FUND BALANCE 08/31/16</b>		1,229,332		1,229,332	75,796		75,796
<b>EST FUND BALANCE</b>		901,546	-	901,546	64,461	-	64,461

Little Elm Independent School District  
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual  
As of May 31, 2017

GENERAL FUND  
Fund 1XX

CONTROL CODES	REVENUES	2016-2017 Approved Budget	PERIOD RECEIPTS/ EXPENDITURES	Y-T-D RECEIVED/ ENC + EXP	VARIANCE FAVORABLE (UNFAVORABLE)	PERCENT TO TOTAL	PERCENT OF YEAR ELAPSED
5700	LOCAL	36,618,552.00	299,866.84	38,264,085.87	1,645,533.87	104.49%	75%
5800	STATE	24,212,022.00	1,353,837.34	14,081,950.58	(10,130,071.42)	58.16%	75%
5900	FEDERAL	1,520,288.00	14,879.39	1,529,600.64	9,312.64	100.61%	75%
<b>TOTAL REVENUES</b>		<b>62,350,862.00</b>	<b>1,668,583.57</b>	<b>53,875,637.09</b>	<b>(8,475,224.91)</b>	<b>86.41%</b>	<b>75%</b>
<b>EXPENDITURES</b>							
0011	Instruction	36,814,007.00	3,653,210.24	31,153,501.18	5,660,505.82	84.62%	75%
0012	Library Services	672,959.00	76,191.20	591,733.15	81,225.85	87.93%	75%
0013	Curriculum & Staff Development	1,270,541.00	114,681.80	956,339.00	314,202.00	75.27%	75%
0021	Instructional Leadership	1,186,575.00	81,520.25	810,716.46	375,858.54	68.32%	75%
0023	School Leadership	4,397,753.00	338,684.58	3,244,713.81	1,153,039.19	73.78%	75%
0031	Guidance & Counseling	1,791,788.00	146,027.29	1,320,299.11	471,488.89	73.69%	75%
0032	Social Work Services	31,000.00	36.32	30,193.33	806.67	97.40%	75%
0033	Health Services	549,443.00	58,072.19	470,761.72	78,681.28	85.68%	75%
0034	Student Transportation	1,759,399.00	148,608.32	1,177,745.66	581,653.34	66.94%	75%
0035	Food Services	124,733.00	7,270.81	96,152.06	28,580.94	77.09%	75%
0036	Co-curricular Activities	2,007,070.00	200,299.77	1,755,145.64	251,924.36	87.45%	75%
0041	General Administration	2,954,987.00	229,564.64	2,175,834.31	779,152.69	73.63%	75%
0051	Plant Maintenance	6,439,954.00	497,326.46	4,555,724.59	1,884,229.41	70.74%	75%
0052	Security & Monitoring	853,019.00	74,073.35	747,459.80	105,559.20	87.63%	75%
0053	Data Processing	1,498,929.00	64,763.57	932,691.53	566,237.47	62.22%	75%
0061	Community Service	53,843.00	2,785.50	38,111.24	15,731.76	70.78%	75%
0071	Debt Services	1,204,886.00	-	936,107.98	268,778.02	77.69%	75%
0081	Facility Acquisition	1,055,948.00	254.16	744,383.95	311,564.05	70.49%	75%
0095	Pmt to Juvenile Justice	36,000.00	4,717.00	35,333.00	667.00	98.15%	75%
0099	Intergovernmental Charges	295,400.00	-	219,266.83	76,133.17	74.23%	75%
<b>TOTAL EXPENDITURES</b>		<b>64,998,234.00</b>	<b>5,698,087.45</b>	<b>51,992,214.35</b>	<b>13,006,019.65</b>	<b>79.99%</b>	<b>75%</b>
<b>OPERATING TRANSFERS</b>							
7910	Other Resources	-	350.00	350.00			
8910	Other Uses	(1,500,000.00)	-	(1,500,000.00)			
<b>TOTAL OPERATING TRANSFERS</b>		<b>(1,500,000.00)</b>	<b>350.00</b>	<b>(1,499,650.00)</b>			
0100	Fund Balance 08/31/16	27,043,674.00	-	27,043,674.00			
3000	Year to Date Fund Bal. (unaudited)	<b>22,896,302.00</b>		<b>27,427,446.74</b>			

**Little Elm Independent School District  
General Operating Cash Flow Statement  
FY 2016-2017**

	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	July Actual	August Actual	TOTAL
<i>Beginning Cash Balance in Bank</i>	19,496,395.11	18,409,665.78	16,952,300.76	15,606,101.25	26,380,875.27	35,240,345.44	35,861,194.61	31,979,222.06	29,602,382.60	-	-	-	19,496,395.11
<b>RECEIPTS</b>													
Tax Collections	52,404.10	320,001.05	1,561,242.24	15,704,913.19	13,371,737.42	5,110,116.82	395,379.35	328,518.52	145,084.04	-	-	-	36,989,396.73
Interest	4,693.68	4,524.99	3,796.71	4,881.07	9,941.01	10,152.74	10,374.94	8,830.71	8,189.05	-	-	-	65,384.90
Other Local Revenue	432,287.14	245,195.64	168,860.85	100,504.78	180,497.05	117,601.62	269,061.43	211,706.19	240,899.57	-	-	-	1,966,614.27
State Revenue - Available School	106,592.00	339,425.00	218,163.00	220,047.00	91,898.00	91,898.00	274,622.00	214,597.00	225,565.00	-	-	-	1,782,807.00
State Revenue - Foundation	4,798,731.00	3,171,461.00	1,668,134.00	-	-	-	-	1,426,861.00	921,576.00	-	-	-	11,986,763.00
State Revenue - Debt Service	-	-	229,627.00	-	-	-	-	-	-	-	-	-	229,627.00
State Revenue - Misc	3,996.55	34,533.66	90,235.51	-	4,334.70	-	-	-	3,150.00	-	-	-	136,250.42
MAC Receipts/SHARS	2,886.13	15,659.93	850,447.34	40,013.19	10,892.95	12,443.70	36,328.09	25,762.26	14,879.39	-	-	-	1,009,312.98
Federal Program Revenue	19,314.71	166,934.72	15,144.00	365,606.25	682,301.34	110,993.91	44,863.93	146,999.81	155,395.93	-	-	-	1,707,554.60
Federal Program Revenue 240	80,020.92	240,823.91	205,201.12	193,544.15	130,163.59	220,899.52	203,291.60	225,972.06	208,590.31	-	-	-	1,708,507.18
Lunch Revenue - local 240	162,904.43	171,118.11	153,304.25	104,054.44	164,999.57	153,816.66	160,461.81	156,407.97	158,766.08	-	-	-	1,385,833.32
Payroll Deposits	1,910.91	1,161.54	839.16	839.16	2,951.65	966.22	1,618.16	10.00	545.18	-	-	-	10,841.98
Proceeds Land Sale	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers from Debt Service	-	-	-	-	-	-	-	-	10,000.00	-	-	-	10,000.00
Transfers from Investment Acct	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	5,665,741.57	4,710,839.55	5,164,995.18	16,734,403.23	14,649,717.28	5,828,889.19	1,396,001.31	2,745,665.52	2,092,640.55	-	-	-	58,988,893.38
<b>DISBURSEMENTS</b>													
Payroll Checks	2,661,415.19	2,718,852.32	2,717,378.67	3,855,044.79	2,678,344.74	2,752,512.15	2,756,068.41	2,729,669.41	2,784,426.17	-	-	-	25,653,711.85
Accounts Payable Checks	2,952,873.25	2,293,277.14	2,415,042.36	1,381,230.29	1,572,001.11	1,316,136.74	1,379,567.10	1,255,553.63	1,458,030.60	-	-	-	16,023,712.22
TRS Deposit	749,722.80	757,156.36	755,675.34	330,084.98	1,155,374.31	745,098.42	746,938.49	745,266.31	749,616.34	-	-	-	6,734,933.35
IRS Deposit	387,399.66	398,013.80	392,818.32	393,079.15	384,316.95	394,240.21	395,191.26	391,411.63	401,024.12	-	-	-	3,537,495.10
Bank Charges/ NSF's/Bk Trans	1,060.00	904.95	653.00	190.00	210.00	52.50	208.60	604.00	50.62	-	-	-	3,933.67
Total Expenditures	6,752,470.90	6,168,204.57	6,281,567.69	5,959,629.21	5,790,247.11	5,208,040.02	5,277,973.86	5,122,504.98	5,393,147.85	-	-	-	51,953,786.19
Cash to TEA	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Transferred to Debt Service	-	-	229,627.00	-	-	-	-	-	-	-	-	-	229,627.00
Transfers to Investment Accounts	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures & Transfers	6,752,470.90	6,168,204.57	6,511,194.69	5,959,629.21	5,790,247.11	5,208,040.02	5,277,973.86	5,122,504.98	5,393,147.85	-	-	-	52,183,413.19
Net Change in Cash	(1,086,729.33)	(1,457,365.02)	(1,346,199.51)	10,774,774.02	8,859,470.17	620,849.17	(3,881,972.55)	(2,376,839.46)	(3,300,507.30)	-	-	-	6,805,480.19
<b>Ending Cash Balance in bank</b>	<b>18,409,665.78</b>	<b>16,952,300.76</b>	<b>15,606,101.25</b>	<b>26,380,875.27</b>	<b>35,240,345.44</b>	<b>35,861,194.61</b>	<b>31,979,222.06</b>	<b>29,602,382.60</b>	<b>26,301,875.30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26,301,875.30</b>
Beginning Cash Balance Lone Star	12,226,257.60	12,232,753.04	12,239,989.64	12,247,107.26	12,255,048.47	12,263,651.99	12,271,733.56	12,281,333.94	12,291,222.02	-	-	-	12,226,257.60
Beginning Cash Balance TexStar	1,383,431.55	1,383,900.34	1,384,394.21	1,384,865.80	1,385,432.19	1,386,073.71	1,386,662.07	1,387,400.38	1,388,214.52	-	-	-	1,383,431.55
Beginning Cash Balance Texas Class	21,819,203.02	21,688,213.95	21,477,082.00	20,956,966.88	20,100,578.89	19,410,544.61	18,610,301.40	16,914,248.11	15,711,935.57	-	-	-	21,819,203.02
Interest Earned Lone Star	6,495.44	7,236.60	7,117.62	7,941.21	8,603.52	8,081.57	9,600.38	9,888.08	10,437.64	-	-	-	75,402.06
Interest Earned TexStar	468.79	493.87	471.59	566.39	641.52	588.36	738.31	814.14	888.38	-	-	-	5,671.35
Interest Earned TexasClass	13,693.08	15,126.70	14,559.13	15,168.80	16,115.45	14,042.64	15,333.23	14,594.24	14,122.95	-	-	-	132,756.22
Transfers out	(144,682.15)	(226,258.65)	(534,674.25)	(871,556.79)	(706,149.73)	(814,285.85)	(1,711,386.52)	(1,216,906.78)	(1,513,710.05)	-	-	-	(7,739,610.77)
Transfers in	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash Balance Invested</b>	<b>35,304,867.33</b>	<b>35,101,465.85</b>	<b>34,588,939.94</b>	<b>33,741,059.55</b>	<b>33,060,270.31</b>	<b>32,268,697.03</b>	<b>30,582,982.43</b>	<b>29,391,372.11</b>	<b>27,903,111.03</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>27,903,111.03</b>
<b>TOTAL CASH AVAILABLE</b>	<b>53,714,533.11</b>	<b>52,053,766.61</b>	<b>50,195,041.19</b>	<b>60,121,934.82</b>	<b>68,300,615.75</b>	<b>68,129,891.64</b>	<b>62,562,204.49</b>	<b>58,993,754.71</b>	<b>54,204,986.33</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>54,204,986.33</b>

**Little Elm Independent School District  
Debt Service Cash Flow Statement  
FY 2016-2017**

	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	July Actual	August Actual	TOTAL
<i>Beginning Cash Balance in Bank</i>	1,621,105.11	1,642,752.83	1,744,679.57	2,468,976.22	7,441,554.25	671,396.36	289,826.37	415,362.94	519,630.38	-	-	-	1,621,105.11
<b>RECEIPTS</b>													
Tax Collections	21,113.03	101,359.19	494,006.63	4,971,180.71	4,228,545.97	1,618,002.40	125,415.89	104,108.97	45,825.34	-	-	-	11,709,558.13
Interest	534.69	567.55	663.02	1,397.32	1,296.14	427.61	120.68	158.47	50.69	-	-	-	5,216.17
Bond Refunding	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer from General Operating	-	-	229,627.00	-	-	-	-	-	-	-	-	-	229,627.00
Transfers from Investment Acct	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	21,647.72	101,926.74	724,296.65	4,972,578.03	4,229,842.11	1,618,430.01	125,536.57	104,267.44	45,876.03	-	-	-	11,944,401.30
<b>DISBURSEMENTS</b>													
Bank Charges/ NSF's/Bk Trans	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to Investment Accounts	-	-	-	-	11,000,000.00	2,000,000.00	-	-	450,000.00	-	-	-	13,450,000.00
Transfer to General Operating	-	-	-	-	-	-	-	-	10,000.00	-	-	-	10,000.00
Total Expenditures & Transfers	-	-	-	-	11,000,000.00	2,000,000.00	-	-	460,000.00	-	-	-	13,460,000.00
Net Change in Cash	21,647.72	101,926.74	724,296.65	4,972,578.03	(6,770,157.89)	(381,569.99)	125,536.57	104,267.44	(414,123.97)	-	-	-	(1,515,598.70)
<b>Ending Cash Balance in bank</b>	<b>1,642,752.83</b>	<b>1,744,679.57</b>	<b>2,468,976.22</b>	<b>7,441,554.25</b>	<b>671,396.36</b>	<b>289,826.37</b>	<b>415,362.94</b>	<b>519,630.38</b>	<b>105,506.41</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>105,506.41</b>
Beginning Cash Balance TexPool	2,700,991.59	2,701,835.02	2,702,713.40	2,703,599.00	2,704,648.44	13,708,872.03	12,929,402.93	12,936,235.21	12,943,806.91	-	-	-	2,700,991.59
Interest Earned TexPool	843.43	878.38	885.60	1,049.44	4,223.59	5,409.04	6,832.28	7,571.70	8,710.01	-	-	-	36,403.47
Transfers in	-	-	-	-	11,000,000.00	2,000,000.00	-	-	450,000.00	-	-	-	13,450,000.00
Transfers out	-	-	-	-	-	(2,784,878.14)	-	-	-	-	-	-	(2,784,878.14)
<b>Ending Cash Balance Invested</b>	<b>2,701,835.02</b>	<b>2,702,713.40</b>	<b>2,703,599.00</b>	<b>2,704,648.44</b>	<b>13,708,872.03</b>	<b>12,929,402.93</b>	<b>12,936,235.21</b>	<b>12,943,806.91</b>	<b>13,402,516.92</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,402,516.92</b>
<b>TOTAL CASH AVAILABLE</b>	<b>4,344,587.85</b>	<b>4,447,392.97</b>	<b>5,172,575.22</b>	<b>10,146,202.69</b>	<b>14,380,268.39</b>	<b>13,219,229.30</b>	<b>13,351,598.15</b>	<b>13,463,437.29</b>	<b>13,508,023.33</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,508,023.33</b>

**LITTLE ELM INDEPENDENT SCHOOL DISTRICT**  
**Cash and Investments Reconciliation**  
**as of May 31, 2017**

**Operating Fund:**

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Balance per bank	<b>26,301,875.30</b>
Add: Texas Class/MBIA	14,212,348.47
Lone Star	12,301,659.66
TexStar	1,389,102.90
Add: Deposits in Transit	5,211.82
Taxes in Transit	40,497.87
Less: Outstanding Checks/Wires	(265,710.29)
<b>Balance per Books</b>	<b>53,984,985.73</b>

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**Interest & Sinking Fund:**

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Balance per bank	<b>105,506.41</b>
Add: Texpool	13,402,516.92
Add: Taxes in Transit	12,842.16
Less: Outstanding Checks	-
<b>Balance per Books</b>	<b>13,520,865.49</b>

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<b>Total Balance per Books</b>	<b>67,505,851.22</b>
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LITTLE ELM INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF CURRENT INVESTMENTS - BY FUND  
MONTH ENDED: May 31, 2017

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
05/01/17	Lone Star		Investment Pool	12,291,222.02	100.0000%	100.0000%	0.0000%	12,291,222.02				
			Investment	-				12,291,222.02				
			Withdrawal	-				12,291,222.02				
05/31/17			Interest	10,437.64			1.0000%	12,301,659.66			10,437.64	-
				<u>12,301,659.66</u>				<u>12,301,659.66</u>			<u>10,437.64</u>	<u>-</u>

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
05/01/17	TexSTAR		Investment Pool	1,388,214.52	100.0000%	100.0000%	0.0000%	1,388,214.52				
			Investment	-				1,388,214.52				
			Withdrawal	-				1,388,214.52				-
05/31/17			Interest	888.38			0.7535%	1,389,102.90			888.38	
				<u>1,389,102.90</u>				<u>1,389,102.90</u>			<u>888.38</u>	<u>-</u>

Construction Fund 647

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
05/01/17	Texas CLASS		Investment Pool	15,711,935.57	100.0000%	100.0000%	0.0000%	15,711,935.57				
			Investment	-				15,711,935.57				
			Withdrawal	(1,513,710.05)				14,198,225.52				(1,513,710.05)
05/31/17			Interest	14,122.95			1.0900%	14,212,348.47			14,122.95	
				<u>14,212,348.47</u>				<u>14,212,348.47</u>			<u>14,122.95</u>	<u>(1,513,710.05)</u>

LITTLE ELM INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF CURRENT INVESTMENTS - BY FUND  
MONTH ENDED: May 31, 2017

Debt Service Fund 511

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
05/01/17	TexPool		Investment Pool	12,943,806.91	100.0000%	100.0000%	0.0000%	12,943,806.91				
			Investment	450,000.00				13,393,806.91				
			Withdrawal	-				13,393,806.91				-
05/31/17			Interest	8,710.01			0.7689%	13,402,516.92			8,710.01	
				<u>13,402,516.92</u>				<u>13,402,516.92</u>			<u>8,710.01</u>	<u>-</u>

Little Elm Independent School District  
Summary of Revenue & Expenditures As Of 05/31/17  
Accounting Period: 05

183

	Fund: 1XX	%	Fund: 211	%	Fund: 224	%	Fund: 225	%
	General Operating		Title I-A Improving Basic		IDEA-B Formula (Spec Ed)		IDEA-B Pre-School (Spec Ed)	
Revenue Budget	62,350,862.00	100.00%	584,668.00	100.00%	913,850.00	100.00%	9,267.00	100.00%
Period Receipts	1,668,583.57		49,549.70		97,329.10		63.02	
Revenue Received to Date	53,875,987.09	86.41%	277,310.43	47.43%	591,138.01	64.69%	2,627.51	28.35%
Revenues Receivable:	8,474,874.91	13.59%	307,357.57	52.57%	322,711.99	35.31%	6,639.49	71.65%
Expenditure Budget	66,498,234.00	100.00%	584,668.00	100.00%	913,850.00	100.00%	9,267.00	100.00%
Period Expenditures	5,698,087.45		44,259.63		95,821.86		-	
Exp./Encumbrances to Date	53,492,214.35	80.44%	370,944.22	63.45%	768,688.37	84.12%	2,792.51	30.13%
Balance to Expend:	13,006,019.65	19.56%	213,723.78	36.55%	145,161.63	15.88%	6,474.49	69.87%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	383,772.74		(93,633.79)		(177,550.36)		(165.00)	



Little Elm Independent School District  
Summary of Revenue & Expenditures As Of 05/31/17  
Accounting Period: 05

	Fund: 244	%	Fund: 255	%	Fund: 263	%	Fund 289	%
	Voc Ed Basic Grant		Title II TPTR		Title III, Part A LEP/Immigrant		Summer School LEP	
Revenue Budget	52,775.00	100.00%	39,708.00	100.00%	117,736.00	100.00%	15,144.00	100.00%
Period Receipts	228.00		-		8,226.11		-	
Revenue Received to Date	25,774.00	48.84%	24,000.00	60.44%	65,023.56	55.23%	15,144.00	
Revenues Receivable:	27,001.00	51.16%	15,708.00	39.56%	52,712.44	44.77%	-	
Expenditure Budget	52,775.00	100.00%	39,708.00	100.00%	117,736.00	100.00%	15,144.00	100.00%
Period Expenditures	5,956.83		2,913.98		7,666.31		-	
Exp./Encumbrances to Date	47,233.03	89.50%	28,765.47	72.44%	80,440.98	68.32%	-	0.00%
Balance to Expend:	5,541.97	10.50%	10,942.53	27.56%	37,295.02	31.68%	15,144.00	
Actual Revenue Over (Under) Actual Expenditures:	(21,459.03)		(4,765.47)		(15,417.42)		15,144.00	

Little Elm Independent School District  
Summary of Revenue & Expenditures As Of 05/31/17  
Accounting Period: 05

185

	Fund 397 %		Fund 410 %		Fund: 429 %		Fund: 240 %	
	APIB Campus Awards		Instructional Materials		State Special Revenue		Food Service	
Revenue Budget	3,150.00	100.00%	116,569.00	100.00%	377.00	100.00%	3,588,477.00	100.00%
Period Receipts	3,150.00		-		-		378,550.48	
Revenue Received to Date	3,150.00	100.00%	120,904.60	103.72%	376.82	99.95%	3,189,185.05	88.87%
Revenues Receivable:	-		-	0.00%	0.18	0.05%	399,291.95	11.13%
Expenditure Budget	3,150.00	100.00%	372,910.00	100.00%	377.00	100.00%	3,916,263.00	100.00%
Period Expenditures	3,150.00		-		-		349,482.36	
Exp./Encumbrances to Date	3,150.00	100.00%	351,312.62	94.21%	376.82	99.95%	3,023,281.11	77.20%
Balance to Expend:	-		21,597.38	5.79%	0.18	0.05%	892,981.89	22.80%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	-		(230,408.02)		-		165,903.94	

Little Elm Independent School District  
Summary of Revenue & Expenditures As Of 05/31/17  
Accounting Period: 05

	Fund: 511		Fund: 647		Fund: 720	
	%		%		%	
	Debt Service		2016 Bonds		Child Care	
Revenue Budget	11,495,272.00	100.00%	25,300,000.00	100.00%	607,378.00	100.00%
Period Receipts	58,784.11		14,122.95		51,287.24	
Revenue Received to Date	11,992,184.37	104.32%	25,467,499.73	100.66%	440,788.84	72.57%
Revenues Receivable:	-	0.00%	-	0.00%	166,589.16	27.43%
Expenditure Budget	12,089,693.00	100.00%	25,300,000.00	100.00%	618,713.00	100.00%
Period Expenditures	9,785.00		1,590,647.48		47,895.01	
Exp./Encumbrances to Date	2,795,973.13	23.13%	10,878,187.05	43.00%	436,017.14	70.47%
Balance to Expend:	9,293,719.87	76.87%	14,421,812.95	57.00%	182,695.86	29.53%
Actual Revenue Over (Under)						
Actual Expenditures & Encumbrances:	9,196,211.24		14,589,312.68		4,771.70	

Denton County  
Monthly Collection Status Report  
May 2017

Little Elm ISD

	Collections Month of May	Cumulative Total 10/1/16 thru 05/31/17	% of Tax Levy
Current Tax Year Collections			
Base M&O	145,169.86	36,817,749.30	98.62%
Base I&S	45,908.44	11,643,221.78	
Base I&S Bond	-	-	
P&I M&O	8,952.60	76,808.63	
P&I I&S	2,725.52	22,051.39	
P&I I&S Bond	-	-	
Attorney Fee	1,225.59	3,384.49	
Subtotal	<u>203,982.01</u>	<u>48,563,215.59</u>	98.83%
Delinquent TaxYears Collections			
Base M&O	3,527.51	68,674.69	
Base I&S	1,240.57	26,002.50	
Base I&S Bond	-	-	
P&I M&O	661.75	24,452.09	
P&I I&S	148.88	9,230.36	
P&I I&S Bond	-	-	
Attorney Fee	1,169.78	25,599.75	
Other*	-	-	
Subtotal	<u>6,748.49</u>	<u>153,959.39</u>	
Combined Current & Delinquent:			
Base M&O	148,697.37	36,886,423.99	
Base I&S	47,149.01	11,669,224.28	
Base I&S Bond	-	-	
P&I M&O	9,614.35	101,260.72	
P&I I&S	2,874.40	31,281.75	
Attorney Fee	2,395.37	28,984.24	
Other*	-	-	
Total Collections	<u><u>210,730.50</u></u>	<u><u>48,717,174.98</u></u>	
Original 2016 Tax Levy		<u><u>48,234,867.86</u></u>	
Current 2016 Tax Levy		<u><u>49,138,495.66</u></u>	

Denton County  
Cumulative Comparative Collection Status Report  
May 2017

Little Elm ISD

	Tax Year 2016 Collections thru May 2017	% of Tax Levy	Tax Year 2015 Collections thru May 2016	% of Tax Levy
Current Tax Year Collections				
Base M&O + I&S	48,460,971.08	98.62%	40,601,041.64	98.67%
P&I M&O + I&S	98,860.02		150,323.61	
Attorney Fee	3,384.49		4,945.32	
Subtotal	<u>48,563,215.59</u>	98.83%	<u>40,756,310.57</u>	99.04%
Delinquent Tax Years Collections				
Base M&O + I&S	94,677.19		204,577.94	
P&I M&O + I&S	33,682.45		50,969.38	
Attorney Fee	25,599.75		27,543.77	
Subtotal	<u>153,959.39</u>		<u>283,091.09</u>	
Combined Current & Delinquent:				
Base M&O + I&S	48,555,648.27		40,805,619.58	
P&I M&O + I&S	132,542.47		201,292.99	
Attorney Fee	28,984.24		32,489.09	
Other	-		-	
Total Collections	<u><u>48,717,174.98</u></u>		<u><u>41,039,401.66</u></u>	
Adjusted 2015 Tax Levy			<u><u>41,150,232.72</u></u>	
Original 2016 Tax Levy	<u><u>48,234,867.86</u></u>			
Current 2016 Tax Levy	<u><u>49,138,495.66</u></u>			

Denton County  
Levy Outstanding Status Report  
May 2017  
  
Little Elm ISD

	Current Tax Year	Delinquent Tax Years
Current Month:		
Tax Levy Remaining as of 05/01/17	880,451.67	501,263.61
Base M&O + I&S Collections	191,078.30	4,768.08
Supplement/Adjustments	(11,848.79)	16,032.81
	<hr/>	<hr/>
Remaining Levy as of 05/31/17	<u>677,524.58</u>	<u>512,528.34</u>
Cumulative (From 10/01/16 thru 05/31/17)		
Original 2016 Tax Levy (as of 10-1-16)	48,234,867.86	537,763.60
Base M&O + I&S Collections	48,460,971.08	94,677.19
Supplement/Adjustments	903,627.80	69,441.93
	<hr/>	<hr/>
Remaining Levy as of 05/31/17	<u>677,524.58</u>	<u>512,528.34</u>

## Renovations / Maintenance Projects FY 16-17

Approved Dec 2016	250,000.00
FY 15-16 Balance Rollforward Approved Dec 2016	489,960.00
Less Rollforward Allocated to PY Projects	(23,220.00) (1)
Transfer to Furniture & Equipment Fund 196 Mar 2017	(314,000.00) (2)
Approved Apr 2017	416,000.00
Approved Jun 2017	581,000.00
	<u>1,399,740.00</u>

As of 07-03-17

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
<b>Brent</b>						
				-	-	-
						-
<b>Chavez</b>						
	Chavez Playground Fence	SFCC, Inc.	Installation of fence	-	17,400.00	17,400.00
						<b>17,400.00</b>
<b>Hackberry</b>						
				-	-	-
						-
<b>High School</b>						
				-	-	-
						-
<b>Lakeside</b>						
				-	-	-
						-
<b>Maintenance</b>						
				-	-	-
						-
<b>Oak Point</b>						
	Oak Point Portable	Ramteck Building Systems	Portable		162,250.00	162,250.00
	Oak Point Portable	Office Depot	Furniture for portable		59,546.32	59,546.32
	Oak Point Portable	Corgan & Associates	Architect		4,100.00	4,100.00
	Oak Point Portable	RAB Group	Technology		25,000.00	25,000.00
	Oak Point Portable	C&G Electric	Electrical work		12,715.00	12,715.00
	Oak Point Portable	SFCC, Inc.	Sidewalk		20,000.00	20,000.00
	Oak Point Portable	C and R Services	Access control camera		3,644.62	3,644.62
	Oak Point Portable	Fire and Security Technician	Fire alarm		5,251.00	5,251.00
	Oak Point Portable	CDW Government, Inc.	Technology	8,194.01		8,194.01
	Oak Point Crosswalk Lights	Traffice and Parking Control	Installation of flashing crosswalk lights	-	16,068.28	16,068.28
						<b>316,769.23</b>
<b>Powell</b>						
	Powell Restrooms	Johnson Burks Supply Co	Fixtures	2,562.83		2,562.83
	Powell Restrooms	Spectrum Resource Group	Restroom partitions	3,398.00		3,398.00
	Powell Restrooms	One Source Flooring	Floor and wall tile	7,889.51		7,889.51
	Powell Restrooms	Lowes Companies, Inc.	Open PO	812.30		812.30
	Powell Restrooms	Dealers Electrical Supply	Lighting	600.00		600.00
	Powell Restrooms	Supply Works	Mirrors	254.16		254.16
	Powell Restrooms	Supply Works	Hand dryers	1,500.00		1,500.00
	Powell Restrooms	Home Depot	Rent equipment for renovation	348.58		348.58
	Powell Roof	Walsh Gallegos Trevino	Contract review for roof repairs	277.00		277.00
	Powell Roof	CBS Roofing	Roof repairs		581,000.00	581,000.00
						<b>598,642.38</b>
<b>Prestwick</b>						

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Prestwick STEM Fencing	SFCC, Inc.	Installation of fence	24,400.00	-	24,400.00
						<b>24,400.00</b>

Zellars						
	Zellars Drainage	Town of Little Elm	Drainage	-	21,810.00	21,810.00
	Zellars Portable	Ramtech Building Systems	Portable		67,990.00	67,990.00
	Zellars Portable	Corgan Associates, Inc.	Architect		4,100.00	4,100.00
	Zellars Portable	RAB Group	Technology		10,000.00	10,000.00
	Zellars Portable	C & G Electric	Electrical Work		11,683.00	11,683.00
	Zellars Portable	SFCC, Inc.	Sidewalks		20,000.00	20,000.00
	Zellars Portable	C and R Services	Access control cameras		3,644.62	3,644.62
	Zellars Portable	Fire and Security Technician	Fire alarm		3,121.00	3,121.00
	Zellars Portable	RAB Group	Technology		1,820.00	1,820.00
	Zellars Portable	CDW Government, Inc.	Technology	3,459.70		3,459.70
						<b>147,628.32</b>

	<b>Total</b>			<b>53,696.09</b>	<b>1,051,143.84</b>	<b>1,104,839.93</b>

<b>Balance</b>	<b>294,900.07</b>
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(1) Additional funding needed to complete prior year summer projects

(2) Cover purchase of board room audio/video equipment, band and fine arts uniforms, Athletic Complex batteries, SPED cameras and servers, and CTE truck and trailer.



## Furniture and Equipment Purchases FY 16-17

Transfer from Renovation Fund 197 Mar 2017 314,000.00  
 Transfer from Fund 199 April 2017 1,203.00 (1)  
 Approved Jun 2017 772,854.00  
**1,088,057.00**

As of 07-03-17

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
<b>Athletic Complex</b>						
	Supplies Maint - Athletic Complex	Synergistic Power Systems	Replacement batteries for Athletic Complex	18,064.00	-	18,064.00
						<b>18,064.00</b>
<b>Brent</b>						
	Furn & Equip - Brent	Office Depot, Inc.	Classroom furniture	-	21,729.66	21,729.66
						<b>21,729.66</b>
<b>Chavez</b>						
	Furn & Equip - Chavez	CDW Government, Inc.	Audio/video activity room	-	930.00	930.00
	Furn & Equip - Chavez	RAB Group, Inc.	Audio/video activity room	-	1,185.00	1,185.00
	Furn & Equip - Chavez	Office Depot, Inc.	Classroom seating	-	16,287.20	16,287.20
	Furn & Equip - Chavez	RAB Group, Inc.	Conference room TV	-	1,635.00	1,635.00
						<b>20,037.20</b>
<b>Hackberry</b>						
	Furn & Equip - Hackberry	Office Depot, Inc.	Tables for kindergarten classroom	-	4,971.55	4,971.55
	Furn & Equip - Hackberry	GDW Government, Inc.	Epson PowerLite 5520W LCD projector	-	2,133.03	2,133.03
	Furn & Equip - Hackberry	RAB Group, Inc.	Install projector in cafeteria	-	2,999.00	2,999.00
	Furn & Equip - Hackberry	Office Depot, Inc.	Conference room furniture	-	10,768.96	10,768.96
						<b>20,872.54</b>
<b>High School</b>						
192	CTE Truck and Trailer	Sam Pack's Five Star Ford	Truck for CTE	-	28,676.05	28,676.05
	CTE Truck and Trailer	Big Tex Cross Roads	Trailer for CTE	-	5,065.00	5,065.00
	LEHS Band Uniforms	Fred J Miller	Band uniforms	-	149,549.88	149,549.88
	LEHS Choir Uniforms	Southeastern Performance	Choir uniforms	6,396.46	-	6,396.46
	LEHS Choir Uniforms	Southeastern Career Apparel	Choir uniforms	-	6,163.20	6,163.20
	LEHS Drill Team Uniforms	Cheers, ETC1., Inc.	Drill team uniforms	-	2,645.00	2,645.00
	LEHS Drill Team Uniforms	Sandys Dancewear Too, Inc.	Drill team uniforms	-	726.60	726.60
	LEHS Drill Team Uniforms	TeamLeader	Drill team uniforms	-	9,798.95	9,798.95
						<b>209,021.14</b>
<b>Lakeview</b>						
	Furn & Equip - Lakeview	Rab Group, Inc.	Conference room TV	-	1,635.00	1,635.00
						<b>1,635.00</b>
<b>Lakeside</b>						
	MS Choir Uniforms	Southeastern Career Apparel	Choir uniforms	-	9,790.50	9,790.50
						<b>9,790.50</b>
<b>Maintenance</b>						
	E-Mist Surface Mgmt	JF Filtration	E-mist surface management system	-	62,887.49	62,887.49
	Scrubber Rider	SupplyWorks	Scrubber rider for high school	-	14,437.75	14,437.75
	Walk Behind Scribber	SupplyWorks	Walk behind scrubber for high school	-	11,866.75	11,866.75
						<b>89,191.99</b>
<b>Oak Point</b>						
				-	-	-
						<b>-</b>
<b>Powell</b>						
	Furn & Equip - Powell	IPEVO, Inc.	Document cameras		924.35	924.35
	Furn & Equip - Powell	MonoPrice	Classroom technology - cables		124.90	124.90

Campus	Account Description	Vendor	Description	Expenditures	Encumbered	Total
	Furn & Equip - Powell	CDW Government, Inc.	Laminator and poster printers		4,183.67	4,183.67
	Furn & Equip - Powell	Office Depot, Inc.	Classroom desks and chairs		13,172.60	13,172.60
	Furn & Equip - Powell	Satarii, Inc.	Swivel for coaching		799.00	799.00
						<b>19,204.52</b>
<b>Prestwick</b>						
				-	-	-
						-
<b>Zellars</b>						
	Zellars Board Room Equip	Office Depot, Inc.	Tables	1,080.22	-	1,080.22
	Zellars Board Room Equip	RAB Group, Inc.	Audio and video equipment	-	51,354.00	51,354.00
	Zellars Board Room Equip	RAB Group, Inc.	Audio and video equipment	189.90	-	189.90
	Zellars Board Room Equip	CDW Government, Inc.	Monitors	863.25		863.25
	Zellars Board Room Equip	Lowe's Companies, Inc.	Ceiling tiles	2,521.95		2,521.95
	Zellars Board Room Equip	Apple, Inc.	iPad	724.00		724.00
	Zellars Board Room Equip	Apple, Inc.	iPad app	2.99		2.99
	Zellars Board Room Equip	Ergomart	Mounting for monitors	310.77		310.77
	SPED Cameras and Server	RAB Group, Inc.	SPED cameras and server		17,391.00	17,391.00
						<b>74,438.08</b>
	<b>Total</b>			<b>30,153.54</b>	<b>453,831.09</b>	<b>483,984.63</b>
					<b>Balance</b>	<b>604,072.37</b>

(1) Cover higher than anticipated cost for high school choir uniforms

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>SUPERINTENDENT'S CONSENT FOR REASSIGNMENT TO SUPERINTENDENT EMERITUS</b>				
<b>Presenter or Contact Person:</b>	Little Elm ISD Board of Trustees				
<b>Policy/Code:</b>	BJA (LOCAL), BJB (LEGAL), and BJC (LEGAL), as appropriate				
<b>Summary:</b>	Consider and act upon the superintendent's consent for reassignment to Superintendent Emeritus, as required by superintendent's contract, reassignment section 2.3				
<b>Financial Implications:</b>	None				
<b>Attachments:</b>	None				
<b>Recommendation:</b>	N/A				
<b>Motion:</b>	<b>I move the Board accept and approve the superintendent's consent for reassignment to Superintendent Emeritus</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>DELEGATION OF AUTHORITY TO NEGOTIATE SUPERINTENDENT CONTRACT TO THE BOARD PRESIDENT</b>				
<b>Presenter or Contact Person:</b>	Little Elm ISD Board of Trustees				
<b>Policy/Code:</b>	BJB (LEGAL), BJC (LEGAL)				
<b>Summary:</b>	Discussion and Consideration of Delegation of Authority to Negotiate Superintendent Contract to the Board President				
<b>Financial Implications:</b>	None				
<b>Attachments:</b>	None				
<b>Recommendation:</b>	N/A				
<b>Motion:</b>	<b>I move for the Delegation of Authority to Negotiate the Superintendent Contract to the Board President</b>				

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# Board Agenda Item

Little Elm Independent School District  
300 Lobo Lane  
Little Elm, Texas 75068

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Board Mtg. Date 07-17-2017	<b>Reports of the Superintendent</b> <input type="checkbox"/>	<b>Action Item</b> <input checked="" type="checkbox"/>	<b>Consent Agenda</b> <input type="checkbox"/>	<b>Reports, Routine Monthly</b> <input type="checkbox"/>	<b>Other</b> <input type="checkbox"/>
<b>Subject:</b>	<b>Lone Finalist for the Superintendent Position</b>				
<b>Presenter or Contact Person:</b>	Little Elm ISD Board of Trustees				
<b>Policy/Code:</b>	BJB (LEGAL)				
<b>Summary:</b>	Consider and act on naming the Lone Finalist for Superintendent of Schools pursuant to Board Policy BJB(LEGAL)				
<b>Financial Implications:</b>	None				
<b>Attachments:</b>	None				
<b>Recommendation:</b>	N/A				
<b>Motion:</b>	N/A				