Principal Certification Program Handbook

2025-2026

Updated August 2025

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Vision

To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.

Mission

To Support stakeholders in preparing all learners for tomorrow's opportunities.

Beliefs

- Collaboration — Fosters an environment of team support, loyalty, and care for one another.
- Integrity — Happens when we align everything to positive ethical values.
- Quality Service — Is listening to our customers, anticipating their needs, and creating value that exceeds expectations.
- Responsiveness — Results in identifying and effectively adapting to changes in education and our customers' needs.
- Trust — Is the confidence of our staff in the actions of our organization.

The Education Service Center does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law.

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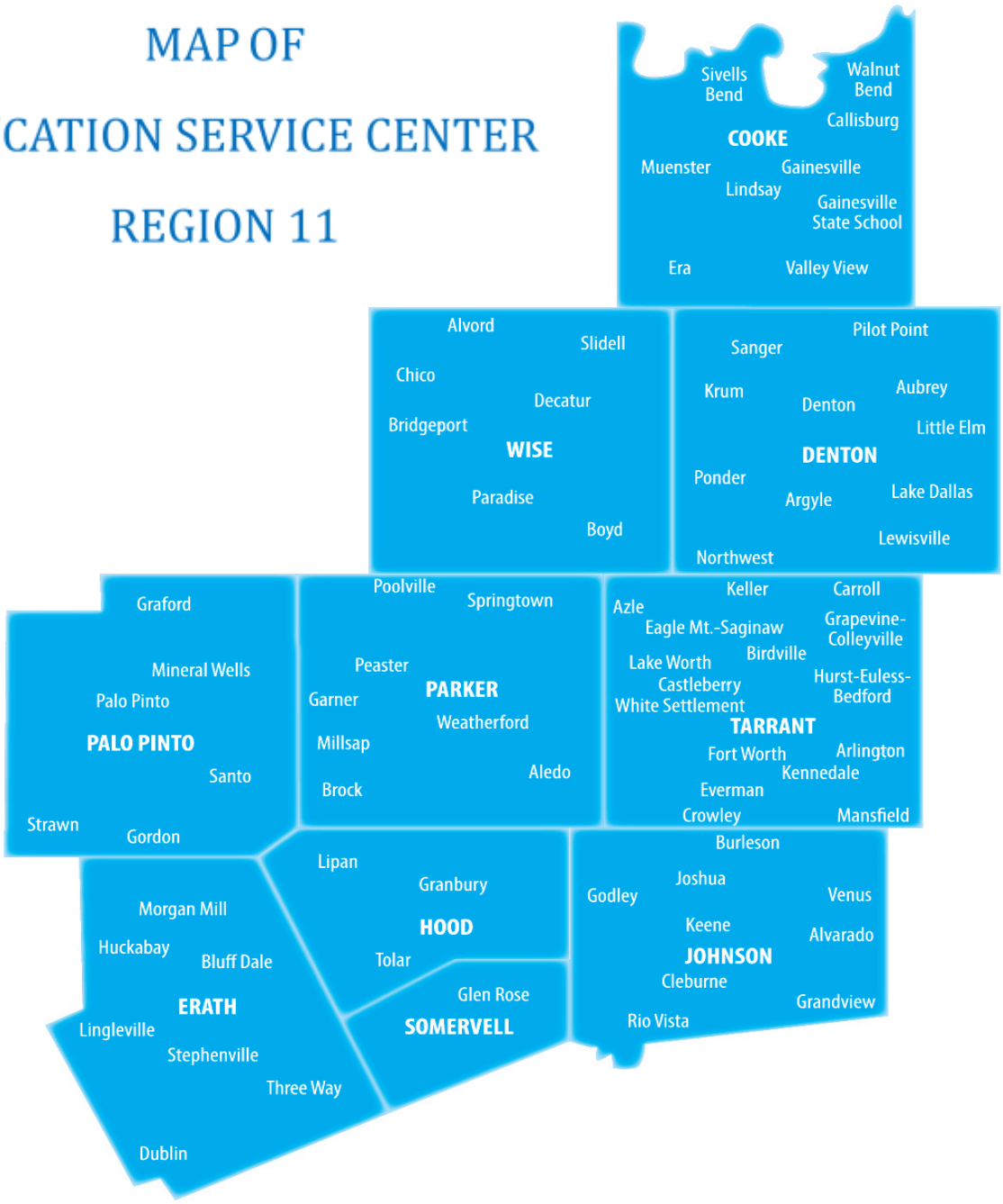
The GoLead11 Principal Certification Program through Education Service Center Region 11 provides a one-year principal preparation program for candidates who have previously earned a master's degree. We offer two cohorts each year – one that begins in January and one that begins in June. Through the GoLead11 Principal Certification Program, candidates complete 200 hours of training and coursework, which includes AEL and T-TESS certification, as well as a 160- hour practicum. The program not only prepares candidates to be successful on the TExES (268) Principal as Instructional Leader exam and the PASL (Performance Assessment for School Leaders), but it also prepares them for a position as a campus administrator.

For issues or complaints about this educator preparation program, visit THIS WEBSITE.

MAP OF EDUCATION SERVICE CENTER REGION 11



*GoLead11 Candidates are not required to be employed by districts, charters, or private schools within ESC Region 11.

GENERAL PROGRAM GUIDELINES

ADMISSION REQUIREMENTS

To be considered for the GoLead11 Principal Certification Program, the applicant must satisfy the following requirements:

- Be employed as a teacher or administrator at a TEA accredited school
- Have two years of creditable teaching experience (as shown on service record)
    - The second year may be in progress at the time of the application and must be completed by the end of the cohort
- Hold a Master's Degree from an accredited college or university
- Hold, at a minimum, a valid Texas Standard Teaching Certificate
- Have a GPA of 3.0 or higher on Master's Degree
- Receive your District's recommendation
- Perform acceptably on a writing sample (part of the application process)
    - If the score is below acceptable, the applicant will be given one opportunity to redo and resubmit. If after the resubmission, the score is still below acceptable, the applicant will not be admitted into the program.
- Score a 25 or above on the video screener.
    - If the score is below a 25, the applicant will be given one opportunity to redo and resubmit the video. If after the resubmission, the score still falls below a 25, the applicant will not be admitted into the program.

*Individuals in ISDs, Charter schools, and Private schools are eligible for entry into the GoLead11 Principal Certification Program. The ISD, Charter school, or Private school does not have to be within ESC Region 11.

The following documents are required for admission into the GoLead11 Principal Certification Program – to be submitted as part of the application process.

- Official Transcripts from each college or university from which applicant received credit (Bachelors, Masters, and Doctorate, if applicable)
- Two Professional Recommendations
- Complete Service Record
- SBEC Certificate
- Resume
- District Agreement
- Site Supervisor Agreement (must be a campus principal or AP)

After all admission requirements have been completed, the applicant will receive an acceptance or denial letter. A denial letter will be issued in the following situations:

- Less than one full year of teaching experience
- No Texas Standard Teaching Certificate held
- GPA below 3.0
- An unacceptable score on the writing sample or video screener
- An excessive number of failed attempts at the Principal TExES exam(s)
- Not currently employed as a teacher or administrator in an LEA

*Note: GoLead11 is not an institute of higher education and as such, we cannot provide 1098 documents for tax purposes.

CRIMINAL HISTORY

All Texas school districts, charters, and TEA are authorized to obtain any criminal history information relating to an applicant for employment (TEC 22.083). Conviction of a crime is not an automatic bar to employment. All districts will consider the nature, date, and relationship of the offense to the position for which an applicant is applying. Acceptance into the GoLead11 Program does not guarantee employment or certification. If a superintendent candidate has been convicted of a felony, misdemeanor, or an offense involving moral turpitude (including, but not limited to theft, rape, murder, swindling, and indecency with a minor) and/or received probation or deferred adjudication -OR- if a superintendent candidate is concerned about the existence of a criminal record and meets the eligibility criteria for an evaluation, as outlined on the website indicated below, the GoLead11 Program advises that the superintendent candidate request a Preliminary Criminal History Evaluation. This is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history by TEA's educator investigation staff. The evaluation is a service provided to the requestor for a non-refundable fee. The requestor will receive a preliminary criminal history evaluation letter by email from the agency providing a determination of potential ineligibility for educator certification. The evaluation is based solely on the information that is provided by the requestor. Individuals may access more information about this criminal history evaluation from TEA's website, https://tea.texas.gov/texas-educators/investigations/preliminary-criminal-history-evaluation-faqs

ATTENDANCE

Attendance in all training sessions is required for successful completion of the program. If a candidate misses any part of AEL or T-TESS training, he/she must make it up – in its entirety. If either of these trainings are taken outside of the days that they are offered through the GoLead11 Principal Certification Program, the expense will be the burden of the candidate. Because of the limited time frame for training, if a principal candidate misses more than two days of training sessions, the principal candidate may be dismissed from the program. If a principal candidate will not attend training for any reason, the GoLead11 office is to be notified of the reason **prior** to the training. Due to the nature of the live sessions, no substitute training sessions will be allowed. As of July 1, 2022, candidates may miss up to two live sessions with **prior** approval. Candidate will submit a proposal for the make-up training session, and if approved, may attend the make-up instead. The form is located on the Certification Plan

Attendance will be taken during each training session. For Zoom sessions, please ensure you are logged in as yourself or have updated the name as your own to ensure you receive credit for attending the session.

Principal candidates are expected to attend the entire training session. Partial credit will not be awarded if the entire session is not attended. It is expected that principal candidates conduct themselves in a professional manner, which includes being punctual for the beginning of training sessions and after each break. Principal candidates are

expected to be active participants during training. It is the expectation of the program that you will keep your video on the entire session.

CHILDREN: Due to limited space, safety concerns, and the need for principal candidates to focus on the training, children are not permitted in training or in the hallways or lobby areas of the Education Service Center Region 11. Please make other arrangements for them. (Applies only to face-to-face sessions.)

DRESS: Dress for trainings may be casual, but respectful. Remember, every encounter you have may be an opportunity that leads to a future interview. Sessions are designed as professional leadership training and presenters are sometimes from area districts.

ELECTRONIC DEVICES: For Zoom sessions, appropriate technology is required. While you may access Zoom using a phone, it may be difficult to participate fully in the session. We encourage you to access these sessions on a laptop or desktop computer. In face-to-face sessions, the use of technology is to assist you with being prepared for learning. Laptops and/or iPads may be used for viewing handouts and taking notes. Cell phones are to be placed on silent or turned off during training. Please limit use of phones during training to emergencies only. Breaks will be provided in order to make and return calls.

INCLEMENT WEATHER: In case of inclement weather or other event that may cause closure of ESC Region 11, information will be posted on the website at www.esc11.net. It is possible that Zoom sessions may be canceled during inclement weather as well. The GoLead11 specialists will communicate any changes in sessions with the participants as soon as decisions are made.

CURRICULUM

The GoLead11 Principal Program offers a curriculum that is rich in scientifically-based research and education best practices, which is delivered through Zoom and/or face-to-face instruction and online courses. The Texas Education Agency requires *a minimum of 200 clock-hours of coursework and/or training that is directly aligned to the educator standards (*TAC **§**228.35). A practicum of an additional 160 clock-hours is also required in TAC.

The TAC Rule/GoLead11 Curriculum Alignment may be accessed HERE.

In addition to training/coursework that is aligned to the educator standards, the GoLead11 Principal Program curriculum includes instruction in the following topics as required in Texas Administrative Code **§**228.30:

- Texas Code of Ethics
- Youth Mental Health
- Detection and education of students with dyslexia
- The Framework for teacher and principal evaluation
- Appropriate relationships, boundaries, and communication between educators and students

- Instruction in digital learning

The GoLead11 Principal Program Certification Plan can be accessed HERE. It is kept current with registration links and passwords, Zoom links, and information regarding the courses and sessions.

Coursework Completion Timeline

It is an expectation of the GoLead11 Principal Certification Program staff that candidates complete all required coursework, and attend all required training within the one-year timeframe. Those participating in the January cohort are expected to complete the program by December 31, and those participating in the June cohort are expected to complete the program by May 31. If any of the requirements are not met by the end of the cohort, the candidate must apply for an extension, at which point the candidate may be required to meet with the program coordinator, the program specialist, and/or the candidate's field supervisor. If an extension is granted, an extension fee of $500 per 6-month period will be assessed. Candidates are expected to pass all required parts of the Principal as Instructional Leader exam (TExES 268 and PASL). A Standard Principal as Instructional Leader certificate will not be recommended until all requirements are met and all program fees are paid in full.

TExES (268) Exam and PASL

Candidates are required to take and pass the TExES (268) exam and to submit the work required for the PASL. The GoLead11 Principal Certification Program offers preparation for both exams. The cost for the practice TExES (268) exam is $10 and will be paid for by the candidate. Successful completion of the TExES (268) practice exam is required before a candidate will be uploaded to take the exam. An online test preparation course is also available to candidates and may be required for registration approval. The cost of this preparation is $10 for each 30-day access.

In the event that the candidate is unsuccessful in either the TExES (268) or the PASL, the GoLead11 Principal Certification Program requires that the candidate successfully complete another form of preparation (at the candidate's expense). If additional submissions are required on the PASL, it is the expectation of the program staff that the candidate is ready to submit the required components (at the candidate's expense) during the next open submission window.

ONLINE COURSEWORK

GoLead11 Principal Certification Program uses Canvas and Google Classroom as the learning management systems for the online courses. It is the principal candidate's responsibility to ensure all coursework is completed by the deadline set by program staff and that all assignments are submitted as required by the course.

ACADEMIC INTEGRITY

Academic integrity is an expectation of the GoLead11 Principal Certification Program staff.

All coursework and assignments must be completed by the candidate himself/herself. On occasions an assignment may require or allow working with a partner/group, but if it is not explicitly stated in the assignment instructions, group work is not allowed. Plagiarism in any form may be cause for dismissal from the program.

ROLES AND RESPONSIBILITIES

The roles and responsibilities of each of the parties involved in the success of the GoLead11 Principal Candidate are defined below:

The Principal Candidate

- Observes and works with an outstanding mentor principal where high student academic achievement and the building of a learning community are a primary goal.
- Brings to the school and to the program a commitment to learning how to function as an effective leader.
- Plans practicum activities with the site supervisor.
- Meets regularly with the site supervisor for a face-to-face session, for candid appraisal, and feedback on the candidate's performance.
- Continuously works toward completion of the practicum hours.
- Carries out the practicum activities in a conscientious, ethical manner.
- Attends all GoLead11 Principal Certification Program training sessions.
- Completes all tasks on time and at a quality level.
- Serves as a role model for staff and students.
- Maintains a positive, cooperative attitude with the site supervisor, field supervisor, and other school personnel.
- Maintains complete academic integrity. Plagiarism will not be tolerated.
- Makes self available for nine field supervisor visits.
- Ensures all program payments are made.

The GoLead11 Principal Program Staff/Field Supervisor

- Monitors the principal candidate's progress.
- Recommends programmatic modifications as needed.
- Collects documents on all program benchmarks.
- Maintains the principal candidate's documentation folder for certification.

The Site Supervisor

- Completes online Site Supervisor training. This training as well as the actual mentoring may be counted toward professional development requirements for certification renewal. At the end of the program year, the Site Supervisor will be awarded 60 CPE hours and will receive a certificate from ESC Region 11.
- Works with the principal candidate to complete a problem-solving task which addresses and attempts to resolve a significant problem/challenge in the school that influences instructional practice and student learning.

- Allows the principal candidate to demonstrate skills with establishing and supporting effective and continuous professional development with identified staff members.
- Encourages the principal candidate to demonstrate their ability to facilitate stakeholders' efforts to build a collaborative team (like a PLC) within the school to improve instruction, student achievement, and the school culture.
- Works with the principal candidate to complete other activities such as shadowing principals/assistant principals, appraising teachers, and attending district-level principal meetings as appropriate.
- Communicates weekly with the principal candidate to provide information, guidance, and feedback.
- Communicates with GoLead11 Principal Certification Program staff during field supervisor visits.
- Notifies the GoLead11 Principal Certification Program staff immediately of concerns related to the performance of the principal candidate when efforts to remediate problems on campus have not been successful.
- Makes a recommendation for the candidate's standard principal certification near the end of the school year.

CERTIFICATION

There are three types of certificates:

Intern Certificate: Candidates who pass the Principal as Instructional Leader TExES 268 may be eligible to be recommended for an Intern Certificate. This certificate is valid for 12 months and may not be renewed. An intern certificate is only recommended for candidates who are in an assistant principal or principal position on a campus. A letter from the district requesting this recommendation is required.

Probationary Certificate: Candidates who pass the Principal as Instructional Leader TExES 268 AND the PASL may be eligible for a probationary certificate. This certificate will only be issued to a candidate who is serving as a principal or assistant principal in a Texas public school. It may be renewed one time under specific circumstances as defined in 19 TAC §228.35. A letter from the district requesting this recommendation is required.

Standard Certificate: Candidates are eligible for Standard Principal Certification when the candidate has

- Successfully completed all of the coursework and trainings
- Successfully completed the practicum
- Received a passing score on both the TExES (268) and Performance Assessment for School Leaders (PASL)
- Received the recommendation of the Site Supervisor and the Field Supervisor
- Paid all program fees in full

Upon the completion of the above, a *Final Checklist* will be completed by the principal candidate. This will be sent in the final month of the program through Adobe Sign.

PROGRAM FEES

The GoLead11 Principal Certification Program fees are defined in the chart below. All principal candidates will complete a Financial Arrangement Form (FAF) documenting the manner in which the program fee will be paid. This form is to be returned to the Certification office by the date requested. Principal candidates are expected to remain current with payments.

GoLead11 Principal Payment Requirements:

- When candidates enroll in GoLead11 Principal, they will have an option to pay an initial fee of $500 or the full amount of $6000.
- The down payment will be non-refundable after 30 days.
- If a candidate drops out of the program within the first 30 days, GoLead11 will keep $250 of the down payment for processing fees.
- Candidates will have an option to pay the remaining balance of $5,500 over a 11-month period at $500 per month.
- GoLead candidates may be required to provide a payroll deduction form from the district's Business Office if they do not pay the full amount upon entering the program.
- Candidates who finish the program and have applied for their standard certificate must have a zero balance before the Certification Coordinator will recommend their certificate.

State Technology Fee	$37.00	Due with Response to Offer
GoLead11 Principal Certification Program Fee	$6,000	1st payment = $500 or full amount ($6000) Remaining balance - 11 equal monthly payments of $500 through payroll deduction
TExES (268) In-person Practice Exam and TExES Online Prep Course	$20.00 per session/subscription	Paid upon online registration of practice exam or per request for 30-day session of prep
Texas Examination of Educator Standards (TExES)	$200.00	Paid to Pearson at time of test registration *subject to change
Performance Assessment for School Leaders (PASL)	$375	Paid to ETS at time of PASL registration *subject to change
Application Fee for Intern or Probationary Principal Certification (if needed)	$78.00	Paid to SBEC *subject to change

Application for Standard Principal Certification	$78.00	Paid to SBEC after completion of GoLead 11 Program *subject to change
Program Extension Fee	$500/6-month extension (not to exceed 2 extensions)	Assessed if a candidate does not complete the program requirements, including coursework and/or sessions
Drop Fees	$450 - AEL (if attended) $450 - T-TESS (if attended) $500 if within first 30 days, no refund after 30 days	Assessed if candidate drops program prior to Standard certificate recommendation.

EXIT POLICY

In accordance with Texas Administrative Code (19 TAC §228.20(h)), effective October 15, 2020, all Educator Preparation Programs must have a published exit policy for the dismissal of candidates, which must be reviewed and signed by candidates upon admission.

A GoLead11 candidate may request a status change at any time during the program. If the candidate wishes to return to the program later, complete courses will be valid for up to two years. Incomplete courses will be lost and must be completed upon return. A candidate who drops the program will be required to reapply. Candidates can apply a total of three times. If the candidate wishes to drop the program, he/she will be responsible for the program payments for the number of months he/she was in the program.

DISMISSAL

A GoLead11 candidate may be dismissed from the program under these circumstances:

- Failure to complete coursework and/or attend training sessions during the admitted cycle without communication with the program specialist.
- Failure to communicate with the GoTeach11 staff.
- Continual tardiness to training sessions.
- Continually creating distractions during training sessions.
- Plagiarizing coursework.
- Candidates who are inactive two years from their admittance date will be dismissed from the program by the Coordinator of Certification.

CONDITIONS FOR COMPLETION OF THE PRACTICUM:

- Successful completion of the practicum is a condition for meeting certification requirements.

- A candidate may attempt the practicum a maximum of two times, with the recommendation by the district mentor, the field supervisor, or the GoLead11 program specialist.
- If the candidate does not successfully complete the second practicum, he/she will not be eligible for a third practicum.

The candidate may appeal to the GoLead11 Review Committee to be reinstated only in the case of documented extenuating circumstances. Per the Texas Administrative Code, an intern certificate may not be extended or renewed.

A probationary certificate may be issued for one year only if the program recommends issuance and certifies that the holder is making satisfactory progress toward standard certification. [TAC§232.4(d)(1)]

- If a candidate who holds an intern or probationary certificate in the certification class for which he/she is in the program is terminated, non-renewed, or resigns at any time other than the end of the GoLead11 program, he/she will be referred for an immediate Level 2 Formal Review.
- If a candidate who holds an intern or probationary certificate in the certification class for which he/she is in the program is suspended, placed on administrative leave, or reassigned to duties for which the current certificate is inappropriate, he/she will be referred for an immediate Level 2 Formal Review.
- If a GoLead11 candidate is referred for review, he/she is expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, and frequency of the incident or concern. For example, repeated violations may result in immediate Level 2 Formal Review.

INFORMAL REVIEW

An informal review involves the GoLead11 program specialist and the GoLead11 candidate.

When the GoLead11 specialist has concerns or is informed of concerns about a candidate meeting any of the GoLead11 program expectations, the GoLead11 specialist will:

- Discuss the concerns directly with the candidate and seek to work with the candidate to resolve the difficulties;
- Advise the program coordinator and candidate's mentor, if the review occurs during the internship, of the concern in order to identify potential patterns and issues related to the candidate; and
- Document dates and content of meetings with the candidate.

The district superintendent or the candidate's mentor may discuss concerns directly with the GoLead11 program specialist. The GoLead11 candidate may be included in this meeting.

FORMAL REVIEW: LEVEL 1

When a GoLead11 staff member or district superintendent is sufficiently concerned about a

candidate's performance in matters of the program, he or she will notify the program coordinator. Upon notice, the program coordinator will notify the candidate of the referral and place the candidate on probationary status. A conference will be scheduled with the concerned administrator, the GoLead11 program specialist, the GoLead11 candidate, and the program coordinator or designee. During this conference, a plan for remediation or intervention will be developed. The nature and content of the plan will depend on the specific situation; however, all remediation and intervention plans will be stated in measurable, objective terms, will include a reasonable timeline, and will be signed by all parties involved. If the candidate does not successfully complete the remediation or intervention plan(s), he/she will be placed on Level 2 Formal Review. If the candidate successfully completes the remediation or intervention plan, the probationary status will be removed. The remediation or intervention plan may continue for more than one semester, depending upon individual circumstances.

FORMAL REVIEW: LEVEL 2

If a second incident or concern is reported, the candidate has failed to successfully complete a remediation or intervention plan during the Level 1 Review, the candidate fails to honor a school district contract or other employment agreement, or the seriousness of the incident or concern warrant, the GoLead11 Review Committee will be convened and will conduct the Level 2 Review during regular ESC business hours. The GoLead11 Review Committee, composed of Region 11 staff and chaired by the program coordinator or designee, will meet to

- Review the documentation,
- Interview the GoLead11 staff member(s) who have instructed and supervised the candidate, interview the candidate, and
- Decide on the candidate's suitability to continue in the program.

The candidate referred for review is expected to participate in the review process. Refusal to participate will not terminate the process. The candidate is afforded due process throughout these proceedings. Following a Level 2 review, a letter of appeal may be submitted to the program coordinator for consideration. The coordinator's decision is final.

APPENDIX A
Educator Code of Ethics

TEXAS ADMINISTRATIVE CODE	
TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

(1) Professional Ethical Conduct, Practices and Performance

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage indeceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school districts, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

> (i) the nature, purpose, timing, and amount of the communication; (ii) the subject matter of the communication;
>
> (iii) whether the communication was made openly or the educator attempted to conceal the communication;
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> (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
>
> (v) whether the communication was sexually explicit; and
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> (vi) whether the communication involved discussion(s) of the physical or

sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

APPENDIX B

Texas Administrative Code

Administrator Standards §241.15

TEXAS ADMINISTRATIVE CODE	
TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 241	PRINCIPAL CERTIFICATE
RULE §241.15	Standards Required for the Principal Certificate

a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

b) School Culture. The principal:

1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;

2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;

3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

4) supports the implementation of the campus vision by aligning financial, human, and material resources;

5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;

7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;

8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

9) develops and uses effective conflict-management and consensus-building skills;

10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and

13) ensures that parents and other members of the community are an integral part of the campus culture.

c) Leading Learning. The principal:

1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence- based appraisal processes and conferences with teachers, and attending grade or team meetings;

4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;

7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;

9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;

10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

d) Human Capital. The principal:

1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and

10) plans for and adopts early hiring practices.

a) Executive Leadership. The principal:

1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;

2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

9) develops, implements, and evaluates change processes for organizational effectiveness;

10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and

11) keeps staff inspired and focused on the campus vision while supporting effective change management.

b) Strategic Operations. The principal:

1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;

4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

8) collaboratively plans and effectively manages the campus budget;

9) uses technology to enhance school management;

10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and

11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

c) Ethics, Equity, and Diversity. The principal:

1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;

4) models and promotes the continuous and appropriate development of all learners in the campus community;

5) ensures all students have access to effective educators and continuous learning opportunities;

6) promotes awareness and appreciation of diversity throughout the campus community;

7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;

8) articulates the importance of education in creating engaged citizens in a free democratic society;

9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

10) treats all members of the community with respect and develops strong, positive relationships with them.

Statutory Authority: The provisions of this §241.15 issued under the Texas Education Code, §§21.003(a), 21.041(b)(4), and 21.046(b)-(d).

Source: The provisions of this §241.15 adopted to be effective August 28, 2016, 41 TexReg 6202.

APPENDIX C
Texas Administrative Code
Principal Standards §149.2001

TEXAS ADMINISTRATIVE CODE	
TITLE 19	EDUCATION
PART 2	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 149	PRINCIPAL CERTIFICATE
RULE §149.2001	Principal Standards

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541

APPENDIX D

Education Service Center Region 11
Educator Preparation Program
Complaint/Grievance Policy

COMPLAINTS	In this policy, the terms "complaint" and "grievance" shall have the same meaning. Program participant complaints shall be filed in accordance with this policy.
NOTICE TO PROGRAM PARTICIPANTS	The Program shall inform program participants of this policy information by posting in program handbooks, in the physical facility, on the website or, upon request, written information.
GUIDING PRINCIPLES	The Program encourages program participants to discuss their concerns with the appropriate Program employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level.
INFORMAL PROCESS	Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.
FORMAL PROCESS	A program participant may initiate the formal process described below by timely filing a written complaint form. Even after initiating the formal complaint process, program participants are encouraged to seek informal resolution of their concerns. A program participant whose concerns are resolved may withdraw a formal complaint at any time.

	The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Program policy, nor to require a full evidentiary hearing or "mini-trial" at any level.
FREEDOM FROM RETALIATION	Neither the Program nor any Program employee shall unlawfully retaliate against any program participant for bringing a concern or complaint.
GENERAL PROVISIONS FILING	Complaint forms and appeal notices may be filed by hand-delivery by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate program employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they postmarked by the U.S. Mail on or before the deadline and received by the appropriate Program employee no more than three days after the deadline.
SCHEDULING CONFERENCES	The Program shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a program participant fails to appear at a scheduled conference, the Program may hold the conference and issue a decision in the program participant's absence.
RESPONSE	At Levels One and Two, "response" shall mean a written communication to the program participant from the appropriate Program employee. Responses may be hand-delivered, sent by electronic communication to the program participant's e-mail address of record, or sent by U.S. Mail to the program participant's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	"Days" shall mean Program business days. In calculating time lines under this policy, the day a document is filed is "day zero". The following business day is "day one".
REPRESENTATIVE	"Representative" shall mean any person who or organization

that is designated by the program participant to represent the program participant in the complaint process.

The program participant may designate a representative through written notice to the Program at any level of this process. If the program participant designates a representative with fewer than three days' notice to the Program before a scheduled conference or hearing to a later date, if desired, in order to include the Program's counsel. The Program may be represented by counsel at any level of the process.

CONSOLIDATING COMPLAINTS

Complaints arising out of an event or series of related events shall be addressed in one complaint. A program participant shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the program participant, at any point during the complaint process. The program participant may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such an appeal shall be limited to the issue of timeliness.

COST INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT AND APPEAL FORMS

Complaints and appeals under this policy shall be submitted in writing on a form provided by the Program.

Copies of any documents that support the complaint should be attached to the complaint form. If the program participant does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the support unless the program participant did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the program participant first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the Coordinator of Certification who has the authority to remedy the alleged problem.

If the complaint is in regards to the Coordinator of Certification, the complaint may begin at Level Two with the Director.

The Coordinator of Certification shall investigate as necessary and schedule a conference with the program participant within ten days after receipt of the written complaint. The Coordinator of Certification may set reasonable time limits for the conference.

Absent extenuating circumstances, the Coordinator of Certification shall provide the program participant a written response within ten days following the conference. In reaching a decision, the Coordinator of Certification may consider information provided at the Level One conference and any other relevant documents or information the Coordinator of Certification believes will help resolve the complaint.

LEVEL TWO

If the program participant did not receive the relief requested at Level One or if the time for a response has expired, the program participant may request a conference with the Program Director or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level One response or, if no response was received, within ten days

of the Level One decision.

After receiving notice of the appeal, the Coordinator of Certification shall prepare and forward a record of the Level One complaint to the Program Director or designee. The program participant may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the program participant at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Coordinator of Certification in reaching the Level One decision.

The Program Director or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the program participant may provide information concerning any documents or information relied upon by the Program employee for the Level One decision. The Program Director or designee may set reasonable time limits for the conference.

The Program Director or designee shall provide the program participant a written response within ten days following the conference.

In reaching a decision, the Program Director or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Program Director or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the complaint is in regards to the Program Director, the complaint may begin at Level Three with the Deputy Director of Instructional Services.

LEVEL THREE

If the program participant did not receive the relief requested at Level Two or if the time for a response has expired, the program participant may request a conference with the Deputy Director of Instructional Services or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two decision.

After receiving notice of the appeal, the Program Director shall prepare and forward a record of the Level Two complaint to the Deputy Director of Instructional Services or designee. The program participant may request a copy of the Level Two record.

The Level Two record shall include:

- The original complaint form and any attachments.
- All other documents submitted by the program participant at Level One and Two.
- The written response issued at Level Two and any attachments.
- All other documents relied upon by the Program Director in reaching the Level Two decision.

The Deputy Director of Instructional Services or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level Two. At the conference, the program participant may provide information concerning any documents or information relied upon by the Program Director for the Level Two decision. The Deputy Director of Instructional Services or designee may set reasonable time limits for the conference.

The Deputy Director of Instructional Services or designee shall provide the program participant a written response within ten days following the conference.

In reaching a decision, the Deputy Director of Instructional Services or designee may consider the Level Two record,

information provided at the Level Three conference, and any other relevant documents or information the Deputy Director of Instructional Services or designee believes will help resolve the complaint.

Recordings of the Level Two and Level Three conferences, if any, shall be maintained with the Level Two and Level Three records.

If the complaint is in regards to the Deputy Director of Instructional Services, the complaint may go directly to Level Four.

LEVEL FOUR

If the program participant did not receive the relief requested at Level Three or if the time for a response has expired, the program participant may request a conference with the Executive Director of ESC Region 11 or designee to appeal the Level Three decision.

The appeal notice must be filed in writing, on a form provided by the Program, within ten days of the date of the written Level Three response or, if no response was received, within ten days of the Level Three decision.

After receiving notice of the appeal, the Deputy Director of Instructional Services shall prepare and forward a record of the Level Three complaint to the Executive Director of ESC Region 11 or designee. The program participant may request a copy of the Level Three record.

The Level Three record shall include:

- The original complaint form and any attachments.
- All other documents submitted by the program participant at Level One Two, and Three.
- The written response issued at Level Three and any attachments.
- All other documents relied upon by the Deputy Director of Instructional Services in reaching the Level Three decision.

The Executive Director of ESC Region 11 or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and

documents considered at Level Three. At the conference, the program participant may provide information concerning any documents or information relied upon by the Deputy Director of Instructional Services for the Level Three decision. The Executive Director of ESC Region 11 or designee may set reasonable time limits for the conference.

The Executive Director of ESC Region 11 or designee shall provide the program participant a written response within ten days following the conference.

In reaching a decision, the Executive Director of ESC Region 11 or designee may consider the Level Three record, information provided at the Level Three conference, and any other relevant documents or information the Executive Director of ESC Region 11or designee believes will help resolve the complaint.

COMPLAINTS TO THE TEXAS EDUCATION AGENCY

If the program participant is not satisfied with the complaint process or outcome, the program participant may fila a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found HERE.