

# TULOSO-MIDWAY ISD



## **Educational Services Handbook & Guide**

### **MISSION STATEMENT**

*Tuloso-Midway Independent School District educates every student to be a lifelong learner, a person of integrity, and a positive contributor to society.*



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# SERVICES



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# PROFESSIONAL DEVELOPMENT

First and most important -

**DO NOT REGISTER FOR ANY PROFESSIONAL DEVELOPMENT ON YOUR OWN.  
ALL PROFESSIONAL DEVELOPMENT ARRANGEMENTS WILL BE HANDLED BY THE E.S. DEPT.**

Tuloso-Midway ISD supports a professional development program that provides instructional staff and leadership with the tools and knowledge required to teach the written curriculum; thereby, building capacity within schools so there is a commitment to teacher, learning and continuous improvement.

All staff are required to participate in continuous growth as an integral part of their job assignment. The District's professional development program provides capacity building opportunities based upon diagnosed needs and professional goals as they relate to Board, campus and program goals. Sustained individual growth is a professional responsibility for all District personnel. Effective professional learning efforts include high-quality ongoing development with intensive follow-up and support.

All professional development decisions are to be made as a result of assessing needs and associated student outcome data and rooted in Campus and District Improvement Plans.

Professional Development days scheduled within the Academic Calendar are to be used for this purpose, however, the full day does not have to be used in this task. In the absence of a District initiative, campus Principals are to design a schedule and activities that meet the needs of their campus.

Professional Development will be offered to staff in many modes:

**In-house\*:** Training provided within the District and provided by District staff or outside consultants.

**Web-based\*:** Training that is to be completed online; on campus or otherwise.

**Webinar\*:** Training that is 'in-time' via a web connection.

**Out-of-District training\*:** This is any training that occurs outside of the TMISD boundaries.

*\*All professional development requires proper documentation and approval. Requests must be submitted to the Educational Services Department for approval prior to commitment or attendance.*

## **Required/District Provided Professional Development**

- Safety & Security
- Harassment & Sensitivity
- Students with Disabilities
- Suicide Prevention
- Gifted & Talented (30 hour or 6 hour update)
- LPAC
- Mental Health Support Programs

- Child Abuse and Maltreatment
- Student Discipline
- Automated External Defibrillators
- Extracurricular Activity Safety Training
- Steroids
- Concussions
- Blood Bourne Pathogens

Staff will be notified when these trainings are available and required to attend.

**NOTE:** According to DEC[LOCAL], a campus instructional employee shall not be permitted to use discretionary leave on any day scheduled for professional development.

## **OUT-OF-DISTRICT TRAVEL**

### **What is Professional Leave?**

Any attendance of a work-related, professional development activity is considered Professional Leave and requires the submission and approval of a Professional Leave Request PRIOR to commitment and/or attendance.

### **Professional Leave Requests**

All Professional Leave Requests are to be submitted to the Educational Services Department no later than **two weeks prior** to the date of the event for review and approval.

All requests are to align with the Campus and/or District Improvement Plan. Each request is required to cite the goal and/or strategy listed in a CIP or DIP that supports the request. Requests that are not complete will not be approved.

In addition, in an effort to be good stewards of district funds, when considering professional development options, staff is to search proximity closest to the district to meet professional development needs. Only when needs cannot be met with local resources will requests for travel beyond the district be considered. *Travel out-of-state will only occur in extenuating, qualifying circumstances.*

### **Out-of-State Travel**

Out-of-state staff travel expenditures will only be considered upon proper documentation and prior approval of the agency/location being the sole source of access to the specific type of professional development needed/required.

Federal Funded Activities: The 'TEA Justification of Specific Expenditure: Program Related Out-of-State Travel' form is to be used when requesting approval or providing justification. If deemed compliant

with the above and approved, this documentation is to be completed and maintained by the Grant Manager.

### **Approval**

Notification of approval will be sent to the requestor and campus principal. Substitutes are not to be secured until the request is approved. Approval should not be 'assumed'. DMD (LEGAL/LOCAL)

### **Travel Arrangements/Reservations**

Upon approval by Central Office administration, all travel arrangements (hotel, registration, etc.) will be made by Central Office and forwarded to each staff member prior to the event.

Cancellation/processing fees that are the result of reservations made by staff other than Central Office personnel may be charged to the campus organization or the person responsible for originating the arrangements.



*Please assure that the event date is accurate. Travel is based on the dates of the event. It is standard practice to secure a night in a hotel prior to the first day of the travel. If the event is out of the city and travel on the day prior is NOT needed, indicate this on the PLR form.*

### **Travel Expense Reimbursement**

For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit **itemized** receipts to be reimbursed for expenses other than mileage. Meal advances are not provided.

## CURRICULUM & INSTRUCTION

Specific information regarding the District Curriculum can be located in the District Curriculum Management Plan.

The District Curriculum can be found at [www.teksresourcesystem.net](http://www.teksresourcesystem.net).



## TEKS RESOURCE SYSTEM

The Texas Curriculum Management Program Cooperative, or TCMPC, is a shared service agreement between the 20 Educational Service Centers (ESCs) in Texas. This shared service agreement, or SSA, allows participating ESCs to share responsibility for the management and operations of the online curriculum management system known as the [TEKS Resource System](#).

The TEKS Resource System under the management of the [Texas Curriculum Management Program Cooperative](#) (TCMPC) is a comprehensive, customizable, online curriculum and assessment management system.

All of the system's content is aligned to the most current [Texas Essential Knowledge and Skills](#) (TEKS) adopted by the [Texas State Board of Education](#). The TEKS Resource System provides the curriculum framework for which teachers and schools can plan instruction that meets the needs of their individual students.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from planning using the TEKS Resource Curriculum documents to assure equitable access and learning for all students. Tulooso-Midway ISD's Curriculum Management Plan provides specific instructional expectations and the use of the TEKS Resource System.

For help with your username or password, please use the ['Forgot Password'](#) or [contact DMAC Tech Support link](#). Unfortunately, Educational Services staff cannot view credentials. If you would like to have your account reset, please email [halderson@tmisd.us](mailto:halderson@tmisd.us).

## GRADING AND REPORTING

Grades are a means of evaluating and reporting student progress to parents and students. Grades should have a positive influence on students. The grading process should be valid, useful, and constructive. The process should be as fair and objective as possible, understandable to students and their parents, and should honestly and realistically indicate the strengths and weaknesses of student performance.

The Superintendent or designee shall ensure that **each campus or instructional level develops guidelines for teachers to follow in determining grades for students**. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents.

Grading guidelines:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

EIA (LEGAL/LOCAL)

Campus departments should develop grading practices (that follow district policy and current law) that include information regarding:

- How grades will be determined based on student course/class work
- Requirements and calculations of 'major' and 'minor' grades should be explained
- Opportunities for re-teaching and re-testing are to be included
- Procedures to make up missed work

## **GRADING PROCEDURES**

### **Grades 6 -12**

- Major grades will comprise **65%** of the total student average for the course.
- Minor grades (daily work, quizzes, homework) will comprise **35%** of the total student average for the course.

### **Grades K-5**

All grades will be recorded equally to make up 100% of the total student average for each course. Grades will consist of tests, projects, daily work, quizzes, etc. During each Six Week grading period, teachers will take a minimum of 8 grades for English Language Arts/Reading (ELAR), Math, Science, and Social Studies. The minimum number of grades will be adjusted for grading periods less than six weeks.

If a grade level/department wishes to deviate from the above recommendation, approval must be given by the campus principal and notice must be made to the Superintendent.

### ***Homework***

Procedures should give a rationale for homework. Everyone needs to understand why homework is given. The very act of formulating homework procedures helps a teacher to clarify his or her own



objectives for homework. When these objectives have been identified, they can then be explained to students and parents.

For example:

- Homework reinforces skills and information learned in class.
- Homework prepares students for upcoming class topics.
- Homework teaches students to work independently.
- Homework aids in evaluating student progress.

### ***Parent Notification of Grading Practices/Procedures***

A copy of the grade level/subject/course grading procedures should be reviewed and approved by the campus principal. Once approved, procedures should be sent home at the beginning of the school year to parents. In addition, teachers must discuss the grading procedures with students, making sure that all expectations are clear.

### **Recording Grades**

Teachers are to input grades into the Ascender Teacher Portal, on a regular and timely basis. Grades entered are to be authentic.

### **Student Progress**

Official progress reports are to be sent home to all students at the end of the third week of each grading period.

Report cards shall be issued each grading period on a form approved by the Superintendent.

Teachers shall notify parents or legal guardians at any time during the grading period that their student's performance is unsatisfactory. Teachers shall maintain record of the notification and contact.

EIA (LOCAL)

### **Extra Credit**

To receive extra credit, the work completed must be directly related to the curriculum and assignment to be enhanced, should be used for enrichment, and should not replace any missed work. Extra credit should not be used to the extent that the grade does not accurately and authentically reflect the academic achievement of that student for the current grading period.

Extra credit and "dropped" grades will **not** be awarded for the following:

- Attending events not related to the subject
- Participating in fund raising events
- Bringing school supplies

TMISD Board Policy: [https://pol.tasb.org/Policy/Download/954?filename=EIA\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/954?filename=EIA(LEGAL).pdf)

Texas Education Code: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.28.htm#28.0214>



## INSTRUCTIONAL RESOURCES

During a 'Proclamation' year TMISD will conduct appropriate and necessary review of materials for adoption; including School Board approval. Teams will select instructional resources through a process of review and comparison with District curriculum, current instructional needs of various student populations.

At any time a purchase is being considered, all instructional resources, such as, textbooks, software, community resources, and other materials will be selected based on a review process to ensure alignment of the District curriculum.

All instructional technology purchases must be submitted to the Educational Services and Technology Department for review **PRIOR** to processing a requisition. The following must be considered:

- overall cost
- current inventory
- infrastructure support
- compatibility
- instructional need
- purpose and intent
- professional development needed

When federal or special state funds are being used to purchase any instructional materials, all purchases must be aligned with the academic needs of the campus and must be evident and documented in the District and/or Campus Improvement Plan. When using federal funds or specialized state funding, strict documentation is required for compliance.

Procedures for purchasing instructional resources:

- Identify need based on Comprehensive Needs Assessment and Campus Improvement Plan.
- Complete compliance form (if federal or state specialized funds are being used)
- Submit to Educational Services for approval.
- Upon approval, a requisition in TXEIS can be processed.

Specific information regarding federal expenditures can be located in the District Grant Administration Manual.



DMAC Solutions was developed and is maintained entirely in-house by a team of software engineers and education content specialists at the Region 7 Education Service Center.

The web-based applications provided by DMAC exist to supply Texas educators with state-of-the-art tools and services necessary to develop and improve the quality of education provided to students. This allows for more time with students and less time planning, testing, grading and disaggregating data.

The following are the DMAC modules TMISD utilizes –

- **State Assessment**

*STAAR, TELPAS and Interim Assessments. Reports by district, campus, teacher or student. Tracks federal and state accountability measures and provides data analysis to assist in developing differentiated instruction. Academic Performance Dashboard included for administrators.*

- **TEKScore**

*Local Assessments. A complete toolkit for scoring and analyzing local assessments (aligned to TEKS, ELPS and/or AP). Students can record answers to assessments using the online Student Response System. District, Campus and Teacher Dashboards provide drill-down access to analyze results including the 1-Click Report feature.*

- **T-TESS/T-PESS**

*Allows administrators to meet state-mandated requirements for teacher and principal appraisals. Educators are able to complete and electronically sign their documentation online.*

- **TAG - TEKS Assessment Generator**

*Online Test Item Bank. Create local assessments. Select from original content aligned to state standards or create your own. TEA Released items and TEKS Resource System items are also available.*

- **LPAC**

*Documentation of LPAC Process. Create and manage ESL and Bilingual forms and letters. Integrates with other DMAC applications assisting with data entry and documentation for EL population. Features include a real-time Dashboard, reports and digital signatures available for parents and committee members.*

- **Rti**

*Response to Intervention. Create and maintain documentation for struggling students. Historical plans, progress monitoring, and assessment data complete the interactive web-based plans.*

- **TPRI/TejasLEE**

*Early Reading Performance. TPRI and TejasLEE data collection, reporting and analysis. Includes a data export for the ECDS Kindergarten data submission to TEA.*

If you need assistance with your account credentials, please use the [‘need help?’](#) link on the front page of the website or contact your campus DMAC manager or email [halderson@tmisd.us](mailto:halderson@tmisd.us).

## **INTERVENTION & ENRICHMENT OPPORTUNITIES**

Along with daily intervention efforts, each campus is to offer various opportunities for students to receive instructional support within and outside of the school day.

These opportunities may include:

### **Intersession**

These are scheduled into the Academic Calendar. These days are to be used to provide intervention and/or enrichment activities.

### **Tutorials**

This student support opportunity can be scheduled for before and/or after school. Students may be provided intervention in areas of need or extension to support enrichment.

### **Plans**

All plans are to be developed using student data. Plans are to be submitted to Central Office for review and approval prior to invitations or communication with parents.

Plans should include:

- Description of assistance to be provided
- Data depicting the instructional need
- Description of instructional materials/approach to be used
- Number of students in need of assistance
- Number of teachers needed
- Dates and times
- Transportation needed

## **FIRST YEAR TEACHER SUPPORT**

For those staff members hired as a first year to teaching or a first year teaching in a public school, TMISD provides a mentor for your support. This staff member is assigned by the campus principal and will meet specifically with first year educators to help answer questions and provide guidance.

Throughout the year, there may be meetings to discuss current needs or concerns. Reflection activities may be assigned for both the mentor and mentee.

The Texas Assessment Program is a statewide testing program that includes STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate. These assessments were created to fulfill both state and federal requirements. The student assessment program is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade or the extent to which a student has developed English language proficiency.

### STAAR

The State of Texas Assessments of Academic Readiness (STAAR®) helps to ensure that Texas students are competitive with other students both nationally and internationally. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is tied to the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed. STAAR includes:

- grades 3–8 mathematics,
- grades 3–8 reading,
- grades 4 and 7 writing,
- grades 5 and 8 science,
- grade 8 social studies,
- end-of-course (EOC) assessments for
  - Algebra I,
  - English I,
  - English II,
  - Biology, and
  - U.S. History.
- Spanish assessments at
  - grades 3–5 mathematics,
  - grades 3–5 reading,
  - grade 4 writing, and
  - grade 5 science.

## **TELPAS**

The Texas English Language Proficiency Assessment System (TELPAS) measures the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - online listening and speaking tests in four grade clusters: 2–3, 4–5, 6–8, and 9–12
  - holistically rated student writing collections

## **TELPAS Alternate**

TELPAS Alternate is designed to measure the English language proficiency of English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general TELPAS assessment, even with allowable accommodations in grades 2–12.

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing.

## **STAAR Alternate 2**

STAAR Alternate 2 is an assessment based on alternate academic achievement standards and is designed for students with the most significant cognitive disabilities that meet eligibility requirements. STAAR Alternate 2 is a paper-based assessment administered for

- grades 3–8 mathematics,
- grades 3–8 reading,
- grades 4 and 7 writing,
- grades 5 and 8 science,
- grade 8 social studies,
- end-of-course (EOC) assessments for
  - Algebra I,
  - English I,
  - English II,
  - Biology, and
  - U.S. History

The District Testing Coordinator is Holly Alderson and each campus has a designated Campus Testing Coordinator.

Specific, local details regarding state assessment can be found in the District State Assessment Procedure Manual.

**NOTE:** According to policy DEC [LOCAL], a campus instructional employee shall not be permitted to use discretionary leave on the day of state-mandated assessment for the employee's campus.

## **SPECIAL PROGRAMS**

The Educational Services Department manages the ESL/Bilingual, Gifted & Talented and the instructional programmatic side of Dyslexia.

### **Bilingual/ESL**

TMISD operates a Dual Language – Transitional Bilingual Early Exit Program that serves English learners in Prekindergarten through fifth grade. The program is designed to assist English learners master the State curriculum while learning the English language. These classrooms are taught by Bilingual certified educators.

ESL (English as a Second Language) is provided grades 6-12 through sheltered instruction. In grades 6-8 additional support is provided to English learners through designated, specific Reading instruction. All English learners are provided language support through scheduling with ESL certified educators.

Beginning in grade 3, Rosetta Stone is available for the support of all monolingual students.

### **Gifted & Talented (GT)**

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code [§29.121](#))

Students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication. G/T students develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom.

Identification begins as early as Kindergarten.

TMISD students in grades K-6 are provided GT instruction through a pull-out model. Grades 7-12 is provided through scheduling with GT certified educators who are providing related and appropriate extensions of the curriculum to meet the needs of GT students.

### **Dyslexia**

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Dyslexia students are supported with *Reading By Design*, *Read Naturally* (K-2), i-Ready and Dyslexia dedicated staff across all campuses.



## **FEDERAL PROGRAMS/ESSA**

Tuloso-Midway ISD applies for and receives federal funds through the ESSA (Every Student Succeeds Act) each year. Within ESSA, the District applies for funds in Title 1A, Title 2A, Title 3A and Title 4A. Each of these programs and their allocated funds must be used in a very specific manner. To maintain compliance, purchases must be in response to and rooted in an academic need, documented in the District or Campus Improvement Plan; proper documentation must be developed and maintained. The Primary and Intermediate School qualify as Title 1 'school-wide' campuses and have exclusive access to Title 1A funding. All other campuses have access to each of the other Title programs. District Grant Management Procedures must be used when accessing or utilizing ESSA funds; these can be found in the TMISD Grant Administration Manual.



## STATE COMPENSATORY EDUCATION/SCE

The purpose of the State Compensatory Education (SCE) allotment is to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students and at-risk students and all other students.

Expenditures of state compensatory education funds must: 1) support the intent and purpose of the program, 2) be allowable under statute and guidance, and 3) be directly related to specific interventions identified in the appropriate district and campus improvement plans.

SCE funds are designated for specific spending and compliant documentation must be developed and maintained by the District.

Primarily, TMISD utilizes the funds to supplement the regular education program by –

- Providing additional instructional sections to the school day to meet the needs of at-risk students
- Providing additional instructional intervention support opportunities for at-risk students through the use of after school tutorials and intersessions
- Providing additional instructional resources to meet the needs of at-risk students
- Subsidizing the instructional efforts of the Academic Career Center

## ACCOUNTABILITY & COMPLIANCE

The Educational Services Department manages accountability and compliance efforts of the District.

State accountability is provided in various forms: reports, assigned ratings and letter grades. The TAPR (Texas Academic Performance Report) is the most comprehensive report produced by the TEA. TAPR is release annually and includes the district and campus rating, letter grade, student performance summaries and district profile analysis. These reports are accessible at <https://tea.texas.gov/perfreport/tapr/index.html>.

All educational components must adhere to compliance regulations. Compliance is mostly based in properly managing/expending funds, programmatic practices and proper PEIMS coding. The outcome of compliance directly relates to accountability, therefore, it is of the utmost importance that oversight on the District's related activities be managed accordingly.

Evidence of management can be found in locally developed manuals, guides, practices and procedures, as required by the Texas Education Agency.

Staff will be supported with professional development in all areas that compliance is required.

## **DISTRICT & CAMPUS SITE-BASED COMMITTEES**

According to BQA & BQB [LEGAL], TMISD must establish both district and campus level planning and decision making committees comprised of professional staff, parents and business/community members and a professional staff representative with the primary responsibility for educating students with disabilities. The primary purpose and responsibility is to develop the District and Campus Improvement Plans through the review of data, both quantitative and qualitative.

BQA & BQB [LOCAL], specifies teachers and professional non-teaching representatives and shall serve 2-year staggered terms. Terms for parents and business/community members are 1 year terms but may serve additional terms. All members must be concurrently serving on the Campus Site-Based Committee and elected to serve in the District team.

At the beginning of each school year, each campus is to submit the following to the Educational Services Department –

- Schedule of meetings July - May
- List of members and role of each Campus committee members (teacher, parent, community/business, etc)
- The names of 2 classroom teachers serving on the District committee
- The name of 1 parent representative along with contact information

Conducted throughout the school year, these meetings are to be documented with the following -

- Sign-in sheets
- Agenda
- Meeting minutes
- Copies of data or related documents presented

Copies of these documents are to be submitted to the Educational Services Department upon completion of meetings.

## **COUNSELORS/GUIDANCE**

The mission of the Tulo-so-Midway ISD School Counseling and Guidance Department is to provide a comprehensive, developmental counseling program addressing the academic, career, personal/social development of all students.

School counselors are professional school advocates who provide support to maximize student potential and academic achievement.

In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in TMISD have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Counselors are critical in the school's effort to build character in our students by providing guidance and lessons in key character traits.

In recognizing the increasing demand for mental health awareness and support that is needed by students and families, the Educational Services Department provides oversight and support to all campus counselors and their needs.

## **LIBRARY SERVICES**

TMISD libraries are literacy and information centers where students, teachers and staff members use 21<sup>st</sup> century resources to develop readers and researchers.

Library resources are intended to support the curriculum of each school community and to promote a love of reading and lifelong learning.

The Educational Services Department provides oversight and support to all campus libraries/librarians and their needs.

## **HEALTH SERVICES**

Tuloso-Midway ISD Health Services supports the education of all students by collaborating with families and medical providers to meet the needs of students and staff while promoting optimum health and wellness in the learning community.

The TMISD Health Services Staff believes that the ability to learn at school is directly related to the status of a student's health.

School nurses strengthen and facilitate the educational process by improving and protecting the health status of children and staff. They identify and assist in the removal or modification of health-related barriers to learning.

The Educational Services Department provides oversight and support to all campus nurses and services.

According to FFA [LEGAL] and [LOCAL], the local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law.

SHAC is a district-based committee dedicated to overseeing and promoting student, staff and family wellness. This committee is comprised of parents, nurses, counselors, food service staff and other various district staff members. SHAC is to meet a minimum of 4 times per year. Meeting agendas may include, review and amendment of the District Wellness Plan, review of school-health needs, and any other item requested for discussion or review.

In addition, SHAC is responsible for determining the Coordinated Health Program to be implemented in the District.

CATCH (Coordinated Approach to Child Health) is the District Board approved program that is implemented grades K-8.

## **DISTRICT ACADEMIC CALENDAR**

TMISD operates on a 'year-round' calendar approach. This provides for an early start in July and an "intersession" scheduled after most grading periods.

The District Academic calendar is developed through a cooperative process with an in instruction intent and purpose. It contains 187 days required for teacher contracts and surpasses the minimum of 75,600 minutes of instruction.

The District Site-Based Committee is responsible for the development and proposal for approval of Academic Calendar.

The Committee members, representative of each campus, along with parents and community members review points of consideration such as: state assessment days, required time constraints, holidays, instructional impact, general conflicts, etc. Representatives bring feedback and suggestions from their respective campuses or perspectives (parents, business).

Upon development, the draft calendar is proposed to the Board of Trustees for approval. Once approved, it is published for all stakeholders.

The District Academic calendar can be found on the District website.

Working District Academic calendars are developed upon the basis of the Academic Calendar.

## **DISTRICT HANDBOOK & CODE OF CONDUCT**

To assure proper and compliance policy is included in these documents, Tuloso-Midway ISD utilizes the TASB model for both the Handbook and Code of Conduct. In legislative years, there is often a delay of the models due to the potential impact of recent legislation; therefore, the most recent Board approved document is used until an updated file is released by TASB.

Once an updated template file is available, the documents are drafted and proposed to the Board of Trustees for approval. Once approved, they are made available via our District website; paper copies of these documents can be requested or viewed at any campus administrator's office or the Central Administration Office.

## **FAMILY ENGAGEMENT**

TMISD believes that positive relationships and partnership with parents benefits our students.

Campuses supported by Title 1A funds (Primary and Intermediate), family engagement is required in many ways and plans to engage parents and family members must be developed and maintained.

TMISD offers access to student academic information via Ascender Parent Portal but nothing is better than direct communication, in person, with a student's family.

The list below is not exhaustive but there are critical times that require engagement –

- EIA [LOCAL], a student is in danger of failing or has a grade below a 70 at the 3rd week of a grading period.
- EHB [LEGAL], a student needs assistance through the use of specific intervention strategies.
- FFB [LEGAL], a student has exhibited warning signs of suicide.
- FO [LEGAL], a student is being assigned a disciplinary consequence.
- FFI [LEGAL], a student has been the victim of bullying.

A reminder, parent communication and engagement can and should be positive and ongoing. It is best practice to build a partnership with parents and families and reach out to families with a positive well before you have to contact them with a negative.