

TEXAS CATHOLIC CONFERENCE
OF BISHOPS
EDUCATION DEPARTMENT



GUIDE TO QUALITY AND
EFFECTIVENESS

An

Accreditation Manual

for

Catholic Schools of Texas

2023-2024

TEXAS CATHOLIC CONFERENCE OF BISHOPS EDUCATION DEPARTMENT
GUIDE TO QUALITY AND EFFECTIVENESS
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If you experience problems logging on to the TCCB ED Education Portal, please contact TCCB ED at 512-339-9882

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INTRODUCTION

The purpose of this manual is two-fold: first, to serve as a guide and assistance to all persons and groups involved in the accreditation of Texas Catholic schools; and second, to be used as a resource for policies and procedures disseminated by the Texas Catholic Conference of Bishops Education Department (TCCB ED) and the Texas Catholic Conference of Bishops Accreditation Commission (TCCB AC).

In the past, there have been a number of documents, manuals, or guides used in the accreditation process. As the TCCB ED and TCCB AC work in a joint effort toward excellence in education, a concerted effort has been made to pull from many segments of material and provide a unified source of information to aid in that effort.

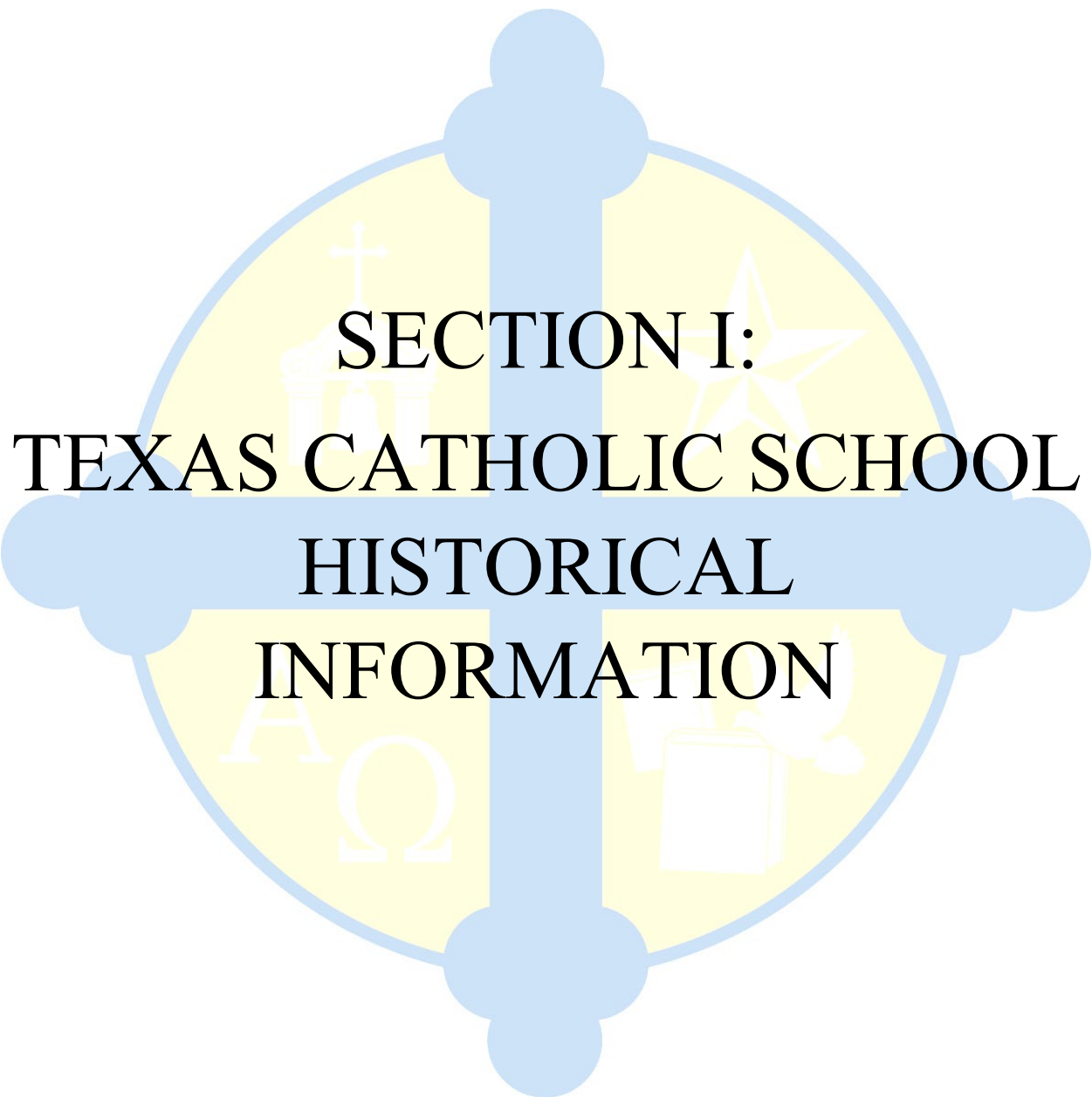
The notebook-style organization with indexed sections is intended for easy extraction of integral parts. The Table of Contents is an important tool for effective use of the manual. The divisions of information are arranged sequentially to include introductory, fundamental information; benchmark documents with form the context within which the accreditation process is conducted; policies and procedures and guidelines for the school principal and visitation team.

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PREFACE

A combination of many documents, representing years of work and contributions from many individuals, and organizations, is represented in this multi-use manual. It has been designed to acquaint superintendents and principals, with the documents, forms, policies, and procedures attendant to the accreditation process. Additionally, it will serve as resources guide for those involved in both the pre and post accreditation visitation activities.

We are grateful to the many dedicated Catholic educators who extended their support and worked diligently at all levels to bring this document to reality. Special recognition is given to the superintendents, past and present, who have been involved in all phases of the TCCB AC accreditation process since 1986, and to whom this manual is dedicated.



**SECTION I:
TEXAS CATHOLIC SCHOOL
HISTORICAL
INFORMATION**

TEXAS CATHOLIC CONFERENCE OF BISHOPS EDUCATION DEPARTMENT
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HISTORICAL HIGHLIGHTS OF CATHOLIC EDUCATION IN TEXAS

Historical documents give the year 1541 as opening pages of history of Catholic Education in Texas. One of the earliest mission schools, Corpus Christi de la Isleta (Now Our Lady of Mount Carmel) located in El Paso dates back to 1681. The third oldest missionary school, Nuestra Senora del Rosario was established in 1754 in Goliad, Texas.

Catholic schools were established across Texas during the 19th and early 20th centuries and many of these schools are still in operation today and serve as memorials to the religious and lay women and men who dedicated their lives to promoting and nurturing Catholic education in the state.

San Antonio Archdiocese	Est. 1852	Central Catholic High School - San Antonio
Brownsville Diocese	Est. 1853	Incarnate Word Academy – Brownsville
Austin Diocese	Est. 1866	St. Mary Cathedral School - Austin
Victoria Diocese	Est. 1867	Nazareth Academy - Victoria
Laredo Diocese	Est. 1868	Ursuline Elementary (Now St. Augustine’s) Laredo
Corpus Christi Diocese	Est. 1871	Incarnate Word Academy – Corpus Christi
Dallas Diocese	Est. 1874	Ursuline Academy - Dallas
El Paso Diocese	Est. 1879	Loretto Academy
San Angelo Diocese	Est. 1888	Immaculate Conception Academy – San Angelo
Fort Worth Diocese	Est. 1890	Sacred Heart School - Muenster
Beaumont Diocese	Est. 1895	St. Anthony Cathedral School - Beaumont
Galveston-Houston Archdiocese	Est. 1900	St. Thomas High School - Houston
Amarillo Diocese	Est. 1914	St. Anthony School - Hereford
Lubbock Diocese	Est. 1920	St. Joseph School – Slaton
Tyler Diocese	Est. 1948	St. Mary’s School - Longview

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HISTORY OF CATHOLIC SCHOOL ACCREDITATION IN TEXAS

Although Catholic education in Texas can be traced back prior to the 18th century, it was not until the 20th century that formal recognition through accreditation was sought by schools. Many of the Catholic schools that are still in operation received accreditation during the early years of the Texas Education Agency (TEA).


- 1916 St. Agnes Academy (est. 1906, Archdiocese of Galveston-Houston)
- 1923 Incarnate Word High School (est. 1881, Archdiocese of San Antonio)
- 1925 St. Anthony Cathedral (est. 1895, Diocese of Beaumont)
- 1926 St. Mary's School (est. 1899, Diocese of Amarillo)
- 1927 Cathedral High School (est. 1925, Diocese of El Paso)
- 1929 St. Joseph Academy (est. 1865, Diocese of Brownsville)
- 1929 St. Ludmila/St. Paul School (est. 1897, Diocese of Victoria)

Although many more schools became accredited during this early period, it was not until the late 1950s that additional foundation for a standard unified accreditation process was built through the educational foresight of important Catholic leaders:

- 1956 Msgr. Edward Maher and Bishop T.K. Gorman of the Diocese of Dallas-Fort Worth led a unified action to have a blanket plan of accreditation for all Catholic schools in the seven existing (arch)dioceses.
- 1962 Msgr. Jack Meyers (Dallas-Fort Worth) collaborated with other Catholic schools' superintendents to negotiate with TEA for accreditation.
- 1965 Bishops of the then nine (arch)dioceses agreed on requirements to initiate the accreditation process within six years.
- 1966 TEA visited Dallas, granting a 5-year probationary status. When fully approved, accreditation of all of its schools would be retroactive to 1965. Full accreditation was approved by September 1971. Over the next several years, a small number of schools were visited and accredited.
- 1980's In 1984, massive public educational reform supported by legislation created mandates, parameters, and problems with accreditation for all private schools in Texas. TEA worked in a transition mode from that period. The superintendents of the now fourteen (arch)dioceses collaborated to formulate an accreditation process placed under the Texas Catholic Conference Education Department (TCCB ED) which was under the aegis of the Bishops of the state.

Cooperative efforts characterized the history of Catholic accreditation from 1986–1989. As collaboration continued with the state via TEA and with Texas Association of Non-Public Schools (TANS) and a core group of private school associations, a single umbrella organization for private school accreditation came into being, Texas Private School Accreditation Commission (TEPSAC).

Currently, the Texas Catholic Conference of Bishops Education Department, which is recognized by the TEA, is responsible for the implementation of the accreditation process for the Texas Catholic schools. To assist and give direction to the TCCB ED, the bishops approved the formation of the Texas Catholic Conference of Bishops Accreditation Commission (TCCB AC). Membership on the commission consists of six Catholic school superintendents, six commissioners-at-large and two bishop who serve as Episcopal liaisons. In 2013, the TCCB ED entered into a partnership with AdvancED that provides the opportunity for schools to have dual accreditation from both agencies with one team and one visit.



**SECTION II:
MISSION AND GOALS OF
CATHOLIC EDUCATION**

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**THE MISSION OF CATHOLIC SCHOOLS
IN THE STATE OF TEXAS**

The ministry of Catholic education in general is the fulfillment of the educational mission of the Catholic church and has as its primary goal the continuous formation of the Christian person.

As a pastoral instrument of the Church, the strength of the Catholic school is its ability to respond to the needs of the whole person, the Church in a time of transition, and the world with a global perspective for a peaceful and sustainable future.

The Catholic school is a unique environment in which students can experience the presence of the Holy Spirit. Its focus is on the individual person's spiritual, moral, intellectual, social, cultural, and physical development. In the Catholic school, students and teachers are drawn to proclaim the Gospel message, to unite in worship, to respond to the needs of the community through fellowship and social justice, and to serve all people through the sharing of their spiritual gifts and temporal goods.

Intellectually, students are challenged to work to the best of their abilities. In a world of diversity and absolutes, students need to be freed to appreciate and understand the living organism called Earth and the people and cultures that inhabit it, and to develop global perspectives by which to form their lives and consciences. Students are provided opportunities to develop basic academic and physical skills, pursue knowledge, and critically study and analyze the world in which they live.

The effective Catholic school must call its students to the conviction that people are more important than material gain, that justice is more important than success, that love is more important than esteem, and that collaboration unites while competition divides. The truly successful Catholic school student is not necessarily one who is successful in every endeavor, but one who accepts Christian responsibility for fulfillment of personal potential and shares these gifts with others.

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GOALS FOR CATHOLIC EDUCATION IN TEXAS

I. The Catholic school promotes a community of believers, learners, and active doers in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today's society. The school fosters:

- A. A clear understanding of its purpose and goals by staff, parents/guardians, and students;
- B. A Catholic identity through which the religious atmosphere permeates the total instructional program;
- C. The Gospel values as modeled in the school procedures and in the actions of staff and students;
- D. A faith community expressed through religious experiences that include formal classes for teaching Catholic doctrine according to Vatican II and the religious spirit of the (arch)diocese, programs for personal spiritual formation, opportunities for worship, expression of beliefs through service to others, appropriate sacramental catechesis, the sponsoring of adult programs, and active participation of students in their parish community;
- E. Active interaction between school and parish families in various functions when school is part of the parish;
- F. Active participation of laity on governing bodies and in school organizations;
- G. The formation of behavioral patterns consistent with Christian social standards;
- H. A sensitivity and responsiveness to the demands of social and economic justice;
- I. Knowledge and skills that lead to the development of Christian attitudes towards life, human sexuality, and the family;
- J. The formation of students; to set goals and find ways to attain them, to see persons as equals and worthwhile individuals, to be self-disciplined and determined, to be responsible, responsive, compassionate, and empathetic to the feelings and needs of others, to recognize and build on personal strengths and to respect the individual differences present in others.

II. The Catholic school provides instructional leadership and maintains an effective and efficient program of studies. The administration and staff have the responsibility to:


- A. Be visible and accessible to the school and civic community to ensure interaction and involvement in the educational process;
- B. Communicate on a regular basis regarding school activities and general accomplishments;
- C. Provide systematic reporting to the parents/guardians regarding student progress;
- D. Communicate expectations for student academic performance to parents/guardians and students;
- E. Organize the school and business community to advise and support the school;
- F. Provide a safe and orderly environment with clear discipline code;
- G. Inform its constituency of school policies and regulations with specific attention given to rights and responsibilities for staff, students, and parents/guardians; grievance procedures; discipline code; school policies; grading system; and compliance with local, state, and federal laws and regulations;

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- H. Provide a realistic and functional guidance program throughout all grades;
- I. Provide school facilities which project a positive and future-oriented image and environment for teaching and learning;
- J. Provide programs of instruction to meet student's diverse learning needs;
- K. Develop excellence in education through compliance with the policies and standards of the Texas Catholic Conference of Bishops Education Department (TCCB ED).

III. The purpose, design and implementation of the curriculum represents the school's mission which is understood, as well as shared by teachers, students, and parent/guardians. All students should:

- A. Develop a knowledge and understanding of the Catholic faith and personal relationship with God as evidenced by attitude and practice;
- B. Develop a proficiency in the fundamentals of language arts, mathematics, and technology in the lower grades, followed by studies in advanced mathematics, technology, science, social studies, fine arts, English, and foreign language;
- C. Develop higher level thinking skills of research, analysis, evaluation, and problem solving;
- D. Develop a proficiency in the use of basic communication skills and technology, as well as the ability to recognize propaganda in their lives;
- E. Develop problem solving skills by which to integrate information and to form a framework within which to sort out the diverse values present today;
- F. Acquire knowledge and appreciation of the culture of the ethnic groups that make up our American heritage;
- G. Develop an understanding and appreciation of cultural diversity together with skills needed within the local, national, and global community;
- H. Acquire an understanding of the importance of physical and mental health in one's life by developing healthy attitudes regarding human sexuality, nutrition, and chemical substances, as well as the development of health maintenance skills;
- I. Acquire knowledge of the democratic process and develop an understanding of the privileges of citizenship and learn to assume its responsibilities;
- J. Develop an understanding of human geography and of planetary cultures as they exist today;
- K. Be knowledgeable in government practices, political principles, and current activities suitable to the grade level;
- L. Be aware of the principles of consumer economics, private enterprise, and economic systems.



**SECTION III:
GOVERNANCE AND
AUTHORIZATION**

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**ACCREDITATION FOR CATHOLIC SCHOOL
AUTHORIZATION, RULES AND PROCEDURES**

Applicable to Catholic schools in Texas: Archdiocese of Galveston-Houston, San Antonio, Dioceses of Amarillo, Austin, Beaumont, Brownsville, Corpus Christi, Dallas, El Paso, Fort Worth, Laredo, Lubbock, San Angelo, Tyler, Victoria, subsequently added (arch)dioceses.

I. ACCREDITATION AUTHORIZATION: ACCREDITED NON-PUBLIC SCHOOLS IN TEXAS

Accrediting associations recognized by the Commission of Education to accredit non-public schools in Texas have formed the Texas Private School Accreditation Commission (TEPSAC). Member associations of TEPSAC serve in an advisory capacity to the commissioner of education concerning the accreditation of non-public schools and recommending accrediting association in Texas.

The accreditation of non-public schools in Texas is a function of TEPSAC and is recognized by the commissioner of education as having standards comparable to 19 TAC Chapter 97. Student credits earned in non-public schools accredited by TEPSAC are transferrable to Texas public schools. Teacher service in accredited non-public schools has been recognized for salary increment purposes in Texas public schools. The accreditation of non-public school under this arrangement became effective on February 12, 1986. Accreditation of non-public school directly by the Texas Education Agency (TEA) ceased after May 31, 1989.

II. ACCREDITATION REQUIRED

In accordance with the decision of the Roman Catholic Bishops of the State of Texas, a school which is recognized by its Bishop as a Catholic school will participate in the TCCB ED accreditation process.

Accreditation by an additional association is a local school option but does not substitute for accreditation by TCCB ED.

III. GOVERNANCE

The Texas Catholic Conference of Bishops Accreditation Commission (TCCB AC) was established to assist and give direction to the TCCB ED. Membership consists of six superintendents of the present 15 (arch) dioceses, six commissioners- at -large and two bishop members who serve as Episcopal liaisons. Standing committees of this Accreditation Commission have been formed to ensure smooth operation and ongoing planning of the accreditation process.

The superintendent of each (arch) diocese assumes the responsibility of keeping (Arch) Diocesan School Boards/Councils and other appropriate entities apprised of the TCCB ED accreditation activities and implementing the accreditation process at the local school level as determined by TCCB ED.

The accreditation status of each Catholic school is reported to the Texas Private School Accreditation Commission (TEPSAC), the joint association established to review and approve the principles, standards, and processes of various accrediting associations. Non-public schools accredited by a TEPSAC approved association are recognized by the Commissioner of Education as accredited schools. This acknowledgement of accreditation ensures that student credits earned in these accredited non-public schools are recognized by Texas public schools and universities.

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Teacher service in these schools is recognized for salary increment purposes in Texas Public schools. The accreditation of non-public schools under this arrangement became effective on February 12, 1986. Accreditation of non-public schools directly by the Texas Education Agency ceased after May 31, 1989.

IV. PURPOSE

The purpose of accreditation is to ensure that every school in each of the (arch) dioceses maintains a level of quality in its operations and makes constant efforts toward improvement. Students credits earned in non-public schools accredited by TEPSAC affiliate associations are transferrable to Texas public schools. Teacher service in accredited non-public schools is recognized for salary increment purposes in Texas public schools. The ultimate aim of accreditation is the improvement and enrichment of the Catholic schools of Texas through periodic evaluation and resulting accountability.

V. ACCREDITATION STANDARDS

In order to be accredited, Catholic schools will be reviewed in light of the standards of quality and effectiveness as defined by TCCB ED and universally recognized educational practices. The standards include consideration of:

1. Catholic identity and programs;
2. mission, vision, and philosophy;
3. community support of the school;
4. a safe and healthy environment which is conducive to learning;
5. faculty/staff qualifications and performance;
6. the effectiveness of the administrator as a spiritual, managerial, and instructional leader;
7. the purpose, design, and implementation of curriculum;
8. the programs and resources available to meet the needs of special populations;
9. the utilization of assessment instruments to determine the needs of special populations;
10. staff development;
11. long range strategic planning;
12. in-service programs for governing body members;
13. compliance with applicable federal and state statutes.

VI. ACCREDITATION MONITORING PROCESS

- A. Each Catholic school that has received *Accredited Provisional*, *Accredited*, *Accredited Advised* or *Accredited Warned* status submits an Annual Report for Continued School Accreditation to TCCB ED and to the superintendent.
- B. Each Catholic school is visited once every seven years, special circumstances may warrant additional visits.
- C. TCCB ED advises the superintendent of schools to be visited and works collaboratively to prepare the necessary data on approved forms.
- D. The superintendent compiles a list of the visiting team for each school to be visited. All team members must be professional educators and must have completed the Accreditation Training Program conducted by TCCB ED.

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- E. Each school visitation begins with an opening session during which administrators and others, as appropriate, are given information about procedures to be followed during the visit.
- F. During the course of the visit, members of the visiting team review pertinent documents, make observations on campuses and in classrooms, and interview administrators, faculty, staff, pastor, board members, and parents/guardians of students enrolled in the school.
- G. At the conclusion of the visit, the visiting team chairperson will conduct one exit meeting which will consist of a brief summary of the visit to the administration, faculty, staff, and representatives from the local governing body and other appropriate. Opinions regarding accreditation are not discussed.
- H. The original and an electronic copy of the Visiting Team Consensus Report (VTCR) are sent by the chairperson to TCCB ED. TCCB ED is responsible for sending the official report to the principal and the superintendent. If the principal believes that the areas cited by the visiting team were based on incomplete investigation or misinterpretation of data, the Redress Process: Disagreement with VTCR can be initiated no later than 5 calendar days after receipt of the electronic VTCR.
- I. The self-study and VTCR are sent to TCCB AC committees for review and recommendations to be forwarded to the Commission at the plenary session. Accreditation status is conferred at this time. If corrective actions are required, deadlines for their completion are specified. The principal receives an Accreditation Status Report. If Accredited Advised or Accredited Warned status is assigned, policy guidelines are also included.
- J. The principal may initiate the Redress Process: Disagreement with Status, **with cause, with the approval of the (arch) diocesan superintendent and with the TCCB ED officially approved process.** The redress must be filed to the TCCB ED within 5 calendar days of the electronic receipt of the formal notification process.
- K. The principal receives an Accreditation Visit Appraisal after the visit. This survey gives the principal an opportunity to give input pertaining to the effectiveness of the chairperson and visiting team.
- L. The chairperson receives an Accreditation Visit Appraisal after the visit. This survey gives the chairperson an opportunity to give input pertaining to the effectiveness of the school visit and visiting team.

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VII. TYPES OF ACCREDITATION STATUS

The classification of accreditation status are as follows:

Accredited Provisional Status

A school is classified **Accredited Provisional** when:

1. it demonstrates satisfactory progress toward meeting the criteria for accreditation;
2. it demonstrates that it has the resources to successfully meet TCCB ED standards, policies, and requirements;
3. it shows evidence of commitment to continued growth and quest for excellence;
4. it is in its beginning stages and within a period of three years will enter the full accreditation process.

Accredited Status

A school is classified **Accredited** when:

1. it meets TCCB ED standards, policies, and requirements; or
2. the school failed to meet one or more TCCB ED standards, policies, or requirements that does not negatively impact the operation and climate of the educational process;
3. it maintains effective educational practices and programs.

Accredited Advised Status

A school is classified **Accredited Advised** when:

1. there are deficiencies in the school's programs or operations that negatively impact the operation and climate of the education process; or
2. the school fails to meet one or more TCCB ED standards, policies, or requirements that negatively impacts the operation and climate of the education process.

Accredited Warned Status

A school is classified **Accredited Warned** when:

1. the school's programs or operation do not meet TCCB ED standards, policies, and requirements;
2. there is an absence of sufficient educational programs/practices necessary to be an effective school; and or
3. the school had not corrected deficiencies for which it was placed on Accredited Advised status.

Dropped

A school's accreditation may be **Dropped** when;

1. it demonstrates a consistent lack of compliance to TCCB ED standards, policies, or requirements; and or
2. it fails to correct serious deficiencies for which it was placed on Accredited Warned status; or
3. the Bishop withdraws his recognition of the school as Catholic.

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VIII. FOLLOW-UP VISITS AND SPECIAL REVIEWS

- A. The TCCB ED shall authorize a follow-up visit or a special review according to the following criteria:
1. The *Interim Report of Progress* is required of each school three years after its last accreditation visit. An interim visit may be required of schools whose Annual Reports are incomplete or whose data indicated deficiencies which have not been remedied, or of schools where the superintendent has recommended such a visit. The decision to schedule such an interim visit is made by the TCCB AC and/or the Director of Education.
 2. A school on *Accredited Advised* status may receive a follow-up visit by a qualified chairperson and/or team appointed by the Director of Education in collaboration with the superintendent. Failure to meet this deadline may result in an Accredited Warned status.
 3. A school which received an *Accredited Warned* status has 90 days from the date of the notification to submit evidence of a complete corrective action plan. Failure to submit the corrective actions report by the given deadline may result in loss of accreditation. (5/97, 7/15)

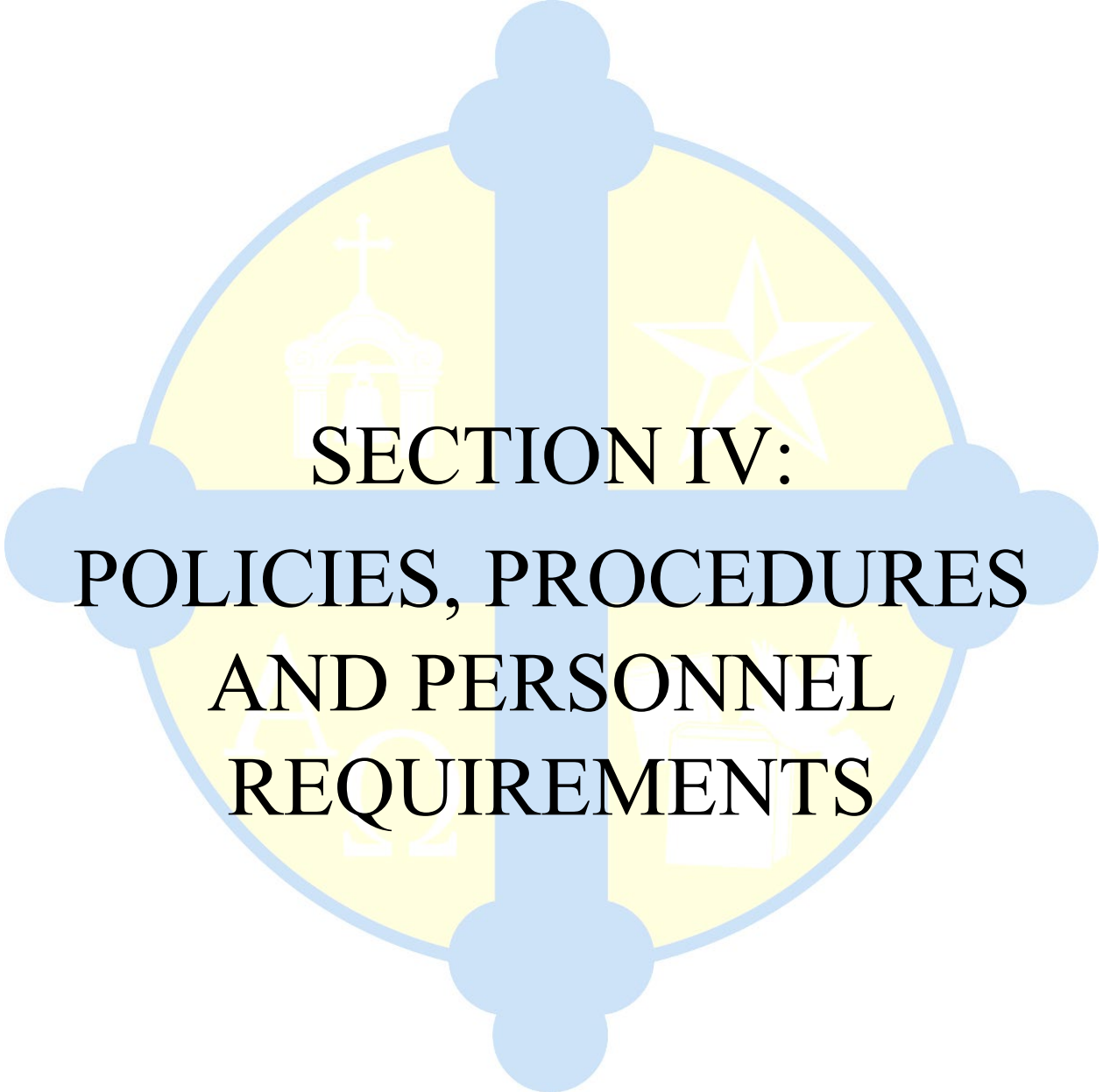
The Commission and/or Director of Education may require further visits until it is satisfied that all accreditation standards are in compliance.

IX. TCCB ED ASSISTANCE

TCCB ED shall provide assistance and support, as appropriate, to school which have been found to have difficulty meeting accreditation standards.

X. ANNUAL REPORTS TO BISHOPS

TCCB ED annually submits a status report on the Catholic schools for the state to the Bishops of the 15 (arch)dioceses of Texas.



**SECTION IV:
POLICIES, PROCEDURES
AND PERSONNEL
REQUIREMENTS**

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AGE REQUIREMENTS (Effective 2015-2016)

Pre-K 3 students shall be three years of age on or before September 1st of the current school year.
Pre-K 4 students shall be four years of age on or before September 1st of the current school year.
Kindergarten students must be five years of age on or before September 1st of the current school year.
First grade students must be six years of age on or before September 1st of the current school year.

Document Requirements: Before a student is admitted to a Catholic school, the following records are required:

- Official Birth Certificate
- Baptismal Certificate, if applicable
- Official cumulative record or transcript of previous grade, if applicable
- Student Emergency Contact Card
- Health Record
 - Immunization record (must be up to date)
- I-20, for International Students, if applicable

ALTERNATIVE FRAMEWORK

An alternative framework is one that departs from the traditional instructional program and implements unique approaches to instruction. These approaches usually violate the recommended instructional periods, time on task, etc.

Examples of an Alternative Framework: Montessori Programs, Classical Education, combined grade-level classroom such as 1 & 2 grades

Alternative Frameworks must be approved by the superintendent and submitted to the TCCB Director of Education for final approval. Any changes to the approved alternative framework must be approved by the superintendent and TCCB ED Director of Education.

ASBESTOS, SCHOOL BUILDINGS, MANAGEMENT PLANS AND REINSPECTION

Public and non-profit private schools have distinct regulatory requirements to protect school children and school employees from asbestos exposure. The Asbestos Hazard Emergency Response Act (AHERA) and its regulations require public school districts and non-profit schools including charter schools and schools affiliated with religious institutions to:

- Inspect their schools for asbestos-containing building materials
- Prepare management plans and take action to prevent or reduce asbestos hazards

More information on How Schools Comply with the Asbestos Hazard Emergency Response Act (AHERA) and School Asbestos Management Plan can be found by visiting the links below.

<https://www.epa.gov/asbestos/asbestos-and-school-buildings#comply>

<https://www.dshs.state.tx.us/ahera/default.aspx>

Reinspection: The school must retain the services of a licensed asbestos inspector or management planner to conduct a reinspection every three (3) years subsequent to the implementation of a management plan.

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For more information on Federal Requirements for Asbestos Management in Schools visit the link below

https://www.epa.gov/sites/production/files/documents/aherarequirements_1_0.pdf

ASSISTANT PRINCIPAL/ACADEMIC DEAN/VICE-PRINCIPAL

1. A commitment to ongoing formation in catechetical and spiritual leadership development
2. Master's degree **and**
3. 18 credit hours in educational administration and supervision courses ***or** participating in a master's degree program **and** 18 hours in educational administration and supervision* **or** a valid state certificate for a principal

**Preferred administration/supervision coursework includes curriculum, legal issues in non-public schools, finance, strategic planning, facility management, cultural competency, special education, supervision of personnel, and assessment.*

Note: In the event, an assistant principal is promoted to the position of principal, they must meet TCCB ED's requirements for the position of principal.

ATTENDANCE

State law requires students must be in attendance 90% of the school year to receive credit. **The 90% rule applies to all absences**, including excused absences.

Full-Day Attendance: To be counted as present for a full day of school, a student must be in attendance at school for a minimum of four instructional hours (240 minutes) of the instructional day.

Half-Day Attendance: To be counted present for a half-day of school, a student must be in attendance for a minimum of two instructional hours (120 minutes) in the instructional day.

A student may not receive credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered, may be given credit or a final grade if the student completes a plan approved by the principal that provides for the student to meet the instructional requirements of the class.

In the event that a student is not projected to fulfill the 90% attendance requirement, the superintendent must be notified. Each school should have an attendance committee that can assist in evaluating the academic needs of the student before granting credit or a final grade.

Recording Attendance

The school is required to keep an accurate record of student attendance, tardiness, and absences.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

On June 16, 1999, the Governor of the State of Texas signed House Bill 580. This legislation “establishes training and maintenance procedures for persons who acquire and use AEDs in places other than a hospital or a medical setting...{and} limits the liability of a person who is trained to use AEDs, provided that the person “is acting in good faith.”

TCCB ED recommends that schools make available at a minimum of at least one (1) AED.

An (arch)diocese or school that acquires an automated external defibrillator shall ensure that:

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1. Each user of the automated external defibrillator must receive training approved by the Texas Department of State Health Services in:
 - a. Cardiopulmonary resuscitation (CPR); and
 - b. Use of the automated external defibrillator
2. A licensed physician is involved in the training program to ensure compliance with the requirements of the contents of this chapter.” The licensed physician must write a prescription for the AED itself; and
3. When used the data is downloaded and sent to the physician or group that interprets it. CPR/AED training is conducted by individuals who are certified to be trainers.
4. When a person or entity acquires an AED, the person or entity shall notify the local emergency medical services provider of the existence, location, and type of the AED.

Section 483.041, Health and Safety Code
Education Code Title 2, Subtitle G, Chapter 30, Section 38.017 (G)

BEFORE/AFTER SCHOOL PROGRAM PERSONNEL

The Before/After School Care Program personnel are under the direct supervision of the principal of the school.

Director Minimum Requirements for the Before/ After School Program
(if other than the principal):

1. Must meet TCCB ED Teacher requirements **or** have a child-care administrator’s certificate from an accredited community college **and** 15 college credit hours in child development **and**
2. Must be trained in child abuse reporting, CPR/First Aid and AED

Personnel Minimum Personnel Requirements:

1. Must be trained in CPR/First Aid and child abuse reporting **and**
2. Must follow the minimum requirements for before/ after school personnel as determined by the (arch)diocese.

For Before and After School Program Standards refer to Appendix B

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL PK3 and PK4 Half Day

Bell to Bell: A minimum of 3 hours (180 minutes)

Instructional Time: A minimum of 2 hours 40 minutes (160 minutes)

Daily:

Religion	30 minutes
English/Language Arts	65 minutes (40% of the Instructional Day)
Mathematics	35 minutes (20% of the Instructional Day)
Uninterrupted Free Play*	30 minutes

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. The **time** allotted per subject may be separated into shorter segments throughout the day to meet the minimum daily requirements.
3. Subjects may be **integrated** into other curriculum areas within the allotted instructional time.
4. Integrated **social-emotional development** activities are built into the content areas. They may include activities dealing with sharing, cooperating, following rules, learning about one's feelings, one's self-esteem and the ability to express one's feelings, etc.
5. **Guidance** may include topics/activities/resources that address the social, emotional, physical, Spiritual, or educational development of the student (e.g., personal and interpersonal skills, health behaviors and moral values, career planning, etc.).
7. A **planning period** for teachers must be included in the school day.

* **Uninterrupted free play** allows children to explore/experiment indoors or outdoors without formal teacher-directed instruction.

Schools that employ the **Montessori or the Classical Education** method may design a framework of instruction in keeping with the Montessori or Classical Education philosophy with the approval of the superintendent.

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL PK3 and PK4 Full Day

Bell to Bell: A minimum of 7 hours (420 minutes)

Instructional Time: A minimum of 5 hours and 20 minutes (320 minutes)

Daily:

Religion	30 minutes
English/Language Arts	90 minutes (40% of the Instructional Day)
Mathematics	60 minutes (20% of the Instructional Day)
*Uninterrupted Free Play	30 minutes

Weekly: Physical Education

Health (may be integrated into Science)

Fine Arts (Art, Music, Theater, Dance)

Science

Social Studies

Technology Applications

Guidance (may be integrated into major curriculum areas with documentation in lesson plans)

Foreign Language (strongly encouraged)

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. The **time** allotted per subject may be separated into shorter segments throughout the day to meet minimum daily requirements.
3. Subjects may be **integrated** into other curriculum areas within the allotted instructional time.
4. Integrated **social-emotional development** activities are built into the content areas. They may include activities dealing with sharing, cooperating, following rules, learning about one's feelings, one's self-esteem and the ability to express one's feelings, etc.
5. **Health** may be integrated into Physical Education and/or Science.
6. **Guidance** may include topics/activities/resources that address the social, emotional, physical, Spiritual, or educational development of the student (e.g., personal and interpersonal skills, health behaviors and moral values, career planning, etc.).
7. A **planning period** for teachers must be included in the school day.

* **Uninterrupted free play** allows children to explore/experiment indoors or outdoors without formal teacher-directed instruction.

Schools that employ the **Montessori or the Classical Education** method may design a framework of instruction in keeping with the Montessori or Classical Education philosophy with the approval of the superintendent.

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL Kindergarten Half Day

Bell to Bell: A minimum of 3 hours (180 minutes)

Instructional Time: A minimum of 2 hours 40 minutes (160 minutes)

Daily:

Religion	30 minutes
English/Language Arts	40 minutes (40% of the Instructional Day)
Mathematics	30 minutes (20% of the Instructional Day)

Weekly: Physical Education

Health, Fine Arts(Art, Music, Theater, Dance), Social Studies, Science, Technology
Applications and Guidance may be integrated into the major curriculum areas or taught as a
separate subject

Foreign Language (strongly encouraged) may be included in English/Language Arts

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. The **time** allotted per subject may be separated into shorter segments.
3. Subjects may be **integrated** into other curriculum areas within the allotted instructional time.
4. **Health** may be integrated into Physical Education and/or Science.
5. **Guidance** may include topics/activities/resources that address the social, emotional, physical, Spiritual, or educational development of the student (e.g., personal and interpersonal skills, health behaviors and moral values, career planning, etc.).
6. A **planning period** for teachers must be included in the school day

Schools that employ the **Montessori** or the **Classical Education** method may design a framework of instruction in keeping with the Montessori or Classical Education philosophy with the approval of the superintendent.

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL Kindergarten Full Day

Bell to Bell: A minimum of 7 hours (420 minutes)

Instructional Time: A minimum of 5 hours and 20 minutes (320 minutes)

Daily:

Religion	30 minutes
English/Language Arts	120 minutes (40% of the Instructional Day)
Mathematics	60 minutes (20% of the Instructional Day)

Weekly: Physical Education

Health, Fine Arts (Art, Music, Theater, Dance), Science, Social Studies, Technology
Applications and Guidance may be integrated into the major curriculum area with
documentation in lesson plans

Foreign Language (strongly encouraged)

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. The **time** allotted per subject may be separated into shorter segments.
3. Subjects may be **integrated** into other curriculum areas within the allotted instructional time.
4. Integrated **social-emotional development** activities are built into the content areas. They may include activities dealing with sharing, cooperating, following rules, learning about one's feelings, one's self-esteem and the ability to express one's feelings, etc.
5. **Health** may be integrated into Physical Education and/or Science.
6. **Guidance** may include topics/activities/resources that address the social, emotional, physical, Spiritual, or educational development of the student (e.g., personal and interpersonal skills, health behaviors and moral values, career planning, etc.).
7. A **planning period** for teachers must be included in the school day

Schools that employ the **Montessori** or the **Classical Education** method may design a framework of instruction in keeping with the Montessori or Classical Education philosophy with the approval of the superintendent.

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL 1st– 3rd Grades (self-contained)

Bell to Bell: A minimum of 7 hours (420 minutes)

Instructional Time: A minimum of 6 hours (360 minutes)

Daily: Religion	30- 45 minutes
English/Language Arts	80-120 minutes
Mathematics	40-60 minutes

Weekly: Science	150 minutes
Social Studies	150 minutes

Physical Education

Health, Fine Arts (Art, Music, Theater, Dance), Science, Social Studies, Technology Applications and Guidance may be integrated into the major curriculum area with documentation in lesson plans

Foreign Language is strongly encouraged and may be included as part of the English/Language Arts Program with documentation in lesson plans.

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. **Health** may be integrated into Physical Education and/or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical, spiritual, or educational development of the student (*e.g., personal and interpersonal skills, health behaviors, moral values, career planning, etc.*).
4. **Human Sexuality** education may be integrated into Religion, Science, Social Studies, and/or Health.
5. **Language Arts** includes the following subjects: reading, literature, vocabulary, English (*grammar and composition*), spelling, handwriting.
6. **Social Studies** include elements of history; geography; economics; government; citizenship; culture; science, technology, society, and social studies skills.
7. **Science** links together the physical sciences, earth and space sciences, and life science. Science should be experimental and occur in a variety of settings such as classrooms, laboratories, etc.
8. Subjects listed as “**weekly**” may lend themselves to being integrated or covered in a more flexible schedule (*i.e., units, themes, quarters, etc.*).
9. **Creative scheduling** (*i.e., block scheduling...*) is an acceptable practice.
10. A **planning period** for teachers must be included in the school day.

Schools that employ the **Montessori or the Classical Education** method may design a framework of instruction in keeping with the Montessori or Classical Education philosophy with the approval of the superintendent.

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL 4th – 6th Grades (self-contained)

Bell to Bell: A minimum of 7 hours (420 minutes)

Instructional Time: A minimum of 6 hours (360 minutes)

Daily: Religion	30- 45 minutes
English/Language Arts	80-120 minutes
Mathematics	40-60 minutes

Weekly: Science	200-225 minutes
Social Studies	200-225 minutes

Physical Education

Health, Fine Arts (Art, Music, Theater, Dance), Science, Social Studies, Technology

Applications and Guidance may be integrated into the major curriculum area with documentation in lesson plans

Foreign Language is strongly encouraged and may be included as part of the English/Language Arts Program with documentation in lesson plans.

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. **Health** may be integrated into Physical Education and/or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical spiritual, or educational development of the student (*e.g., personal and interpersonal skills, health behaviors, moral values, career planning, etc.*).
4. **Human Sexuality** education may be integrated into Religion, Science, Social Studies, and/or Health.
5. **Language Arts** includes the following subjects: reading, literature, vocabulary, English (*grammar and composition*), spelling, handwriting.
6. **Social Studies** include elements of history, geography, economics, government, citizenship, culture, science, technology, society, and social studies skills.
7. **Science** links together the physical sciences, earth and space sciences, and life science. Science should be experimental and occur in a variety of settings such as classrooms, laboratories, etc.
8. Subjects listed as “**weekly**” may lend themselves to being integrated or covered in a more flexible schedule (*i.e., units, themes, quarters, etc.*).
9. **Creative scheduling** (*i.e., block scheduling...*) is an acceptable practice.
10. A **planning period** for teachers must be included in the school day.

Schools that employ the **Montessori** or the **Classical Education** method may design a framework of instruction in keeping with the Montessori or Classical Education philosophy with the approval of the superintendent.

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**BELL TO BELL AND INSTRUCTIONAL TIME
(MINIMUM REQUIREMENTS)**

180 Days

GRADE LEVEL Middle School-Departmental 6th – 8th

Bell to Bell: A minimum of 7 hours (420 minutes)

Instructional Time: A minimum of 6 hours (360 minutes)

(Minimum of 7 credits per year for each year 6-7-8)

1 Credit = 200 minutes per week for 1 academic year

ACADEMIC CREDIT REQUIREMENTS

- 1 Religion
- 1 English, Language Arts, and Reading
- 1 Mathematics
- 1 Science
- 1 Social Studies
- .5 *Physical Education
- 1.5 Electives, such as Art, Band, Foreign Language, Music, Theater, and Technology Applications

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*The required **Physical Education** credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness, Adventure/Outdoor Education, Aerobic Activities, Team, or Individual Sports

General Guidelines

1. **Liturgy** once a week may be substituted for one Religion class period.
2. **Health** may be integrated into Physical Education and /or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical, The spiritual or emotional development of the student (e.g., personal and interpersonal skills, health behaviors, moral values, career planning, etc.)
4. **Human Sexuality** education may be integrated into Religion, Science, Social Studies, and/ or Health.
5. **Language Arts** includes the following subjects: reading literature, vocabulary, English (grammar and composition), spelling and handwriting.
6. **Social Studies** include elements of history, geography, economics, government, citizenship, culture, science, technology, and society; and social studies skills.
7. **Science** links together the physical sciences, earth and space sciences, and life science. Science should be experimental and should occur in a variety of settings such as classrooms, laboratories, etc.
8. **Technology** is strongly recommended and can be integrated into various curriculum areas.
9. **Creative scheduling** (i.e., block scheduling) is an acceptable practice.
10. **Planning period** for teachers must be included in the school day.

*Alternative scheduling may be used to acquire a unit over a 1 or 2-year period (e.g., 2 semesters of P.E. in Grade 7 [1 credit] fulfills P.E. requirement for both 7th and 8th grade).

** Geography may be substituted for one semester of Texas History.

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HIGH SCHOOL GRADUATION REQUIREMENTS 9th- 12th

General Guidelines

1. 1 Credit = 7,200 minutes per year, 3,600 minutes per semester, or 120 contact hours.
2. Science courses must contain a minimum of 40% laboratory time.
see **Appendix L** The Integral Role of Laboratory Investigations in Science Instruction
3. Credit by examination (credit for an academic subject in which the student has had no prior instruction) can be given if the student scores 90% on a criterion-referenced test for the applicable course. **These tests can be purchased from Texas Tech University or the University of Texas at Austin or can be any test approved by the superintendent.** The school administration, with the approval of the superintendent, has the right to determine which credits will be applied toward graduation requirements from courses provided by a source outside the school (e.g., courses taken by correspondence, online, distance learning, or those courses taken in the elementary/middle school). It is required that the institutions offering these courses be approved by TEA, such as Texas Tech and UT's K-16 Education Center or be accredited by a nationally recognized accreditation agency such as Cognia.

See page IV-19-20 for Policy on Credit by Examination.
4. Elective courses are determined by the local high school and must be approved by the superintendent.

The superintendent may give written approval for use of an innovative, alternative program that is designed by a high school to meet its unique needs. The program must provide at least the minimum diploma requirements and TCCB ED must be notified in writing.

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High School Graduation Requirements

Implemented 2014-2015

GRADE LEVEL 9-12 1 CREDIT = 7,200 minutes per year, 3,600 minutes per semester, or 120 contact hours

<i>Discipline</i>	<i>Foundation HSP FHSP</i>	<i>Minimum High School Plan MHSP</i>	<i>Recommended Highs School Plan RHSP</i>	<i>Distinguished Achievement Plan DAP</i>
Religion	Four Credits: one credit for every year at the Catholic School	Four Credits: one credit for every year at the Catholic School	Four Credits: one credit for every year at the Catholic School	Four Credits: one credit for every year at the Catholic School
English Language Arts	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • An advanced English course 	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • English IV or approved alternate course 	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • English IV 	Four credits: <ul style="list-style-type: none"> • English I • English II • English III • English IV
Mathematics	Three credits: <ul style="list-style-type: none"> • Algebra I • Geometry • An advanced math course 	Three credits: <ul style="list-style-type: none"> • Algebra I • Geometry • SBOE approved math course 	Four credits: <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • An additional math credit 	Four credits: <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • An additional math credit
Science	Three credits: <ul style="list-style-type: none"> • Biology • IPC or an advanced science course • An advanced science course 	Two credits: <ul style="list-style-type: none"> • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective) 	Four credits: <ul style="list-style-type: none"> • Biology • Chemistry • Physics • An additional science credit 	Four credits: <ul style="list-style-type: none"> • Biology • Chemistry • Physics • An additional science credit
Social Studies	Two and one half credits <ul style="list-style-type: none"> • U.S. History • U.S. Government (one-half credit) • World History or World Geography 	Two and one half credits <ul style="list-style-type: none"> • U.S. History (one credit) • U.S. Government (one-half credit) • World History (one credit) or World Geography (one credit) 	Three and one-half credits: <ul style="list-style-type: none"> • U.S. History (one credit) • U.S. Government (one-half credit) • World History (one credit) • World Geography (one credit) 	Three and one-half credits: <ul style="list-style-type: none"> • U.S. History (one credit) • U.S. Government (one-half credit) • World History (one credit) • World Geography (one credit)
Economics	One half credit	One half credit	One half credit	One half credit
Academic Elective	No Requirement	One Credit	No Requirement	No Requirement
Physical Education	*One credit	*One credit	*One credit	*One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science	No Requirement	Two credits in the same language	Three credits in the same language

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	I, II, and III (other substitutions)			
Fine Arts	One credit	No Requirement	One credit	One credit
Speech **	Demonstrated proficiency in speech skills Optional .5 credit may be determined by the school***	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)	One-half credit from either of the following: • Communication Applications • Professional Communications (CTE)
Health**	The optional course of study .5 credit may be determined by the school *	One half credit	One half credit	One half credit
Electives	Five credits	Seven (one must be an academic elective)	Two credits	Two credits
Total Credits	26	26	27	28

*The required **Physical Education** credit may be from any combination of the following one-half to one credit courses:

Foundations of Personal Fitness

Adventure/Outdoor Education

Aerobic Activities

Team or Individual Sports

• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:

Athletics and JROTC

Appropriate private or commercially-sponsored physical activity programs conducted on or off-campus

• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:

Drill Team

Marching Band

Cheerleading

• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

• A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies.)

****Health and Speech** may be integrated into other disciplines such as Science and Language Arts

*****Foundation High School Program Speech Requirement**

To receive a high school diploma, a student must demonstrate proficiency, as determined by the district in which the student is enrolled, in the following:

• Delivering clear verbal messages

• Choosing effective nonverbal behaviors

• Listening for desired results

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- Applying valid critical-thinking and problem-solving processes
- Identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Endorsements (to be implemented with the Foundation Program ONLY)	A student may earn an endorsement by completing <ul style="list-style-type: none"> • curriculum requirements for the endorsement • a total of four credits in mathematics • a total of four credits in science • two additional elective credits
STEM	A sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	A sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	A sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	A sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • Social studies • The same language in Languages Other Than English • Two levels in each of two languages in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	A sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence

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	<ul style="list-style-type: none"> • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
Distinguished Level of Achievement	<ul style="list-style-type: none"> • A total of four credits in math, including credit in Algebra II • A total of four credits in science • Completion of curriculum requirements for at least one endorsement
Performance Acknowledgments	<p>For outstanding performance</p> <ul style="list-style-type: none"> • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT <p>For earning a nationally or internationally recognized business or industry certification or license</p>

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BELL TO BELL (Minimum Requirements)
75,600 Minutes Requirements Including Religion

House Bill (HB) 2610, passed by the 84th Texas Legislature, amends the Texas Education Code (TEC), §25.081, by striking language requiring 180 days of instruction and replacing this language with language requiring districts and charter schools to operate for a minimum of 75,600 minutes (including intermissions and recess).

POLICY: The Texas Catholic Conference of Bishops Education Department allows schools to choose to follow the minimum requirements of 180 days OR 75,600 minutes with the approval of the superintendent. Religion is a core course for Pk3-12th grades.

Foundation Curriculum	Enrichment Curriculum
Religion	Fine Arts
English, Language Arts, and Reading	Health Education
Mathematics	Languages other than English
Science	Physical Education
Social Studies	Technology Applications

The ranges provided below offer flexibility of instructional arrangements and settings. Instructional time and flexible instructional arrangements are established locally and must be approved by the superintendent.

Required Elementary Curriculum: Pk-5 grades	Required Middle School Curriculum: 6-8 grades 200 minutes per week =1 Credit
<p><u>Weekly:</u></p> <p>Religion 150-200 minutes English Language Arts & Reading 400 -600 minutes Mathematics 200-300 minutes Science 150-200 minutes Social Studies 150-200 minutes</p> <p><u>400 minutes per week which include the following:</u></p> <p>Fine Arts (Art, music, and theater) Health Languages other than English – to the extent possible Physical Education Technology Applications Guidance</p>	<p>1 Religion 1 English, Language Arts, and Reading 1 Mathematics 1 Science 1 Social Studies .5 *Physical Education 1.5 Electives, such as Art, Band, Foreign Language, Music, Theater, and Technology Applications</p> <hr/> <p>7 *The required Physical Education credit may be from any combination of the following one-half to one credit courses: Foundations of Personal Fitness Adventure/Outdoor Education Aerobic Activities Team or Individual Sports</p>

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Implementation Guidelines:

1. Required programming minutes 75,600 Including Religion

Grade Levels	TCCB ED Required Minutes
PreK Half Day	37,800
PreK Full Day	75,600
Kindergarten Half Day	37,800
Kindergarten Full Day	75,600
1 st -5 th Grades	75,600
6 th -8 th Grades	75,600
9 th -12 th Grades	75, 600

2. Operational time is considered from the time the first school bell rings to the ending school bell. This includes intermissions, lunch, passing times, recess, in-class breakfast, retreats, days of service, field trips, etc.
3. When creating academic calendars, the school year may not end before May 15th.
 - Inclement weather days should be built in each school calendar
4. Schools are still subject to the 7-hour school day (420 minutes).
5. High schools will follow the High School Graduation Requirements set forth by TCCB ED.

BLOODBORNE PATHOGENS

Schools are required by the Federal Occupational Safety and Health Administration (OSHA) to comply with standards for control of Bloodborne Pathogens under the Code of Federal Regulations (CFR), Part 1910.1030, Subpart Z. Catholic Schools are required to have and follow a Bloodborne Pathogens Exposure Control Plan, and to conduct and document annually Bloodborne Pathogens training for all faculty and staff.

BULLYING/CYBER-BULLYING/HARASSMENT

Catholic schools must adopt a policy, approved by the superintendent, which includes procedures concerning bullying, cyberbullying, and harassment and prohibit the bullying of a student and retaliation against any person, including a victim, a witness, or another person, who in good faith, provides information concerning an incident of bullying. The policy will also include a procedure for providing notice of an incident of bullying to a school administrator or faculty or staff member. 4/2017

BUS DRIVERS

School bus drivers must meet the Texas Department of Public Safety physical and licensing requirements. Evidence of the licensing requirements must be on file at the school.

CHARTER FOR THE PROTECTION OF CHILDREN AND YOUNG PEOPLE

All schools are to comply with the implementation of the Bishops' *Charter for the Protection of Children and Young People* as specified by the local (arch)diocesan bishop. United States Conference of Catholic Bishops, Promise to Protect Pledge to Heal

[https://www.usccb.org/test/upload/Charter-for-the-Protection-of-Children-and-Young-People-2018-final\(1\).pdf](https://www.usccb.org/test/upload/Charter-for-the-Protection-of-Children-and-Young-People-2018-final(1).pdf)

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CHILD ABUSE POLICY, TRAINING AND REPORTING

Catholic schools must comply with state law regarding reporting abuse or neglect. A person having cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as provided by Texas Family Code 261.101.

Child Abuse Policy

To protect the students, the school, the (arch)diocese, and the church, each (arch)diocese or school is required to have and follow a child abuse policy, which addresses:

- identification and reporting
- school personnel training

Child Abuse Training

Child abuse training for educators to recognize and respond to signs of abuse or neglect in students must be conducted annually and evidence of the annual training must be on file at the school.

Report Child Abuse, Neglect, or Exploitation

In addition to the moral obligation of Catholic Schools to protect and value children as Jesus did, school personnel are mandated reporters of child abuse and neglect under provisions of [Chapter 261 of the Texas Family Code](#). The law specifies sanctions for school personnel who do not make a report if they have "cause to believe" that a child is being abused or neglected. The person to whom a child reports abuse or who suspects abuse may not delegate the responsibility for reporting to another person. (T.F.C. Ch. 261)

The agency, which receives reports in Texas, is the Texas Department of Family and Protective Services (DFPS). This agency has the authority to investigate a report of child abuse or neglect by presenting a valid ID to school personnel. Notification should be made to the school principal as well as requesting a secure room for the interview.

Reporting Anonymously- Effective September 1, 2023, DFPS cannot accept anonymous reports of abuse and neglect involving children and their families. Anonymous reports of child abuse and neglect may be made to local and state law enforcement agencies, instead.

Call the Abuse Hotline toll-free 24 hours a day, 7 days a week, nationwide or report on a secure website and get a response within 24 hours.

- By Phone 1-800-252-5400
- Online- txabusehotline.org

[Frequently Asked Questions About Reporting Abuse](#)

[Recognize the Signs of Child Abuse](#)

Revised 8/17/23

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CLASS SIZE

The number of students in a class **may** not exceed:

<u>Grade Level</u>	<u>Maximum Teacher to Student Ratios</u>
3K-4K	1 Teacher: 18 Students or 1 Teacher & 1 Teacher Aide :19-25 Students
5K	1 Teacher: 22 Students or 1 Teacher & 1 Teacher Aide :23-25 Students
1-4	1 Teacher: 26 Students
5-12	1 Teacher: 30 Students

Some subject areas, however, by their very nature, may require the participation of more students. In those classes (i.e., band, chorus, drama, physical education, yearbook, etc.) care must be taken to provide supervision and instructional methods to allow for effective learning.

Adopted 5/2002, Revised 5/2018

CLOSED SCHOOLS-RECORDS FOR STUDENTS AND PERSONNEL

Each school must follow the policy and procedures of the (arch)diocese regarding school closures. Student records must be archived according to TCCB ED Records Retention Policy refer to **Appendix H**

CREDIT BY EXAMINATION

Credit by exam (CBE) is one method for students to demonstrate proficiency in grade level or course content. TCCB ED allows students to earn credit for a course on the basis of credit by examination.

CBEs may be administered by the diocese, school, or test provider of an assessment.

Approved Exams

With the approval of the superintendent, a school may develop its own CBEs or purchase CBEs.

- College Board Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Texas Tech University
- The University of Texas at Austin
- Other providers if the provider exam meets the criteria below

TCCB ED requires that each diocese, school, or provider of an assessment including Texas Tech University and The University of Texas at Austin, must certify that each CBE

- covers all assessable TEKS for the course;
- has not been published or made publicly available;
- will only be administered in a secure environment under standardized conditions by the (arch)diocese, school, or institution of higher education;
- has been evaluated to ensure test scores can be interpreted as indicators of what the test in intended to measure; and
- has been evaluated to ensure consistency of test results across testing conditions.

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The (arch)diocesan school or the provider of the assessment must make public an annual report, including:

- the test development process;
- a statement certifying that the examination meets the criteria above;
- the number of students who took each examination;
- the number of students who scored 70% or above on each examination;
- the number of students who scored 80% or above on each examination; and
- the average score for all students who took the examination.

Credit by Examination Grades 6-12

A student in grades 6-12 may be awarded credit based on performance on a CBE taken either with no prior instruction or with prior instruction. Students may not attempt to earn credit by exam for the same high school subject for that two times.

No Prior Instruction

Students who have had no prior instruction may be awarded credit for the applicable course if the student receives one of the following scores:

- Three or higher on an AP exam
- A scaled score of 50 or higher on a CLEP exam
- 80% or higher on any other locally approved exam

Additionally, if a student is given credit on the basis of an examination on which the student scored 80% or higher, the school must enter the examination score on the student's transcript.

If a student fails to earn credit by exam for a high school course before the beginning of the school year when the student would normally be expected to enroll in that course according to the schools' course sequence, the student must satisfactorily complete the course in order to earn credit.

Prior Instruction

Students who have had prior instruction in a course may be awarded credit for the applicable course, subject to (arch)diocesan policy, if the student scores 70% or higher on a CBE.

Helpful links:

[Texas Tech University ISD](#)

[The University of Texas at Austin High School](#)

Adapted from TEA Credit by Examination , Texas Education Code (TAC) §28.023, §74.24 (c)(2)

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CRIMINAL BACKGROUND CHECKS

Employees and volunteers must be in compliance with (arch)diocesan policy on Criminal Background Checks. Clearance forms for employees must be on file at the school.

CRISIS RESPONSE and SAFETY DRILLS (See Drills on page IV-24-25)

Schools shall develop and implement a Crisis Response Plan in accordance with (arch) diocesan policy.

The plan, at a minimum, must include:

1. Chain of command and responsibilities
2. List of all emergency numbers and contact person (s)
3. Emergency calling procedure for notifying parents/guardians
4. Emergency procedures for, but not limited to:
 - intruder
 - active shooter
 - bomb threat
 - inclement weather
 - tornado
 - fire

For more information on crisis response and school safety please visit Texas State Texas School Safety Center at <https://txssc.txstate.edu/>

CURRICULUM

The Catholic School shall be distinguished by its unique curriculum which shall be designed to provide instruction not only in human knowledge and skills, but also in religious truths and Gospel values. Catholic schools must have curriculum standards, **which at a minimum utilize the TEKS**, in place for use in instructional planning as well as a process for assessing and documenting student mastery of curricular objectives.

Each school shall maintain a balanced curriculum that includes:

- Religion
- Language Arts (English-grammar and composition, reading, vocabulary, spelling, handwriting)
- Science
 - Inquiry-based laboratory investigations at every level should be at the core of the science program and should be woven into every lesson and concept strand. Please refer to **Appendix K: The Integral Role of Laboratory Investigations in Science Instruction**
- Mathematics
- Social Studies
- Fine Arts
- Health
- Guidance
- Physical Education
- Technology Applications
- Foreign Languages

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DEFICIENCY REMOVAL REQUIREMENTS AND IMPLEMENTATION GUIDELINES FOR SCHOOL PERSONNEL AND RELIGION/THEOLOGY TEACHERS

A TCCB ED Deficiency Removal Plan must be on file at the school for each administrator and/or teacher who does not meet TCCB ED personnel/ religion at the time of hiring. The teacher, principal, and superintendent must sign the deficiency. In the case of a principal who is on a deficiency, it must be signed by the principal, pastor, or governing body/religious community president and superintendent.

The maximum timeline allowed for the removal of a deficiency is:

1-12 credit hours	2 years	Library requirements	2 years	Montessori certificate	2 years
13-25 credit hours	3 years	Religion Requirement	3 years	Technology proficiency	1 year
		(150 minimum clock hours for Religion)			

Implementation Guidelines

When assigning the date by which credits will be earned or a deficiency will be cleared, it is preferable to use June 1, rather than August 1, so that a principal is not left in the position of having to hire a replacement in August if the teacher does not complete the necessary work. If an August date is set, the teacher should be able to supply proof of enrollment before being offered a contract and/or acknowledgment of employment.

The time of completion is calculated from the date on which the contract/employment agreement begins. If a teacher has signed a deficiency with credit hours lacking in more than one area, the maximum time allowed would be calculated by adding the total number of credit hours lacking and assigning the length of time granted for that number of hours. (Example: A teacher who lacks 12 education hours and 6 math hours would be allowed 3 years to complete the 18 total credit hours.) A deficiency that shows a lack of credit hours in addition to technology proficiency and/or religion hours would reflect removal of those deficiencies occurring concurrently. (Example: A teacher who lacks 12 education hours and technology proficiency would be expected to gain technology proficiency within the first year of employment and to complete the education hours within 2 years from hiring.)

Documentation substantiating that the credit/clock hours have been earned or that skills have been acquired must be presented to the principal to accompany the *Deficiency Removal Plan*. At that time, a *TCCB ED Verification of Deficiency Removal* must be signed by the principal and superintendent and placed in the teacher's personnel file.

If it is not possible to remove the deficiency in the specified time, the superintendent's approval is required to extend the deficiency and to determine the new timeline. This request should be made prior to offering a contract for a new academic term. **Extensions may be granted for only one year at a time and extensions are granted at the discretion of the superintendent.**

- If an individual transfers to another school while the deficiency removal is in progress, the deficiency accompanies the person and continues as originally signed.
- If an individual takes a one-year leave from a school and then returns to the same school, one year may be added to the completion time, with the approval of the superintendent, and an **Extension of Deficiency Removal Plan* would be signed by all appropriate parties.
- If an individual enters a school after two or more years of absence, a new *Deficiency Removal Plan* is created.

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*The superintendent, and/or a designee, may extend the time limit in writing if the Catholic school teacher of Religion/Theology has made a good faith effort and if extenuating circumstances exist.

Extensions may be granted for only one year at a time.

NOTE TO THE ADMINISTRATION

- A. The bishop, being the chief catechist, approves the local formation program. The integrity of local, systematic, formation programs must be respected by other (arch)dioceses as long as minimum guidelines are being met.
- B. The superintendent, and/or a designee, may extend the time limit in writing if the Catholic school teacher of Religion/Theology has made a good faith effort and if extenuating circumstances exist. Extensions may be granted for only one year at a time.
- C. The principal is responsible for documenting the credentials of each teacher of Religion/Theology and for filing the TCCB ED Deficiency Removal Plan. This includes monitoring the plan and retaining documentation in each teacher's file. The local (arch) diocese may set a minimum number of required hours per year until all requirements are met.
- D. The teacher of Religion/Theology is expected to follow the local (arch)diocesan ongoing certification requirements.
- E. Administrators and other professional staff members are strongly encouraged to participate in the courses offered as part of the Deficiency Removal Plan.

DO NOT HIRE REGISTRY- Registry of Persons Not Eligible for Employment in Public Schools (now available to private schools)

The 86th Texas Legislature passed House Bill 3 to further protect the safety and welfare of students in public and private schools. The Do Not Hire Registry, officially known as the *Registry of Persons Not Eligible for Employment in Public Schools*, is now available to private schools. The registry will also list non-certified individuals to determine their employment eligibility. Catholic schools must follow (arch) diocesan policy regarding the process for hiring school personnel. (Texas Education Code §22.092)

Implementation

Each Catholic school administrator and/or superintendent will need to submit a request for a Texas Education Agency Login (TEAL) account before requesting access to the registry itself.

- Texas Certified Teacher/Administrator- as a certified teacher/administrator you already have a TEAL account If you do not remember your login (**Do not create a new account**), please email lissette@txcatholic.org
- Non-Certified teacher/administrator create a new account

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Each school will need to register a primary user first (chief administrator or legal authority) who is the “approver”, and then other people from that school can get access to the registry if approved by the primary user.

Steps:

1. [TEA Login \(TEAL\)](#)
2. Register a primary user (this person will approve other users from the school)-get confirmation from the TEA that you are the “approver”.
3. Primary user registers for access to Do Not Hire list-get confirmation from the TEA.
4. Upload a spreadsheet of employees or applicants to check to see if they are on the registry.
5. If you are having difficulty creating an account or have been denied approval, please contact Lisette Allen, TCCB Director of Education lisette@txcatholic.org or 512-339-9882

Follow the link below to access the step-by-step guide called *Process for Using the Registry of Persons Ineligible for Employment in Public Schools- for school district, charter school and Private School Entity Users (includes TEAL account setup for new users)*

<https://tea.texas.gov/sites/default/files/DNH%20Process%20for%20School%20Districts%20and%20Charter%20Schools%20%28v.1%29pdf.pdf>

[TEA Help Desk](#)

[Registry Webpage and FAQ](#)

Adopted 5/2020

DRILLS

Campus administrators must conduct regular fire drills and safety drills during the academic year.

Definitions and related terms: The following words and terms related to drills and exercises shall have the following meaning:

Secure Drill: A response action schools take to secure the perimeter of school buildings and grounds during incidents that pose a threat or hazard outside of the school building. This type of drill uses security of the physical facility to act as protection to deny entry,

- Requirement: Secure Drill (2 per year)

Lockdown Drill: A response action schools take to secure interior portions of school buildings and grounds during incidents that pose an immediate threat of violence inside the school. The primary objective is to quickly ensure all school student, staff, and visitors are secure away from immediate danger.

- Requirement: Lockdown (2 per school year- 1 per semester)

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Evacuation Drill: A response action schools take to quickly move students and staff from one place to another, The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include bomb threat or internal gas leak.

- Requirement: Evacuate (1 per year school year)

Shelter-in -place for hazardous materials (hazmat) Drill: A response action schools take to quickly move students, staff, and visitors indoors, perhaps for an extended period of time, because it is safer inside the building than outside. Affected individuals may be required to move to rooms without windows or to rooms that can be sealed. Examples of shelter-in-place for hazmat drill include train derailment with chemical release or smoke from nearby fire.

- Requirement: Shelter-in-place hazmat (1 per school year)

Shelter for Severe Weather Drill: A response action school take to quickly move students, staff, and visitors indoors, perhaps for an extended period of time, because it is safer inside the building than outside. For severe weather, depending on the type and/or threat level (watch versus warning), affected individuals may be required to move to rooms without windows on the lowest floors possible or to a weather shelter.

- Requirement: Shelter in place severe weather (1 per school year)

Fire Evacuation Drill: A method of practicing how a building would be vacated in the event of a fire. The purpose of the fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible.

- Requirement: Fire Evacuation Drill (4 per school year)
 - 2 in the fall
 - 2 in the spring

Recommended Resources:

See Forms (txcatholic.org) for the TCCB ED Drill Documentation Form

The Texas School Safety Center (txssc.tx.edu) at Texas State University serves as a central location for school safety information and provides schools with research, training, and technical assistance to reduce youth violence and promote safety in Texas.

Adapted from Statutory Authority: The provisions of this §103.1209 issued under the Texas Education Code, §37.114. Adopted 5/2023

EARLY CHILDHOOD PROGRAM PRE-K3 AND PRE-K 4

Early Childhood education can be defined in many ways within the educational arena. The following guidelines were written for the Texas Catholic Conference of Bishops Education Department by a committee of Early Childhood practitioners, with input from Early Childhood teachers across the state. These guidelines apply to those early childhood programs that are part of a TCCB ED accredited school. They are not intended for programs licensed by the Department of Family and Protective Services.

Generally, the school that begins with kindergarten would consider 5K as being part of the regular Elementary program and therefore would not follow these guidelines.

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Early Childhood Guidelines for Pk3-Pk4 refer to Appendix C

EARLY DISMISSAL/LATE START

Early dismissal/late start days shall not exceed 10 days without approval from the superintendent. If a school exceeds 10 early dismissal/late start days, written notification by the superintendent must be submitted to TCCB ED.

EDUCATOR MISCONDUCT REPORTING (SEE SECTION IV PAGE 38-40)

EMERGENCY CONTACT INFORMATION FOR PERSONNEL

Each school must maintain emergency contact information for personnel on file at the school.

EMERGENCY RESPONSE PERSONNEL(First Aid, CPR and AED)

Each school must have a minimum of two (2) fulltime persons currently certified in American Red Cross First Aid or nationally recognized agency and two (2) fulltime persons currently certified in either American Red Cross or American Heart Association CPR/AED, American Health and Safety Institute (ASHSI) or comparable nationally recognized agency on campus at all times when students are present.

It is recommended that all faculty and staff members in a school be offered the opportunity to become certified in CPR/AED and First Aid. Check with your (arch)diocese to determine if online CPR/AED and First Aid training is an accepted form of renewal.

EMPLOYEE HANDBOOK

Each school shall prepare and make available to employees an employee handbook which presents the regulations, responsibilities, and procedures of the school.

Each employee shall be required to sign a verification form indicating that he/she received, will read, and refer to the school's employee handbook. Copies of these verification forms shall be kept on file at the school.

EMPLOYEE PERSONNEL FILES

Schools must maintain personnel files for all school employees. Information needed for business and legal purposes will be contained in the files and is confidential property of the school. Due to the confidential nature of employee files, the principal shall institute reasonable procedures to safeguard personnel files. Personnel files for employees must be kept on site, locked and in a secure area.

Employee personnel files and their contents must comply with the requirements set forth by TCCB ED and (arch) diocesan policy.

- Employment Application
 - Pre-Employment Affidavit Not Notarized
 - Pre-Employment Affidavit Notarized
- Official Transcripts (emailed directly from the accredited institution is acceptable, *TCCB ED's Employee Digital Transcript Verification Form* must be completed, attached to the transcript, and placed in the employees personnel file) which can be accessed at txcatholic.org and logging in
- Contract Agreement/Ministry Agreement
- Job Description

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- Documentation of Criminal Background Check
- Certificates and/or Endorsement (s), if applicable
- Official Teacher Service Record
- Employee Emergency Information
- Specialized Instructor Certificate, if applicable
- Professional Growth to Strengthen Competence Form, annually
- Epinephrine Auto Injector Training, if applicable
- TB Report, if applicable
- Extra-curricular Responsibilities, if applicable
- Faculty/ Staff Evaluations (current and past years)
- Religion Teacher Certification, if applicable
- Deficiency Removal Plan, if applicable
- Charter for the Protection of Children and Young People
- Bloodborne Pathogens Training Annual Certificate
- Child Abuse Training Verification, annual
- Food Handler Certificate, if applicable
- CPR/ First Aid / AED Training certificate, if applicable
- Bus Driver Certificate, if applicable
- OSHA, if applicable
- I-9's may be kept in a separate file

EPINEPHRINE AUTO INJECTORS

If the student has any noted allergies requiring the use of an Epinephrine Auto-Injector, the parent shall furnish the school with two Epinephrine Auto-Injectors for the student. An allergy plan of care for the student must always be in place by the 1st day of school and at all times when the student attends the school. The Epinephrine Auto-Injectors and the Diocesan Medication Permit Form must be signed by both the physician/per Arch/Diocesan policy and the parent or the child cannot be in school.

The Epinephrine Auto-Injectors furnished to the school by the parent must be currently valid and any expired Epinephrine Auto-Injector pens are to be immediately replaced by the parent.

It is recommended that school employees have annual Epinephrine Auto-Injector training in August during orientation, and to have refresher training as needed with a minimum of two (2) full-time persons.

Please refer to the TCCB ED Health Manual for more information on Epinephrine Auto Injectors

FEDERAL PROGRAMS

Schools that participate in programs funded by the government are expected to maintain accurate records and comply with the requirements of that program and the requirements set forth by the Texas Education Agency (TEA) and the local education agency (LEA).

GRADUATION GUIDELINES

Scheduling Graduation- A school may not schedule graduation (elementary/middle school/high school) more than five instructional days (2100 minutes) before the completion of the approved school calendar.

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Releasing Students at the End of the Year- Students in grades 8th and 12th may not be released from class more than five (5) instructional days (2100 minutes before the completion of the 180 days OR 75,600 minutes. **All other grade levels are expected to meet instructional days/minutes.**

GUIDANCE COUNSELOR (required for secondary schools; preferred for elementary/middle schools)

It is always preferred that every Catholic elementary/middle school have a school counselor on staff. If this is not possible, each school must have a documented process in place that ensures that the needs of the students are being met. The process must be approved by the superintendent.

Guidance Counselor Requirements: (required for secondary schools)

1. Master's degree in counseling or related mental health field (Licensure or certification preferred) **or**
2. Be enrolled in a master's degree in counseling program (mental health), placed on a TCCB ED Deficiency Plan, and **MUST** be under the direct supervision of a licensed counselor

COUNSELOR TO STUDENTS RATIO

Elementary/Middle Schools:

- A counselor must be available to teachers and students either on staff or through contracted services;
- It is recommended that a counselor be available for every 300 students.

Secondary Schools:

- There must be a TCCB ED qualified counselor for every 500 students;
- The counselor's role involves interactions with individuals and groups of students in order to respond to educational, career, personal and social and emotional needs.

GUIDANCE PROGRAM (Elementary, Middle and High School)

Catholic schools must have a systematic classroom guidance program throughout all grade levels.

Implementation

- Guidance may be taught as a separate subject or integrated into one or more subject areas;
- Guidance activities may address, but are not limited to, the social, emotional, physical, spiritual, and educational development of the student;
- Guidance activities/lessons may be conducted by a counselor, a homeroom teacher, or a teacher in a specialized subject.
- Guidance program meets the needs of the students

HANDBOOKS PARENT/GUARDIAN/STUDENT

Each Catholic school must create, publish distribute a Parent/Guardian/Student Handbook annually, at the beginning of the school year, to students and parents/ guardians for the purpose of communicating all school policies and procedures. A signed acknowledgement of the handbook must be on file at the school.

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HEALTH COORDINATOR/AIDE/ASSISTANT/REPRESENTATIVE (At a minimum every school must have at least one health coordinator/health aide/ assistant or representative)

The health coordinator is appointed by the principal and is responsible for ensuring that required health screenings are performed, maintained, and documented according to state regulations by certified screeners. Additionally, they may monitor immunizations, maintain health records, complete state, and diocesan statistical reports, and perform other health service-related duties for which they are trained.

HIGHEST RANKING GRADUATE

Each public and accredited private high school is encouraged to identify and designate the school's Highest Ranking Graduate (HRG). The president of any state-supported college or university is authorized to provide designated students with a tuition waiver in accordance with TEC Section 54.301 (<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.54.htm#54.301>)

Once your school's HRG has been identified, the principal or designated counselor should complete both the tuition waiver and certificate documents and provide both documents to the designated student. The student must present the waiver to the admissions office of the college they will be attending. The certificate may be retained by the student for personal records. For deadlines check TEA Highest Ranking Graduate <https://tea.texas.gov/academics/graduation-information/highest-ranking-graduate>

Eligibility Requirements:

The student is:

- a Texas resident, nonresident, or foreign student;
- a graduate from an accredited high school in the State of Texas* and
- the highest ranking graduate in their high school based on school policy.

*Public and charter high schools accredited by TEA and private schools accredited by the Texas Private School Accreditation Commission (TEPSAC.org)

For more information on:

- Institutions of Higher Education Availability,
- Awarded amount,
- Tuition waiver process and,
- Continued Receipt of the Tuition Waiver

[Highest Ranking Graduate](#)

HOME SCHOOL AND NON-ACCREDITED SCHOOLS

Home schooling has been a legal alternative to public schooling since 1994. Catholic schools shall have a written policy for admitting students who transfer from non-accredited schools or home schooling, which includes screening for skill and age-appropriate placement when other documentation provides no guidance.

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IMMIGRATION LAW COMPLIANCE (I-9 Employment Eligibility Verification)

In compliance with the Immigration Reform and Control Act of 1986, as amended, applicants as part of the hiring process shall be required to complete the Form I-9 mandated by the United States Citizenship and Immigration Services (USCIS). The USCIS guidance for I-9 compliance, found at www.uscis.gov/i-9, shall be strictly followed. The I-9 form is a necessary component of employment documentation as should be kept in accordance with (arch)diocesan policies and procedures. **Each school is expected to follow (arch)diocesan policy regarding the storage of the I-9's.**

IMMUNIZATION POLICY

Every student enrolled in a Catholic school in the state of Texas shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the immunization schedule adopted by the Texas Department of State Health Services. **A student who fails to present the required evidence shall not be accepted for enrollment.** Pharmacy vaccination records may be accepted from any US pharmacy so long as the records are sent directly to the school from the pharmacy.

Conscientious Objections

Catholic schools do not accept students who have received a parental choice or religious exemption from the immunizations required by Texas state law. **Conscientious objections or waivers, which may be permissible for attendance in public schools, do not qualify as an exemption in Catholic Schools in Texas.** (Atty. Gen. Op. GA-0420) See **Appendix D**

Exemption

The only exemption to the foregoing requirement is a medical exemption signed by a licensed physician (M.D. or D.O.) authorized to practice in the state of Texas.

Provisional Enrollment

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. **A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule.** To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school.

- **A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination.** If at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Pontifical Academy for Life Statement

The Pontifical Academy for Life rejects the claim that Catholics have a moral duty to refuse the rubella vaccine on the grounds of conscience and Catholic teaching. It encourages Catholic parents to vaccinate their children against rubella and other serious diseases despite the unfortunate origin of the cell lines used in the manufacture of vaccines. Therefore, immunizations are not in conflict with the Catholic faith. [The Pontifical Academy for Life,

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“Moral Reflections on Vaccines Prepared from Cells Derived from Aborted Foetuses”, 2005:
+DEF].

This immunization policy was approved by the Texas Catholic Conference Accreditation Commission and endorsed by the Bishops of Texas in January 2009 and reaffirmed by the Bishops of Texas in April 2017, 2021 and 2023 with no changes.

LENGTH OF SCHOOL DAY

Half-day Pre-Kindergarten and Kindergarten -A school day is 3 hours in length with a required minimum of 2 hours, 40 minutes (160 minutes) of instructional time.

Full-day Pre-kindergarten and Kindergarten -A school day is 7 hours with a minimum of 5 hours, 20 minutes (320 minutes) instructional time.

Grades 1-12 A school day is 7 hours in length with a required minimum of 6 hours (360 minutes) for instruction.

Any time set aside for lunch, recess, etc. will be in addition to the minimum instructional time for schools that follow 180 day calendar.

Schools that follow 75,600 minutes lunch, recess, etc. is included in the 75,600 minutes.

LENGTH OF SCHOOL YEAR

Schools that follow 180 days the school year shall include:

- 180 instructional days for students **and**
- A minimum of 7 additional days to include professional days and days at the discretion of the superintendent. (5/97, 8/17)

Schools that follow 75,600 minutes, the school year shall include:

- 75,600 minutes (including intermissions and recess) **and**
- A minimum of 7 additional days to include professional days and days at the discretion of the superintendent. (5/2022)

LIBRARIAN * (required for secondary schools; preferred for elementary and middle schools)

Requirements:

1. Master’s degree in Library Science or Informational Studies
2. Demonstrate the ability to:
 - a. Envision, implement, and manage a cumulative library program;
 - b. Supervise volunteers, library assistants, and students;
 - c. Collaborate with faculty;
 - d. Understand collection management;
 - e. Be a leader in information literacy and digital citizenship;
 - f. Provide professional development to staff members as it related to the library program, information literacy, and digital citizenship;
 - g. Use resources ethically.
3. The librarian is required to participate in professional development on an annual basis, related to library services (e.g., workshops, conferences, college courses, course offerings at the Education Service Center, etc.) to meet requirements for professional development hours.

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Librarians hired prior to August 1, 2019 and teaching in the same school, will follow the TCCB ED requirements in effect at the time of hiring. Master's degree in Library Science **or** bachelor's degree with Learning Resources Endorsement and evidence of proficiency in the use of information technology resources (i.e., library automation, internet access, and electronic resources). **Please contact TCCB ED for requirements prior to August 1, 2019.**

LIBRARY MANAGER REQUIREMENTS FOR SECONDARY SCHOOLS

It is always preferable to hire librarians who meet TCCB ED requirements. If under exceptional circumstances one cannot be secured, a person may be employed as a library manager for secondary schools by completing the Alternative Basic Library Education (ABLE) courses as specified below. The school must have the written approval of the superintendent, a copy of the approval must be sent to TCCB ED and the individual must be placed on a TCCB ED Deficiency until the required ABLE courses are completed.

1. Bachelor's degree and completion of the ABLE courses (23.5 hours).

Alternative Basic Library Education Courses (ABLE) can be found at <https://libraries.idaho.gov/continuing-education/able/>

- Certificates and/or quizzes must be printed out and on file at the school.

See APPENDIX A

LIBRARY ASSISTANT/COORDINATOR/MANAGER MINIMUM REQUIREMENTS

(elementary and middle schools when a librarian is not possible)

A high school diploma; an associate degree **or** sixty (60) college hours

1. Evidence of knowledge of:
 - a. Library procedures
 - b. Technical services
 - c. Awareness of trends in children/young adult literature
 - d. Basic reference skills
2. Shows proficiency in the use of information technology resources (i.e., library automation, internet access, electronic resources, multimedia delivery systems, etc.)
3. The library assistant is required to participate in professional development on an annual basis, related to library services (e.g., workshops, conferences, college courses, course offerings at the Education Service Center, etc.) to meet requirements for professional development hours.

An individual who lacks knowledge, experience and/or background as a library assistant/ coordinator/ manager is required to complete the Alternative Basic Library Education -ABLE courses (26.5 contact hours) and must be placed on a TCCB ED Deficiency. See **Appendix A** for a list of required courses

Alternative Basic Library Education Courses (ABLE) can be found at <https://libraries.idaho.gov/continuing-education/able/>

- Certificates and/or quizzes must be printed out and on file at the school.

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Effective for all new hires in school year 2023-2024, however, administrators can begin accessing this training for the 2022-2023 school year if they would like their library assistant/coordinator/manager to have these credentials.

LIBRARY MINIMUM COLLECTION (effective 2014-2015) **For Library Standards refer to Appendix E** *Collection includes titles and resources of a Catholic nature (author, publisher, subject, etc.), including reference resources*

A minimum library collection consists of:

- A. Elementary - 9000 physical items or 20 physical items per student, whichever is less
- B. Middle School - 9000 physical items or 16 physical items per student, whichever is less
- C. High School - 9000 physical items or 12 physical items per student, whichever is less in paper or electronic form, catalogues and stored in the library. This includes books, audiovisuals, software, and multimedia.
- D. Ongoing maintenance, including a recognized weeding process (i.e., CREW Method) is used
- E. Average age of the collection is 11 years or less and follows industry standards for topics (e.g., science and technology updated every 5 years)
- F. General encyclopedias must have current information. Electronic encyclopedias are encouraged.
- G. Multiple copies of titles or unique items are not to be used to meet minimum standards.
- H. General encyclopedias shall not be included in the 9,000 physical item count.
- I. The collection includes print and/or electronic titles and resources of a Catholic nature (author, publisher, subject, etc.), including reference resources.
- J. Items are diverse, have a wide range of subjects, multiple levels of difficulty, and are in a variety of formats.
- K. The collection reflects the unique needs of the specific school population and supports the curriculum.
- L. At least 3 subscriptions to electronic databases at middle school and high school level are available and encouraged at the elementary level.
- M. At least 3 subscriptions to print or electronic periodicals for elementary, middle, and high schools.
 1. It is sufficient if any level school subscribes to a database that offers multiple current periodicals (magazines and/or newspaper).
- N. Input from students and staff is encouraged to build the library collection to meet instructional and leisure needs.
- O. Collection complies with copyright issues for print, video, and digital access.
- P. Remote access to library resources is encouraged

LONG RANGE/STRATEGIC PLAN

Each school, under the direction of the local governing body and leadership, must have a written site-based long-range/strategic plan.

Implementation

Long-range/strategic planning:

- is a process developing both long-term vision and goals for the school and specific interim steps to reach those goals

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- flows from the school’s mission statement
- encompasses a period of three to five years
- outlines realistic operational and strategic goals
- addresses areas such as Catholic identity/charism, mission/philosophy, student services, technology, facilities, development (including marketing and public relations), ownership, governance, administration, finance, enrollment, personnel, curriculum, and any other needs specific to the school community.
- involves an annual review of the school’s mission statement, philosophy, vision, goals, and objectives as well as a review of the plan’s goals and action steps, with any necessary adjustments being made including goals and/or actions or an additional year
- should be updated on a regular basis and not at the end of strategic plan cycle
- should include a timeline, person responsible, cost (if any) and completion date

The template and formatting of the strategic plan is at the discretion of the superintendent.

PARAPROFESSIONALS/AIDES/CLASSROOM ASSISTANTS

(i.e., Is an individual who provides instructional support under the direct supervision of a qualified teacher)

Minimum Requirements

1. High school diploma **or** the equivalent General Education Diploma (GED)
2. Preferred experience/training to perform the task assigned by the principal
Experience may include:
 - day camps, youth groups, private schools, licensed day-care centers, or similar experience

Restrictions: Paraprofessionals/teacher aides/classroom assistants may not:

- accept full responsibility for a class
- assign grades
- conduct parent- teacher conferences

PERSONNEL EDUCATED IN ANOTHER COUNTRY

Personnel who are educated in another country and wish to transfer credits or degrees from an educational institution in that country must have superintendent approval prior to hiring. Transcript (s) evaluation (s) must be placed in the employee’s file.

Evaluation of credentials may be conducted by an accredited institution of higher education, if willing, or by a service that is affiliated with one of the following national organizations:

National Association of Credential Evaluation Services (NACES) www.naces.org

American Association of Collegiate Registrars Admission Officers (AACRAO) www.aacrao.org

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National Council on the Evaluation of Foreign Educational Credentials (NCEFE)
www.foreigncredentials.org

USNEI – US Network for Education Information
<https://www2.ed.gov/about/offices/list/ous/international/usnei/edlite-index.html>

PERSONNEL WHO HOLD A DOCTORAL DEGREE

A Catholic school accredited by the Texas Catholic Conference of Bishops Education Department (TCCB ED) wishes to employ personnel who hold a doctoral degree, and the degree is in a field other than education, *the superintendent must review and approve the applicant’s academic transcripts and experience to determine if there is a need to acquire credit hours in education courses.*

PLANNING/CONFERENCE TIME FOR TEACHERS

Teachers must have a daily planning period within the instructional day for the purpose of individual or team planning and conference. Schools that implement block scheduling or other alternative scheduling (approved by the superintendent), a planning period must be built into the teacher’s schedule.

PRE-EMPLOYMENT DECLARATION AND AFFIDAVIT (7/2020)

Catholic schools may only *consider* an applicant for employment in a position described by Texas Education Code §21.003(a) <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>. or (b) if the applicant has submitted a TEA *Declaration of Applicant* as required by Texas Education Code §21.009(a).

Catholic schools may only *offer employment* to an applicant for a position described by Texas Education Code §21.003(a) <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>. or (b) if the applicant has submitted a current and notarized TEA *Pre-Employment Affidavit for Applicant Offered Employment*.

IMPLEMENTATION

What positions are covered by this policy? The requirements of this policy apply to any position described by Texas Education Code §21.003(a) or (b) which includes a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, school counselor, audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, and speech language pathologist. **While substitutes are not explicitly listed in Texas Education Code §21.003(a) or (b), the requirements of this policy apply to substitutes who will be serving in a position that is listed in Texas Education Code §21.003(a) or (b).**

Where can I obtain the necessary forms? The *Declaration of Applicant* and Pre-Employment Affidavit for Applicant Offered Employment is available by accessing the TCCB ED Education Portal at: www.txcatholic.org

What if an applicant fails to disclose the required information? The statute reads that a failure to disclose required information is grounds for termination. Public schools must follow due process when terminating an employee, and grounds for termination can be important in that process. Because Catholic schools are private, and because Texas is an at-will employment state, Catholic schools need not have

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grounds for termination unless that requirement has been spelled out in an employment contract or other agreement.

What constitutes being charged with, adjudicated for, or convicted of an inappropriate relationship for purposes of the declaration or affidavit? The TEA forms provide the following definitions:

Adjudication and **conviction** refer to a conviction, plea of guilty or no contest (nolo contendere), probation, suspension, or deferred adjudication.

Charge refers to a formal criminal charge as documented by a primary charging instrument (a complaint, information, or indictment) under the Texas Code of Criminal Procedure.

Inappropriate relationship refers to the crime of improper relationship between educator and student in Texas Penal Code section 21.12, and any other inappropriate relationship as determined by the State Board for Educator Certification.

What if an applicant discloses a charge but also denies the charge? Public schools are not precluded from employing an applicant based on a disclosed charge if the employing entity determines, based on the information disclosed in the affidavit, that the charge was false. Although state law cannot preclude a Catholic school from employing anyone (due to separation of church and state), it may be prudent to follow at a minimum the same standard as a public school. Check with your (arch)diocesan superintendent for guidance.

What if an administrator employs an applicant who had been adjudicated for or convicted of an inappropriate relationship with a minor? The statute provides that the State Board for Educator Certification (SBEC) may revoke an administrator's certificate if the board determines it is reasonable to believe that the administrator employed an applicant in a covered position despite being aware that the applicant had been adjudicated for or convicted of an inappropriate relationship with a minor. While it is unclear if this would apply if an administrator in a Catholic school employed an applicant who had been adjudicated for or convicted of an inappropriate relationship with a minor, the school would likely subject the administrator to disciplinary action up to and including termination.

Can the Pre-Employment Declaration be re-keyed so the documents can be added to employment packets? Yes, the document can be re-keyed so long as the content is the same.

Can I access Teacher and Administrator Evaluations from public or open-enrollment schools and, if so, how do I do that? Under Texas Education Code §21.355, private schools may request and receive evaluations for applicants who have been employed as teachers or administrators at public or open-enrollment charter schools. Submit requests for evaluations to the school district or open-enrollment charter school where the teacher or administrator was employed.

Check with your (arch)diocese superintendent for local policies on pre-employment declarations and affidavits or any additional steps needed for hiring personnel.

PROFESSIONAL GROWTH TO STRENGTHEN COMPETENCE

In addition to the 7 in-service days required as professional days and days used at the discretion of the superintendent, each professional employee must participate annually in a minimum of 8 clock hours of professional growth opportunities related to their field.

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When possible, employees should take advantage of offerings outside the contractual hours of the school day. When regional, state, or national workshops/conventions occur during the school day, credit for attendance would be granted with the principal's approval.

Professional growth should occur between August and July and may include:

- College courses (each credit hour counts for 8 hours of professional growth)
- Workshops/conventions
- (Arch)Diocesan Committee
- Travel to enhance teaching (unit or packet must be submitted)
- Service on TCCB ED Accreditation Team
- Webinars
- Professional Learning Communities
- Programs approved by the superintendent

PROMOTION POLICY

Social promotions and skipping grade levels are prohibited in Catholic schools in Texas.

PRINCIPAL/HEAD OF SCHOOL-REQUIREMENTS

The principal/head of school must be a practicing Catholic in good standing with a commitment to ongoing formation in catechetical and spiritual leadership development as defined by and monitored by the local ordinary and superintendent.

1. Master's degree **and**
2. 18 credit hours in educational administration and supervision courses* **or** a valid state certificate administrator certificate
3. Job description must be on file defining roles and responsibilities

If after an exhaustive search for a qualified principal, efforts prove unsuccessful; a person may be hired who has a deficiency of **no more than six (6) graduate hours to complete the principal requirements**. The person must complete a TCCB ED Deficiency Removal Plan, whereby, they will meet requirements before the beginning of the next school year. The pastor/board president must obtain written approval from the superintendent for the TCCB ED Deficiency Removal Plan prior to hiring.

Any exception to this policy, the superintendent must submit, in writing, to the TCCB Director of Education a notification of exception and the rationale for hiring.

**Preferred administration/supervision coursework includes curriculum, legal issues in non-public schools, finance, strategic planning, facility management, cultural competency, special education, supervision of personnel, and assessment.*

PRESIDENT/PRINCIPAL MODEL - REQUIREMENTS

When the president serves as the instructional leader of a school that uses the President/Principal model, the person must be a practicing Catholic in good standing with a commitment to ongoing formation in catechetical and spiritual leadership development as defined by and monitored by the local ordinary and superintendent

1. Master's degree **and** 18 credit hours in educational administration and supervision courses *

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or a valid state administrators' certificate

2. Job descriptions must be on file defining roles and responsibilities

If after an exhaustive search for a qualified principal, efforts prove unsuccessful; a person may be hired who has a deficiency of **no more than six (6) graduate hours to complete the principal requirements**. The person must complete a TCCB ED Deficiency Removal Plan, whereby, they will meet requirements before the beginning of the next school year. The pastor/board president must obtain written approval from the superintendent for the TCCB ED Deficiency Removal Plan prior to hiring.

Any exception to this policy, the superintendent must submit, in writing, to the TCCB Director of Education a notification of exception and the rationale for hiring.

**Preferred administration/supervision coursework includes curriculum, legal issues in non-public schools, finance, strategic planning, facility management, cultural competency, special education, supervision of personnel, and assessment.*

RECORDS RETENTION AND MANAGEMENT MANUAL Appendix H

REPORTING EDUCATOR MISCONDUCT (Texas Education Code 21.0062) (adopted 12/2020)

Public and private schools are required to submit and will have increased access to reports of misconduct by certain school staff members in order to make informed decisions regarding employment. In 2019, Senate Bill 1230 added Section 21.0062 to the Texas Education Code (TEC) to provide better communication among private schools, courts, the Texas Education Agency (TEA), and public schools regarding the criminal records of and certain misconduct committed by educators. For Compliance with required educator misconduct reporting, the principal is considered the Chief Executive Officer (CEO) and the Chief Academic Officer (CAO).

State Board for Educator Certification (SBEC) Reporting Requirements:

1. Under TEC 21.0062(a)(1), "private school educator" is defined as a person employed by or seeking employment in a private school for positions that would require SBEC certification in a public school (which are teacher, teacher intern or teacher trainee, substitute, librarian, educational aide, administrator, educational diagnostician, or school counselor.)
2. In addition to the requirement to report child abuse or neglect under Texas Family Code (TFC) Sec. 261.101, TEC Subsections 21.0062(b)(1) and (b)(2) require the CAO of a private school to notify the SBEC by written report no later than the seventh business day after the CAO learns a private school educator:
 - has a criminal record and the private school obtained information about the educator's criminal record; or
 - was terminated and there is evidence that the educator:
 - abused a student or minor (as defined by TFC Sec. 261.001);
 - was involved in any sexual conduct involving a student or minor and the educator;¹

¹ This definition is broader than the situations defined as abuse by TFC Sec. 261.101. For example, some described by TFC Sec. 261.101 require harm to a child's mental, emotional, or physical welfare in order to meet the definition

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- otherwise committed an unlawful act with a student or minor or;
 - was involved in a romantic relationship with a student or minor;
 - solicited sexual contact with a student or minor; or
 - engaged in sexual contact with a student or minor.
3. If evidence exists that a private school educator may have engaged in one of the behaviors described in #2 above and the educator resigns from employment before completion of an investigation 2, the chief administrative officer of the private school shall submit the evidence of misconduct collected to SBEC.
 4. Any person who knows or has reason to believe that a private school educator engaged in the misconduct described in #2 above may file a report with SBEC
 5. CAO or other persons who, in good faith, file a report with SBEC under TEC 21.0062 or communicate with a CAO or other administrator of a private school concerning the criminal record of or an alleged incident of misconduct by a private school educator are immune from civil or criminal liability that might otherwise be incurred or imposed.
 6. Send reports on official school letterhead to the attention of the Director of Educator Investigations via fax to (512) 936-8404 or by mail (do not email) to:

**Director of Educator Investigations
1701 N. Congress Ave. 5th floor
Austin, Texas 78701**

Include the following in the report to:

- A summary of the factual circumstances underlying the report.
- The name of the individual reported and any aliases.
- The reported individual's certificate number, if any, or social security number.
- The reported individual's last known mailing address and home and daytime phone numbers.
- The names and any available contact information of any alleged victims.
- The names and any available contact information of any relevant witnesses to the circumstances requiring the report.
- The employment status of the individual, including any information about termination or notice of resignation;
- The name and contact information of the law enforcement or other agency involved in the review of allegations.

SBEC will not consider complaints that do not include the name and address of the individual filing the complaint.

of abuse; TEC Sec. 21.0062 requires reporting to SBEC any sexual conduct involving a student or minor and a private school educator regardless of whether any apparent harm resulted.

2 Catholic school administrators should also follow (arch) diocesan policy and/or practices regarding educator misconduct investigations

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[FAQ on Reporting. TEA has published guidance](#)

RETENTION POLICY

Retention of a student is to be considered the last resort for students who do not meet the academic criteria for promotion.

Factors leading to the decision are determined by the superintendent and principal in consultation with the parent and include the following:

- age of student,
- maturity of student,
- degree of deficiency in the student's learning as per grade level requirements,
- achievement and instructional data,
- review of academic interventions, and
- any other special circumstances that have hindered academic progress for the student.

High schools must follow the credit requirements for graduation established by TCCB ED. It is the school's responsibility to monitor the number of credit units that students earn during the regular school semesters and during the summer.

SAFETY DRILLS see Crisis Response and School Safety page IV-21

SCHOOL CALENDAR

School calendars must be in compliance with TCCB ED requirements listed below:

- 180 instructional days or 75,600 minutes
- A minimum of 7 additional workdays to include professional days and days at the discretion of the superintendent
- School calendars must also comply with (arch)diocesan requirements and should include:
 - Inclement /Bad Weather Days
 - Early Dismissal /Late Start
- Schools may not graduate students before May 15.
- School calendars must be approved by the superintendent

Schools may dismiss early for faculty meetings, professional development or other trainings approved by the superintendent but may not exceed 10 early dismissal days.

Half-days (to qualify as a full instructional day) a school must be in session a minimum of four (4) instructional hours.

SCHOOL MARSHAL (7/2020)

A school marshal is a person who is appointed to serve as a school marshal during school hours under Education Code 37.0811, is licensed under Occupation Code 1701.260, and has powers and duties described by Code of Criminal Procedure Article 2.127. Occupations Code 1701.001 (8).

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Catholic schools accredited by the TCCB ED shall not employ a school marshal unless the local ordinary (bishop) has approved a policy allowing school marshals. In appointing such personnel, schools must adhere to (arch)diocesan policy for the appointment of such personnel. Handguns may not be stored on school property unless it is by an appointed school marshal and in accordance with (arch)diocesan policy. See **Storage of Handguns on School Premises IV-41**

SKIPPING GRADES/ SOCIAL PROMOTIONS see page V-37

SPECIAL NEEDS

Catholic Schools in the State of Texas promotes inclusion for all children with different learning needs. Catholic schools strive to provide the accommodations and /or modifications within the scope of their school's resources for students who are identified as having special learning needs.

SPECIALIZED INSTRUCTOR CERTIFICATE FOR NON-DEGREED/DEGREED PERSONS

It is always preferable to hire a teacher who meets TCCB ED teaching requirements. If under exceptional circumstances, one cannot be secured a person may be employed as specified below.

Specialized Instructor Certificates **may not be issued for core content areas** (i.e., Reading/Language Arts, Math, Religion, Science and Social Studies)

1. Must show evidence of specialized experience (for example, past work experience, volunteering, course work etc.) in area taught.
2. Prior to hiring, the principal must apply to the superintendent for a TCCB ED Specialized Instructor Certificate.
3. The individual must complete the annual professional development hours based on the TCCB ED requirements and the (arch) diocese.
4. The specialized instructor certificate is NOT transferrable to another Catholic school.

Eligible subject areas:

Elementary: Fine Arts, Foreign Language, Physical Education, and Technology

Secondary: A professional by trade or license may teach part-time

Personnel Who Hold a Doctorate Degree see page IV-35

STANDARDIZED TESTING

Each school shall administer a standardized test yearly for grades 1-12.

Each school shall administer a religion assessment for grades 5th, 8th and 11/12.

STORAGE OF HANDGUNS ON SCHOOL PREMISES (7-2020)

(Arch) dioceses must develop a policy that states that if the primary duty of the school marshal involves regular, direct contact with students, the school marshal may not carry a concealed handgun but may possess a handgun on the premises of a school. The handgun must be in a locked and secured safe within the marshal's immediate reach when conducting the marshal's primary duty.

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Catholic schools who appoint a school marshal must adhere to (arch)diocesan policy pertaining to the storage of handguns of school premises.

STUDENT RECORDS

A permanent, paper, or electronic student record is to be maintained by the school for every student who is admitted to and attends the institution. In addition to the data concerning academic progress and attendance, the records shall include at the minimum, the following:

1. Legal name of student,
2. Place and date of birth,
3. Natural gender of student,
4. Name and address of parent (guardian) of minor student,
5. Religious preference,
6. School entrance date,
7. Date and place of Baptism, First Eucharist, and Confirmation (if applicable),
8. Standardized test results,
9. Verification of required immunizations.

These records are to be kept in a locked, fireproof filing cabinet and are permanent records. Records retention schedule-please refer to section **Appendix H** -Records Management Manual for Catholic Schools

STUDENT USE OF ELECTRONIC COMMUNICATION

Each school must have an electronic communication policy and an acceptable use policy specific to students and school personnel. The electronic communication policy must be aligned to (arch)diocesan policy.

STUDENTS EXCHANGE AND VISITORS PROGRAM (SEVIS)

Schools will comply with Immigration and Naturalization Service requirements regarding non-immigrant F-1 students. Schools must obtain a Certificate of Eligibility for Non-immigrant Students to enroll non-immigrant students and follow all procedural policies in their (arch)diocese. Such students entering the United States to study must hold passports with an appropriate U.S. Student Visa.

SUBSTITUTE TEACHERS

Short Term

A substitute teacher who will have responsibility for a class for less than 50% of a grading period must have a minimum of a high school diploma/GED.

Permanent/Long Term

A substitute teacher who will have responsibility for a class for 50% or more of a grading period must have the same TCCB ED qualifications required for a teacher.

SUMMER PROGRAMS

Catholic schools who wish to operate a summer program must comply with all policies of the TCCB ED. Upon completion of the forms required by DFPS for licensing exemption the superintendent must

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validate that the program is an extension the curriculum.

<https://www.hhs.texas.gov/providers/protective-services-providers/child-care-regulation/licensing-exemptions>

Summer Program Submission Process

Note: Catholic schools using a 3rd Party vendor for summer programming, it is the responsibility of the 3rd party vendor to submit paperwork to the state-TCCB ED will not process 3rd party vendor summer programs.

PRINCIPAL PROCESS:

1. Develop a summer program as: 1) as extension of the school curriculum or 2) single-skills based program or 3) short -term program.
2. Complete the [DFPS Summer Exemption Program Forms](#), and sign the last section titled “certification”.
3. Submit a description of the summer program. **IMPORTANT: *If the program exemption is for the Accredited Educational Facility, please include a curriculum alignment for the program.***
4. Submit the following forms/documentation to the superintendent for approval
 - Appropriate Exemption Form
 - Summer Program Description
 - Curriculum Alignment, if applicable**Do Not Attach TCCB ED Accreditation Documents**

SUPERINTENDENT PROCESS:

1. Review and submit a letter of approval to the Director of Education supporting the school's summer program(s).
2. Attach the appropriate Texas Department of Family and Protective Services Exemption form and all supporting documents to TCCB ED for each school’s summer program.
Do Not Attach TCCB ED Accreditation Documents

TCCB ED PROCESS:

1. The Director of Education will review the superintendent's letter of approval and the summer program information for each school.
2. The Director of Education will write a letter validating that the school is recognized and fully accredited by the Texas Catholic Conference of Bishops Education Department.
3. The Director of Education will return the summer program application, all supporting documentation, superintendents letter of support and TCCB ED accreditation verification letter to the superintendent with directions on how to submit to DFPS.

TEACHER ANNUAL EVALUATIONS

All Catholic schools, including private independent schools, must conduct annual evaluations of all personnel in accordance with (arch)diocesan school policy.

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TEACHER REQUIREMENTS (PK3-12 grades)

Note to the Administrator: It is the responsibility of the school administrator to ensure that school personnel meet TCCB ED's minimum requirements. In the event that an applicant has been educated in another country or holds a doctoral degree, refer to IV-44-45 for more information.

Pre-Kindergarten Teachers Pk3-K5

1. Associate degree in Early Childhood Education
or Associate degree with 12 hours in Early Childhood Education** from an accredited university or equivalent in a foreign country **or**
2. Bachelor's degree and 12 credit hours in Early Childhood Education courses** from an accredited university or equivalent in a foreign country **or**
a valid, appropriate state certificate.
3. Teachers of Religion must fulfill the 150-hour Minimum Requirements for Teachers of Religion/Theology

Early Childhood Courses must be appropriate to the age of students and content to be taught.

Credit hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (early childhood, elementary)
- educational use of technology
- classroom management
- cultural competency
- special education

If after exhaustive search for a qualified early childhood teacher, efforts prove unsuccessful; a person may be hired who can provide evidence of the completion of a minimum of 30 credit hours. The superintendent may grant approval for hiring with the following conditions and the teacher would be required to complete all of the following:

- a one-year internship with a qualified Early Childhood teacher.
The qualified Early Childhood teacher would oversee:
 - lesson preparation and assessment of student progress,
 - offer suggestions for classroom management,
 - assist in selecting learning resources, and;
 - support the non-degreeed teacher in whatever way is necessary **and**
- be placed on a TCCB ED Deficiency Plan to acquire an Associate degree in Early Childhood Education **or**
- Bachelor's degree and 12 credit hours in Early Childhood Education courses **or** a valid, appropriate, state certificate

Teachers hired prior to May 1, 1999 and teaching in the same school, will follow the TCCB ED requirements in effect at the time of hiring to teach in the Early Childhood program: ***Associate degree in Early Childhood Education or bachelor's degree with 12 credit hours in Early Childhood Education or Montessori Certification. If the teacher moves to another school, they are required to follow the current TCCB ED teacher requirements.***

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Montessori Teachers

Primary through Upper Elementary (ages 3-12)

1. Bachelor's degree and Montessori certification from a MACTE* accredited program
or Associates degree in Early Childhood Education and Montessori certification from a MACTE* accredited program
or Montessori certification from a MACTE* accredited program
2. Teachers of Religion/Theology must fulfill the 150-hour Minimum Requirements

Montessori Teachers Middle School (ages 12-15)

1. Bachelor's degree and Montessori certification from a MACTE* accredited program
or Montessori certification from a MACTE* accredited program
2. Teachers of Religion/Theology must fulfill the 150-hour Minimum Requirements

*Montessori Accreditation Council for Teacher Education (MACTE)

If after an exhaustive search for a qualified Montessori teacher, efforts prove unsuccessful; a person may be hired who has a high school diploma if they can provide evidence of having completed at least

- Two-thirds of the Montessori certification training and approval of the superintendent
- In addition, they must be placed on a TCCB ED Deficiency Removal Plan to complete the Montessori certification from a MACTE* accredited program

Self-Contained Teachers -Kindergarten through 8th grade

1. Bachelor's degree **and**
2. 12 credit hours in education courses ***or** a valid, appropriate state certificate
3. Teachers of Religion/Theology must fulfill the TCCB ED 150-hour Minimum Requirements

Education courses must be appropriate to the age of students and content to be taught. Additional hours may include (but not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary/secondary)
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

Teachers in Departmental Grades 6th -8th (excluding Religion) If Teaching Only One Content Area

1. Bachelor's degree in content area taught
or bachelor's degree with 18 credit hours in content area taught
or bachelor's degree with the completion of appropriate state certification exam
2. 12 credit hours in education courses **or** a valid appropriate state certificate (copy of certificate must be on file)

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Education Courses must be appropriate to the age of students and content to be taught. Additional hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

Teachers in Departmental Grades 6th -8th (excluding Religion) If Teaching More than One Content Area

1. Bachelor's degree from an accredited university with 18 credit hours in at least one content area taught **and** 9 credit hours in each additional content area taught
or
Bachelor's degree from an accredited university with the completion of state appropriate certification exam for primary content area taught **and** 9 credit hours in each additional content area taught
2. 12 credit hours in education courses*
or a valid appropriate state certificate (copy of state certificate must be on file).

Education Courses must be appropriate to the age of students and content to be taught. Additional hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

Teachers of Religion/Theology must meet the TCCB ED 150- hour Minimum Requirements.

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Teachers in Departmental Grades 9th -12th (excluding Religion/Theology)

1. Bachelor's degree from an accredited university in content area taught **and**
2. 12 credit hours in education courses ***or** a valid, appropriate state certificate (verification of certificate must be on file) and
3. 12 credit hours in each additional content area taught **or** successful completion of valid, appropriate state certification exam (verification of certificate must be on file)

or

1. Bachelor's degree from an accredited university and 12 credit hours in education courses* **or** a valid, appropriate state certificate (verification of certificate must be on file)
2. 24 credit hours in the primary content taught **or** the completion of valid, appropriate state certificate (verification of certificate must be on file) and
3. 12 credit hours in each additional content area taught **or** a valid, appropriate state certificate (certificate must be on file)

Education Courses must be appropriate to the age of students and content to be taught.

Additional hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

Note: College personnel teaching dual credit courses in Catholic high schools **do not need to have 12 hours of education credits.** They should, however, hold a degree with a major or credentials (expertise) in the area being taught. Must have superintendent's approval on file. The program offering the dual credit must be an accredited program/organization approved by the superintendent.

TEACHER OF RELIGION/THEOLOGY REQUIREMENTS (Full Time and Part Time)

Elementary-Grades PK-8th (Effective 2014-2015)

1. A religion teacher must be a practicing Catholic in good standing.
2. A religion teacher for grades K-8th must have a bachelor's degree (including 12 credit hours in education* **or** a valid, state certificate) with either:
 - 12 semester credit hours (for which a minimum of 12 ½ clock hours constitutes one semester credit hour) in theology from an accredited Catholic college or university **or**

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- 150 clock hours, as required by TCCB ED and any additional hours required by the (arch)diocese, of undergraduate-level coursework, appropriately distributed among courses in
 - Catholic doctrine;
 - Sacred Scripture;
 - morality/social justice, and;
 - sacraments/liturgy.
- 3. A religion teacher for grades PK3 or PK4 must have an associate degree in early childhood education (or its equivalent), a Montessori Certificate, or a valid, appropriate state certificate with either of the above two bulleted options.

Education Courses must be appropriate to the age of students and content to be taught.

Additional hours may include (but are not limited to):

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

Coursework is defined here as clock hours earned in a class setting in which a single topic is explored in depth over a period of time. (Arch)diocesan programs consisting of undergraduate-level coursework may be used to fulfill this requirement, with the approval of the superintendent.

Online, non-credit courses offered by an accredited Catholic college or university, such as those available through the University of Notre Dame's Satellite Theological Education Program (STEP) or the University of Dayton's Virtual Learning Community for Faith Formation (VLCFF), may be taken to fulfill this requirement, with the approval of the superintendent.

Parish-based adult education classes, RCIA classes, retreats, continuing education workshops and other similar programs **may not** be counted towards the fulfillment of TCCB ED's 150 hours.

TEACHERS OF RELIGION/THEOLOGY REQUIREMENTS (Full Time and Part Time)

High School-Grades 9th -12th (Effective 2014-2015)

1. A religion teacher must be a practicing Catholic in good standing.
2. A religion teacher for grades 9th -12th must have a bachelor's degree including 12 credit hours in education* **and** a major in theology from an accredited Catholic college or university.
3. A teacher who teaches religion in addition to their primary assignment must meet the minimum requirements for the primary content area and have at least 12 credit hours in theology from an accredited Catholic college or university.

Education Courses must be appropriate to the age of students and content to be taught.

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Additional hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

With the approval of the local (arch)bishop or, if delegated by him, the (arch)diocesan superintendent, a religion teacher who was employed during the 2013-2014 school year may follow the “Minimum Requirements for Teachers of Religion/Theology” in effect at the time of hiring to teach religion. For the 2013-2014 minimum requirements please contact TCCB ED.

TECHNOLOGY TEACHERS PK-8th Grades (Technology instruction may occur in a variety of settings)

Technology Applications when taught as a separate subject:

1. Bachelor’s degree with 18 credit hours in *Technology Applications and 12 hours in education** **or** valid, appropriate state certification or endorsement

*Courses to include:

- Technology Applications
- Digital Graphics/Animation and Desktop Publishing
- Video Technology and Multimedia
- Web Mastering

Education Courses must be appropriate to the age of students and content to be taught.

Additional hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

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TECHNOLOGY TEACHERS 9th -12th Grades

1. A Bachelor's degree in computer science
or a degree in a related field **and** 24 credit hours in content area to be taught
2. 12 credit hours in education* **or** a valid, appropriate state certificate

Courses may include:

- Technology Applications
- Digital Graphics/Animation and Desktop Publishing
- Video Technology and Multimedia
- Web Mastering

Education Courses must be appropriate to the age of students and content to be taught.

Additional hours may include (but are not limited to): **Psychology courses may not be counted for more than 3 credit hours of the 12 required education hours.**

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology
- methods of instruction
- differentiation
- cultural competency
- special education

TEXAS EDUCATION AGENCY (TEA) COMMISSIONER LETTER refer to Appendix J

UNIFORM ADMISSION POLICY (HB 3826) CLARIFICATION refer to Appendix L

VARIANCE REQUEST AND APPROVAL

A letter which details the delivery of services, rationale for the proposed modification and a plan for future compliance must be submitted by the superintendent to TCCB ED for approval. *If approval is granted, the approval letter from TCCB ED must kept on file at the school and (arch)diocesan office.*

A variance request can be made by the superintendent for schools with special populations or circumstances (e.g., special education, early childhood, and serious budget constraints) if the educational needs can be met with some modification of TCCB ED standards.

Approved variance requests are granted for a maximum of two years.

Example:

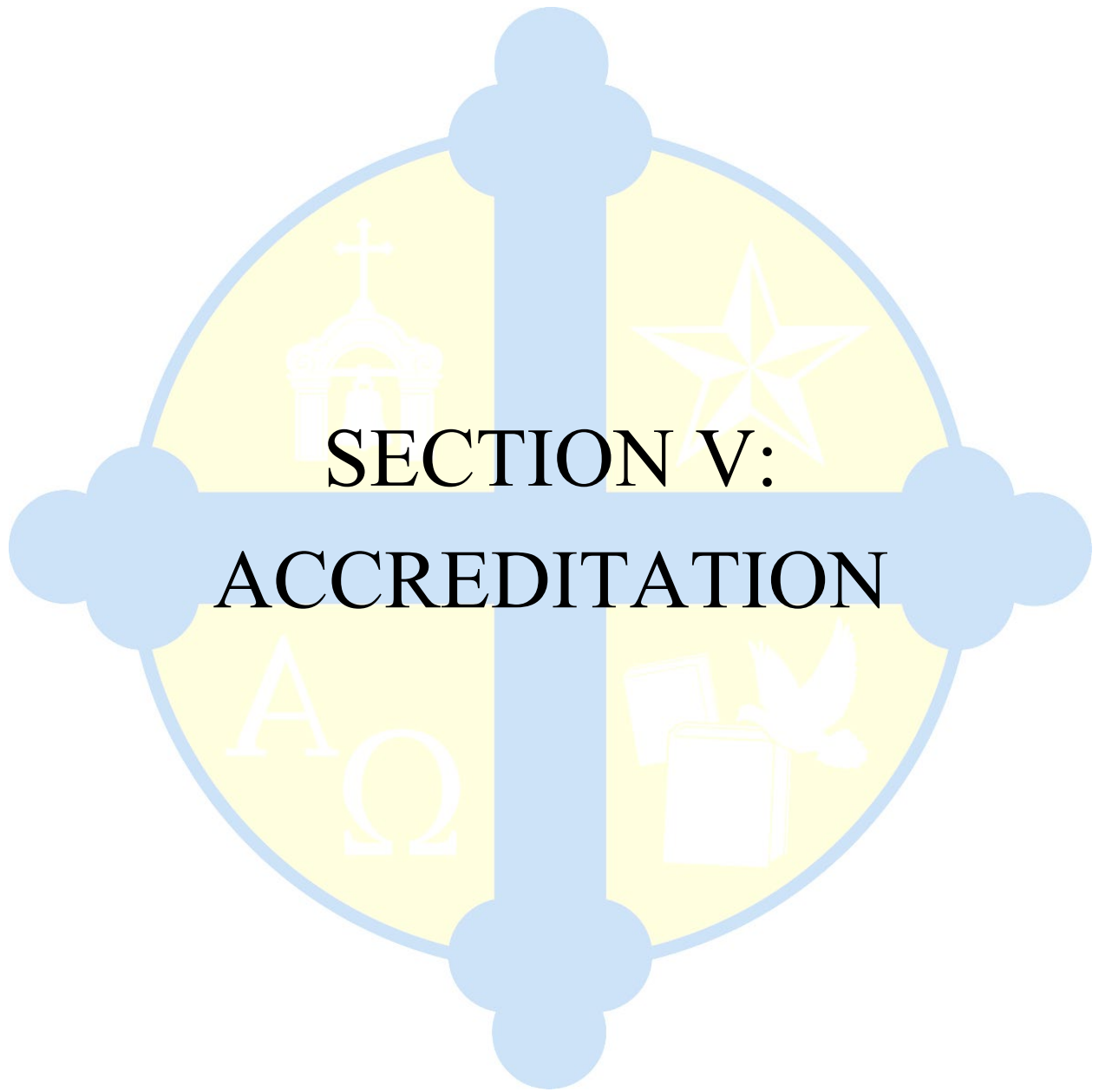
POLICY: TCCB ED Student Teacher Ration Requirements

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RATIONALE FOR THIS REQUEST: As we struggle to retain and recruit students into our schools, we are fortunate to have 3 additional students in grades Pk-3 (1 student) and third grade (2 students) enroll at St. Vilma Catholic School. However, the financial expenses incurred by hiring additional personnel to meet the TCCB ED Student Teacher Ratio is greater than the tuition generated by these three students; thus, creating a serious budgetary deficit for the school.

WEAPON FREE ZONES

It is a crime for any person, student, or non-student, to carry a firearm or any other type of dangerous weapon within 1,000 feet of school property, onto a school campus or bus or at a school-sponsored athletic, social, or extracurricular activities. The person who does this should be immediately reported to the police. 18 U.S. Code § 922 (q) (2) (A).



**SECTION V:
ACCREDITATION**

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**DOMAIN STANDARDS AND BENCHMARKS
FOR THE ACCREDITATION OF CATHOLIC SCHOOLS IN TEXAS**

DOMAIN I: CATHOLIC IDENTITY

STANDARD 1: The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values and promote a community of believers and learners. Members of the school are a community and are called to unite in prayer, to proclaim the Gospel message and to serve others.

BENCHMARK 1.1: The mission statement describes the purpose of the school, its reason for existence, and is rooted in the Catholic faith and Gospel values.

BENCHMARK 1.2: The school maintains a relationship with the pastor, school/parish organizations, and the larger Catholic community in promoting Catholic identity within the school.

BENCHMARK 1.3: The school provides opportunities for prayer, liturgy, spiritual formation, and service.

BENCHMARK 1.4: The school hires faculty/ staff that support the mission of the school.

DOMAIN II: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

STANDARD 2: School governance and leadership support an educational program of quality with systematic, legal, and fiscal responsibilities that support the school's mission. School governance and leadership effectively plan and monitor school growth and viability in all areas. School governance and leadership support an effective and efficient instructional program.

BENCHMARK 2.1: The governance structure, (e.g., advisory council, governing board, etc.) supports the mission, vision and/or philosophy of the school.

BENCHMARK 2.2: Code of Canon Law 801 states "Religious institutes whose proper mission is education, retaining their mission faithfully, are also to strive to devote themselves to Catholic education through their schools, established with the consent of the diocesan bishop."

BENCHMARK 2.3: Rights and responsibilities of the faculty, staff, students, and parents/guardians are explicitly defined in regulatory handbooks.

BENCHMARK 2.4: The school demonstrates long- range strategic planning to support the school's mission, vision and/or philosophy.

BENCHMARK 2.5: The instructional program and educational facilities are funded to meet the stated goals of the Long Range Strategic Plan.

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BENCHMARK 2.6: There is a comprehensive plan for institutional advancement.

BENCHMARK 2.7: The school is aware of and responds to the changing needs of the community.

BENCHMARK 2.8: School effectiveness is monitored and evaluated by the principal and/or administrative team.

BENCHMARK 2.9: The school provides professional development opportunities for faculty and staff.

DOMAIN III: CURRICULUM, INSTRUCTION AND ASSESSMENT

STANDARD 3: The purpose, design and implementation of the curriculum represents the school's mission. A Catholic atmosphere, which is shared as well as understood by the teachers, students, and parents, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

BENCHMARK 3.1: The curriculum and instructional program are rooted in Catholic teachings, traditions, and values.

BENCHMARK 3.2: Curriculum (objectives to be taught) and instruction (what is actually taught) are explicitly aligned.

BENCHMARK 3.3: There is evidence of the use of current technology in the instructional program.

BENCHMARK 3.4: Individual student needs are met through programs of instruction.

BENCHMARK 3.5: The library provides resource and media support to the school's instructional program.

BENCHMARK 3.6: The administrative team and faculty review and analyze student achievement information and test results to plan program effectiveness.

DOMAIN IV: STUDENT SERVICES, RESOURCES AND ACTIVITIES

STANDARD 4: Student services enhance the curriculum and serve as an integral part of the learning process.

BENCHMARK 4.1: The school plans, implements, and documents a comprehensive counseling and guidance program of students.

BENCHMARK 4.2: The school plans, implements, and documents the need for student academic assistance.

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BENCHMARK 4.3: The school provides support to new families and students to ensure success.

BENCHMARK 4.4: The school provides additional services and resources to meet student needs.

BENCHMARK 4.5: The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.

DOMAIN V: PLANT AND FACILITIES

STANDARD 5: The physical plant/facilities and safety practices of the school promote a safe environment conducive to student learning.

BENCHMARK 5.1: The physical facilities and indoor/outdoor area(s) of the school are designed for their functions.

BENCHMARK 5.2: The school maintains a safe environment for the school community.

BENCHMARK 5.3: The school community is informed and aware of safety practices.

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PURPOSE OF ACCREDITATION

The very meaning of the word “accreditation” conveys the importance of the process to Texas Catholic schools -“addition of honor, merit, or credit.” The most compelling reason for having a school accredited is to add distinction to its existing quality and esteem. For many reasons, (i.e., fiscal, legal, and ethical), it is desirable to go through a process of evaluation so that a school may take pride in its existing quality and may use objective criteria to set goals to attain even higher levels of performance.

Many educators see accreditation from a narrow perspective based on compliance measures. Certainly, “essentials of compliance” are necessary in the reality of the modern era. For example, students must be able to transfer easily from school to school because of today’s highly mobile society; further, student admission to institutions of higher education requires standardized accreditation credentials. The list of requirements increases every year, but accreditation is much more than compliance. It is very much a concern for QUALITY as well.

The procedures for accreditation presented here investigate every facet of the school. Delineated by the Domains, Standards and Benchmarks, criteria are carefully described with indicators and instruments drawn from research in several areas: the effective schools, the excellence movement, effective teaching practices, and best practice in Catholic schools. The terminology of examination has been carefully designed to capture the essence of effectiveness and excellence. It is important to remember that many indicators used are correlational; therefore, care must be taken to avoid redundant recording and reporting, as well as to assure complete coverage of program and practice description.

Accreditation is painstaking but healthy; challenging and rewarding. It has both subjective and objective elements used to measure effectiveness and quality. In addition to achieving the desired end results of accreditation status and goals for growth, the value of the process itself is immeasurable to all participants. The staff, students, parents/guardians, community, and accreditation team members all share in the success that is the intended outcome-excellent educational development of the Catholic leaders of tomorrow.

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BASIC ACCREDITATION INFORMATION

WHAT IS IT AND WHY IS IT DONE?

Accreditation is a complex process designed to be a positive validation of a school's programs.

Accreditation has five major objectives:

1. to assess strengths and weaknesses of the school's total instructional process;
2. to examine the effectiveness of various program components in meeting student needs;
3. to offer suggestions for development and strengthening of school processes, systems, and services;
4. to ascertain the level of accreditation that the school meets and;
5. to provide assurance and accountability to the Texas Catholic Conference of Bishops Education Department (TCCB ED) of the school's measure of effectiveness and quality under the Domains, Standards and Benchmarks.

WHO IS INVOLVED?

The TCCB ED operates under the aegis of the bishops of Texas and is the entity recognized by the Texas Education Agency as the organizer and implementor of accreditation activities for Texas Catholic schools.

The Texas Catholic Conference Accreditation Commission (TCCB AC) was approved by the bishops to assist and give direction to the TCCB ED in facilitating accreditation activities and to ensure ongoing monitoring of the process. The TCCB AC determines the final accreditation status of a school.

The superintendents and (Arch)Diocesan School Office staff are vital to the accreditation process since their responsibilities extend to oversight of local school preparatory activities and follow up on continuing school improvement initiatives.

The role of the principal is integral to the accreditation process. As instructional leader, the principal assumes responsibility for overseeing the completion of the self-study and for gathering supporting data which are essential in providing evidence of the Domains, Standards and Benchmarks indicators in action.

Prior to the scheduled accreditation visit, the principal receives an email from TCCB ED, which contains the formal notification of the visit date and of the chairperson chosen to lead the visiting team. This email gives the principal an opportunity to give input pertaining to the effectiveness of the chairperson and visiting team.

The accreditation visiting teams consist of professional educators who are trained and directed in the accreditation process under the auspices of the TCCB ED. These professionals provide the cohesive ingredients which culminate in the Visiting Team Consensus Report.

WHAT ARE THE LOGISTICS OF THE PROCESS?

The accreditation cycles are set in periods of seven years and consist of the following stages:

Annual Report for Continued School Accreditation; to be submitted annually (by October 15) by each school that has received an Accredited Provisional, Accredited, Accredited Advised or Accredited Warned status. This report is sent to the (Arch)Diocesan Superintendent for his/her review and signature. The superintendent then sends the report to the TCCB ED office.

Annual Accreditation Fee; to be submitted to TCCB ED annually (by October 1) by each school that has received an accreditation status. The fee schedule is based on a formula that is recorded on the Accreditation Fee Statement issued to each school by TCCB ED.

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Self-Study: to be compiled during the year prior to the accreditation visit.

Accreditation Visit: takes place every seven years, unless determined otherwise by the TCCB AC. On-site school visits by a selected team generally begin with an orientation and an informal opening session to initiate the important event. The visit is usually conducted for three additional days. The number of days of a visit and the size of the visiting team may vary according to the school's enrollment.

Response to Recommendations that Require 90 Days Attention: Date of response to be determined by Commission.

Response to Recommendations that Require Attention within One Year: A written report may be required of some schools by the Accreditation Commission. This report is to be sent to the (Arch)Diocesan superintendent for their review and signature. The superintendent then forwards the report to TCCB ED.

Interim Report of Progress: A written report is required of all schools three years after the last accreditation visit. This report is to be submitted to TCCB ED by February 28 of the assigned Interim Report year. A copy is also to be sent to the superintendent. Schools which received an Accredited Advised or Accredited Warned status at the last accreditation visit are required to file a written report earlier than three years.

Revisit/Interim Visit: A school that is assigned an Accredited Warned status may receive a revisit within one year after receiving the status. This visit is conducted in order to verify that corrective actions have been completed.

An interim visit to conduct an on-site review may be required of schools whose data indicates deficiencies which have not been remedied, or of schools where the superintendent has recommended such a visit. The decision to schedule such an interim visit is made by the TCCB AC or the TCCB ED Director.

After a report or visit, the school and (Arch)Diocesan School Office work collaboratively to modify and fine-tune the strategic plan.

SINGLE OR DUAL ACCREDITATION

Schools may hold single or dual accreditation. A school which is recognized by its Bishop as a Catholic school will participate in the TCCB ED accreditation process.

This is not to say that a particular school cannot seek additional accreditation by an association with whom the TCCB ED has no mutual agreement. To obtain such, separate visits may need to be made by each agency.

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OVERVIEW OF ACCREDITATION ACTIVITIES

I. ROLES

- A. Texas Catholic Conference of Bishops Education Department (TCCB ED)
1. Coordinates and disseminates all documents necessary for implementation of the accreditation process;
 2. Places schools in appropriate accreditation cycle;
 3. Reviews *Annual Report for Continued School Accreditation, Response to Recommendations that Require Attention within One Year, and Interim Report of Progress*, and reports findings to TCCB AC;
 4. Notifies principal in writing or via email, of accreditation process and visitation procedure (*copy sent to superintendent*);
 5. Reviews Visiting Team Consensus Reports for inconsistencies or incomplete data and contacts chairpersons or schools prior to Texas Catholic Conference of Bishops Accreditation Commission (TCCB AC) meeting;
 6. Sends formal notification of status to superintendent and principal;
 7. Coordinates Provisional, Accredited Warned, and Interim Visit activities in collaboration with the superintendent;
 8. Acts as support and resource to (Arch)Diocesan School Offices as deemed necessary and appropriate by the superintendent;
 9. Provides training for visiting team chairpersons and team members and maintains a list of qualified chairpersons for superintendents' use.
 10. Files data and submits report to TEPSAC;
 11. Assigns visiting chairperson.
- B. Superintendent
1. Assists schools in all pre-accreditation activities and verifies readiness for accreditation visit;
 2. Proposes visitation schedules convenient to the schools;
 3. Assigns visiting team members;
 4. Provides chairperson with forms regarding members of team and (arch)diocesan accreditation information;
 5. Submits to TCCB ED the Data Retrieval Form June 1st;
 6. In-service principals of schools to be visited;
 7. Submits to TCCB ED names of trained chairpersons within (arch)diocese;
 8. Verifies completion of school's corrective actions in addressing areas cited by TCCB AC.

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OVERVIEW OF ACCREDITATION ACTIVITIES

C. Texas Catholic Conference of Bishops Accreditation Commission (TCCB AC)

1. Reviews reports and supporting documentation submitted by TCCB ED and prepares Accreditation Status Reports for review at the plenary session;
2. Assigns status to schools reviewed;
3. Receives documentation regarding schools found to be in non-compliance with TCCB ED policies, determines action to be taken and sends communication to the principal and superintendent;
4. Issues certificates of accreditation to schools that receive “Accredited” status;
5. Serves as team member for schools receiving a Provisional or special follow-up visit;
6. Implements policies and accreditation standards.

II. ON-SITE VISIT

- A. The usual length of a standard accreditation visit is three (3) full days plus a portion of the previous day which is used for team orientation and an opening social gathering. If the visit requires additional days, the chairperson may discuss the situation with the superintendent prior to the visit in order to determine whether or not it would be beneficial to extend the length of the visit. Consideration needs to be given to the cost incurred by the school being visited and the schools providing visiting team members.

In the case of a small school, the superintendent may request a modification in the length of a standard visit by contacting the Director of Education.

If the school size warrants, the superintendent may increase or decrease the number of team members. TCCB ED should be notified when the decision is made.

- B. The final session of the on-site visitation consists of an “exit” meeting held by the visiting team with principal, staff, pastor/religious community representative and governing body (if feasible), plus other representatives of school community deemed appropriate by the principal.
- C. Immediately after the on-site visitation, the chairperson sends the signed original and one copy of the Visiting Team Consensus Report to TCCB ED. TCCB ED will review the VTCR and has 10 days to send the VTCR and Assurances to the principal and superintendent.
- D. If upon receipt of the Visiting Team Consensus Report the principal feels that any areas cited by the visiting team were based on incomplete investigation or misinterpretation of data, the Redress Process: Disagreement with Team Report may be initiated. Redress should be filed no later than 5 business days after the electronic receipt of the VTCR. Redress is to be used for egregious misrepresentations or inaccuracies only. An example of an egregious misrepresentation would be if the VTCR stated that a school did not have a strategic plan when the school did in fact have a strategic plan and had it available for the team to review. Another example would be if a VTCR reported that a school did not provide support for students who have learning differences, yet the school had learning plans for the students in their files and documentation that the teachers were following the plans.

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CRITERIA FOR TCCB ED RECOGNITION

I. RECOGNITION OF NEW SCHOOLS

A. Notification of NEW Schools

The Superintendent of Schools will submit to TCCB ED a *Notification of NEW School* when:

- 1) the (arch)diocese gives approval for the opening of a new school and the projected opening date has been set;
- 2) a principal is hired to begin a new school; **or**
- 3) the (arch)diocese gives initial recognition to a school that has students already in attendance.

B. Criteria for Recognition/Accredited Provisional status:

To be granted Accredited Provisional status, the institution will be reviewed in light of the following:

- written approval from the local Bishop to be recognized as a Catholic school;
- a written statement of mission/philosophy/vision;
- a written site-based long-range/strategic plan;
- an established sequential curriculum, for the population served, with clearly defined program goals, course objectives and assessment instruments;
- an on-site student population consisting of any configuration from three years through secondary level;
- a set of criteria to verify promotion/graduation/completion of program;
- a governing body;
- a funding base/financial resources sufficient to provide the spiritual, human, physical and educational learning resources to accomplish the school's mission and to meet TCCB ED policies, standards, and requirements as specified in the *Guide To Quality And Effectiveness*;
- a working relationship with the local Catholic schools superintendent and/or (arch)diocesan school office.

II. CHANGES IN SCHOOLS (5/97,1/19)

A. The Superintendent of Schools will submit to TCCB ED a *Notification of Change* when a school within that (arch)diocese undergoes a change to its purpose, governance, or grade level configuration or when a school closes or merges with another TCCB ED recognized school.

Upon receipt of the notification, the TCCB ED Director of Education will determine the course of action to be taken by the school (i.e., apply for Provisional Accreditation, continue with status already assigned, continue with plans for a scheduled standard visit, submit further documentation, or receive a visit to verify changes and the effect they have on the school). The Director of Education will notify the Superintendent of his/her decision.

B. The following changes would warrant re-application for accreditation:

1. A school that undergoes a change that affects grade-level structure/configuration (i.e., Early Childhood/Elementary, Elementary, Middle School, High School);
2. A school whose purpose changes;
3. A school that is established by merging two TCCB ED recognized schools;
4. A school that emerges from an accredited school that closed.

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DEFINITION OF ACCREDITATION STATUS

ACCREDITED PROVISIONAL STATUS:

A school is classified **Accredited Provisional** when:

1. it demonstrates satisfactory progress toward meeting the criteria for accreditation;
2. it demonstrates that it has the resources to successfully meet TCCB ED standards, policies, and requirements;
3. it shows evidence of commitment to continued growth and a quest for excellence and;
4. it is in its beginning stages and within a period of three years will enter the full accreditation process.

ACCREDITED STATUS:

A school is classified **Accredited** when:

1. it meets TCCB ED standards, policies, and requirements; **or**
2. the school fails to meet one or more TCCB ED standards, policies, or requirements that does not negatively impact the operation and climate of the educational process;
3. it maintains effective educational practices and programs.

ACCREDITED ADVISED STATUS:

A school is classified **Accredited Advised** when:

1. there are deficiencies in the school's programs or operations that negatively impact the operation and climate of the educational process; **or**
2. the school fails to meet one or more TCCB ED standards, policies, or requirements that negatively impacts the operation and climate of the educational process.

ACCREDITED WARNED STATUS

A school is classified **Accredited Warned** when:

1. the school's programs or operations do not meet TCCB ED standards, policies, and requirements;
2. there is an absence of sufficient educational programs/practices necessary to be an effective school, **and/or**
3. the school has not corrected deficiencies for which it was placed on Accredited Advised status.

DROPPED

A school's accreditation may be **Dropped** when:

1. it demonstrates a consistent lack of compliance to TCCB ED standards, policies, or requirements; and/or
2. it fails to correct serious deficiencies for which it was placed on Accredited Warned status; **or**
3. the (arch)bishop withdraws his recognition of the school as Catholic.

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ACCREDITED PROVISIONAL

I. Policy

Accredited Provisional status is granted to schools that have filed a formal application with the Texas Catholic Conference of Bishops Education Department (TCCB ED) and have met all the criteria and requirements outlined below. Accredited Provisional status is limited to a maximum of four years from the date that the status was granted. Once standard accreditation status is obtained, it is retroactive to the date the local bishop recognized the school as a Catholic school. (5/07)

II. Criteria for Recognition

To be granted Accredited Provisional status, the institution will be reviewed in light of the following:

- written approval from the local Bishop to be recognized as a Catholic school;
- a written statement of mission/philosophy/vision;
- a written site-based long-range/strategic plan;
- an established sequential curriculum for the population served with clearly defined program goals, course objectives and assessment instruments;
- an on-site student population consisting of any configuration from PK3-K through secondary level;
- a set of criteria to verify promotion/graduation/completion of program;
- a governing body;
- a funding base/financial resources sufficient to provide the spiritual, human, physical, and educational learning resources to accomplish the school's mission and to meet TCCB ED policies, standards, and requirements as specified in the *Guide To Quality And Effectiveness*;
- a working relationship with the local Catholic school Superintendent and/or (Arch)Diocesan School Office.

III. Application Process

- A. The superintendent determines the readiness of a school to begin the Accredited Provisional process and formally notifies TCCB ED. "Readiness" implies that all criteria are being met to the extent possible for the ages/grades present at the time of the visit. The long-range/strategic plan and funding base may still be in the development stage.
- B. TCCB ED sends an Application for Accredited Provisional status to the principal of applicant school for completion. Completed application is submitted to TCCB ED with the following supporting documentation attached:
 1. Mission statement/philosophy
 2. Long-Range/Strategic Plan
 3. A copy of (arch)diocesan recognition of the Catholic school
 4. A copy of local governing body minutes indicating approval to seek and support accreditation. If minutes are not available, a formal approval statement, signed by the pastor or governing body president, may be substituted.
 5. Faculty/Staff roster
 6. School budget and financial report
 7. Pictures and description of facilities.

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IV. Verification Visit Process

- A. Within 90 instructional days of receipt of completed application and required supporting documentation, applicant school is visited by a two member team selected by the TCCB ED Director in collaboration with the superintendent.

The two member team will consist of a TCCB ED qualified accreditation chairperson and a TCCB Accreditation Commissioner, both of whom must be from outside the (arch)diocese wherein the school to be visited is located. Every effort will be made to secure the services of persons in close proximity to that (arch)diocese.

- B. The visit date will be chosen by TCCB ED in collaboration with the visiting team and the school principal. TCCB ED will inform the superintendent of the visit date. The principal is responsible for all arrangements for the visit and costs incurred.
- C. The visit will be conducted during a one-day period, if feasible, including, but not limited to, the following activities:
1. Pre-observation conference with principal of school and other persons affiliated with the school as deemed appropriate and feasible, e.g., (Arch)Diocesan School Office staff, pastor(s), and governing body members.
 2. Review of pertinent documents such as professional staff records, school's operational budget, governing body minutes, student assessment records, schedules, curriculum guides, student and faculty handbooks and school policies.
 3. A tour of school facilities, including special instructional areas and grounds.
 4. Random observation of classroom activities and brief, informal interviews with teachers outside instructional time.

The two person team will record their observation notes and recommendations on the TCCB ED form provided and submit it to TCCB ED immediately following the visit. The commissioner will retain all team notes and documentation provided by TCCB ED and the school until the decision has been made regarding the granting of status.

- D. TCCB ED will send a copy of the Verification Summary Report to the principal of the school and the superintendent.
- E. TCCB AC will review and confirm the recommendations of the visiting team at the next TCCB AC meeting following the visit.

The decision to grant Accredited Provisional status will be based on a judgment that the school has the ability to successfully meet the requirements of the TCCB ED. During the next academic year after receiving an Accredited Provisional status, a school must begin to submit the Annual Report for Continued School Accreditation and must pay the accreditation fee required by TCCB AC policy.

V. Standard Accreditation

Once the school receives Accredited Provisional status, TCCB ED will place the school into the standard visitation cycle with a visit scheduled three years from the semester in which the status was granted. If the superintendent, in collaboration with the principal, determines that the school is ready to begin the Self-Study phase and consequently to request the on-site visit earlier than three years, the superintendent must confer with the TCCB ED Director to discuss possibilities for scheduling. TCCB ED will make every effort to honor requests while, at the same time, working to balance the number of schools throughout the state that are being reviewed by TCCB AC during each portion of the seven-year visit cycle.

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**ACCREDITED ADVISED AND ACCREDITED WARNED
PROCEDURES**

ACCREDITED ADVISED

1. Within 90 calendar days from the date of the TCCB ED Accreditation Status Report principal will submit the “Response to Recommendations that Require Attention within 90 Days” to show that all areas cited by the Accreditation Commission have been addressed. This documentation will first have been sent to the superintendent for review and approval and then forwarded to TCCB ED. **Failure to meet this deadline may result in an “Accredited Warned” status.**
2. The documentation submitted will be reviewed by the Commission at its next meeting. At this time, the Commission may maintain or change the school’s accreditation status.

If the Commission is not satisfied with the documentation, it may require a special follow-up visit by a chairperson/team appointed by the Director of Education with the cooperation of the superintendent. A follow-up report will be reviewed by the Commission at its next session and the school’s accreditation status may be maintained or changed by the Commission.
3. The Commission may request further visits until it is satisfied that all non-compliance standards have been corrected.

ACCREDITED WARNED

1. Within 90 calendar days from the date of the TCCB ED Accreditation Status Report principal will submit the “Response to Recommendations that Require Attention within 90 Days” to show that all areas cited by the Accreditation Commission have been addressed. This documentation will first have been sent to the superintendent for review and approval and then forwarded to TCCB ED **Failure to meet this deadline may result in loss of accreditation.**
2. A team consisting of a qualified accreditation chairperson and commissioner will be named by the Director of Education, with the cooperation of the superintendent, to revisit the school after all non-compliance standards have been reported as corrected or are in line with the plan. The report of this visit will be sent to TCCB ED. TCCB ED will forward a copy to the (arch)diocesan superintendent and to the principal.
3. The Commission will review the Revisit Summary Report along with the documentation previously received at its next meeting. The Commission may maintain or change the school’s accreditation status at that time.
4. The Commission may request further visitations until it is satisfied that all non-compliances have been corrected.

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NOTIFICATION OF NON-COMPLIANCE

POLICY

A school will be cited as “Non-Compliant” when TCCB ED standards, policies and procedures have not been met. An exception may be made when a letter of approval from the superintendent (current to academic year) accompanies the annual report or is sent from the superintendent.

IMPLEMENTATION

1. After receiving the annual report from the superintendent in October, TCCB ED will contact the superintendent regarding any discrepancies in the report.
2. The superintendent must respond within 30 days from TCCB ED contact.
3. If over a 3-year period a pattern of repeated non-compliance occurs, TCCB ED will bring this to the attention of the TCCB AC at a Commission meeting. The Commission will determine the seriousness of the non-compliance and recommend action to be taken.

This could include but is not limited to:

- A. a letter from TCCB AC listing non-compliance and requiring an explanation of how the issue(s) will be addressed;
 - B. an on-site visit;
 - C. a change in the school’s accreditation status.
4. A letter will be sent to the principal with a copy to the superintendent and pastor/authorized agent of the school notifying them of the action taken by TCCB AC.

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AREAS OF NON-COMPLIANCE (Examples)

A Catholic school in the state of Texas maintains accreditation by meeting the standards, policies and procedures set forth by the Texas Catholic Conference of Bishops Education Department (TCCB ED). *The Annual Report for Continued School Accreditation* is one of the instruments used to assess a school's compliance.

Instructional

Class size exceeds limit

Lack of a guidance program

Instructional time minimum requirements are not met

Calendar

Insufficient number of in-service days

Insufficient number of instructional days or instructional minutes

Graduation more than 5 instructional days prior to the last day of classes

Personnel

Professional deficiencies

Time exceeded without superintendent approval

Frequent extensions without superintendent approval

Lack of Personnel

Counselor (secondary schools)

Librarian (secondary schools)

Library Coordinator (elementary/middle schools)

Library Assistant (elementary /middle schools)

Incomplete professional growth hours

Areas of Concern

Long Range/Strategic Plan

No written long-range/strategic plan in place

Long-range strategic plan out dated

Insufficient progress being made to meet goals

Pattern of hiring teachers with academic deficiencies

Pattern of hiring religion teachers with deficiencies

Recommendations/areas needing correction from last visit not addressed

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REDRESS PROCESS
DISAGREEMENT WITH TEAM CONSENSUS REPORT
(Implemented 2001/2002 school year)

PURPOSE

The purpose of the redress process is:

- to allow the school administration the opportunity to register disagreement with perceived inaccuracy of statements recorded in the Visiting Team Consensus Report and to provide additional information that might clarify the school's position;
- to gather additional information from the visiting team chairperson to better understand the visiting team's rationale behind the rating or statement;
- to fairly assess the overall quality and effectiveness of the school's educational programs so that an accreditation status can be assigned that best reflects the level of quality that exists.

PROCESS

1. If, upon receipt of the Visiting Team Consensus Report from TCCB ED, a principal disagrees with the report for cause, the principal is to discuss the nature of the perceived discrepancies with the superintendent. *If both agree there is cause the principal may file a formal letter of disagreement with TCCB ED.*
2. The principal has **five (5) calendar days** from receipt (electronic) of the Visiting Team Consensus Report to file a redress letter. The letter should describe the discrepancies between statements or ratings as they appear in the team report and the lived reality of the school. Evidence to support the school's position may also be provided. The original letter is to be sent to TCCB ED, with a copy to the superintendent.
3. TCCB ED will send a copy of the redress letter, along with the Visiting Team Consensus Report, to the chairperson of the visiting team. Within **5 days** the chairperson will send a response to TCCB ED describing what the team saw and heard during the visit that led to the team's decision.
4. The Visiting Team Consensus Report, the redress letter from the principal and the chairperson's response are then reviewed by a TCCB AC committee. If any further clarification is needed, the committee chair will ask the TCCB Director of Education to gather the necessary information. After considering all the evidence, TCCB AC will assign an accreditation status.
5. TCCB ED will notify the school and the superintendent of the accreditation status.

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REDRESS PROCESS
DISAGREEMENT WITH ACCREDITATION STATUS
(Implemented 2001/2002 school year)

1. If upon notification, the principal disagrees with the accreditation status assigned to the school, he/she is to discuss the status with the superintendent. If the superintendent agrees that there is cause, the principal may file with TCCB ED a formal, written request for redress of the status decision. The principal has **thirty (30) calendar days** from receipt of the formal notification of the accreditation status in which to file a request for redress. A copy of the request for redress is to be sent to the superintendent. The request should include specific reasons why the status is unwarranted and any documentation that would further substantiate the school's position.
2. The TCCB Director of Education then appoints an Ad Hoc Redress Committee, composed of a commissioner and a qualified chairperson, to review the case and all appropriate documents and to make an on-site visit if deemed appropriate. Neither member of this ad hoc committee is to be associated with the (arch)diocese involved and neither should have been a member of the original visiting team. The committee may contact the chairperson of the original team, if deemed necessary, to complete the review. *All expenses incurred by the visiting committee will be paid by the school.*

Submission of "Plan of Corrective Actions" (Accredited Warned Status) would be suspended until the redress process is completed.
3. The Ad Hoc Redress Committee submits its report to TCCB ED. This report becomes an addendum to the original Visiting Team Consensus Report.
4. The original report and addendum are then reviewed by the TCCB AC at its next general session. The committee of the TCCB AC which includes the commissioner who served on the Ad Hoc Redress Committee will review the report with addendum.
5. The TCCB AC assigns an accreditation status, and TCCB ED notifies the school and the (arch)diocesan superintendent.

If information provided by the visiting team, the school, and the Ad Hoc Redress Committee appear to be in conflict to the extent that TCCB AC cannot fairly determine an accreditation status, the status decision can be put on hold until sufficient data can be obtained from the necessary parties. The TCCB Director of Education would be requested to ascertain how to obtain the information needed by TCCB AC.

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REVISIT PROCEDURE
(Accredited Warned Status)

- I. The Texas Catholic Conference of Bishops Education Department (TCCB ED) notifies the superintendent and the principal regarding and “Accredited Warned” school that is due for a revisit.
- II. A team consisting of a qualified accreditation chairperson and commissioner will be named by the Director of Education. The revisit team members cannot have served on the original visiting team.
- III. TCCB ED contacts the superintendent and principal to discuss the chairperson/ commissioner and the visit date.
- IV. TCCB ED sends the following information to the chairperson in preparation for the revisit:
 - a. School Information (school name, address, principal name, et.)
 - b. Visiting Team Consensus Report (from initial visit)
 - c. Accreditation Status Report
 - d. Statistical and Demographic Data
 - e. Revisit Summary (blank)
 - f. Expense Reimbursement Form
- V. The commissioner sends the completed Revisit Summary Report to TCCB ED immediately following the visit (electronically and mails the original to TCCB ED). All documentation provided by TCCB ED and the school, along with team notes, are retained by the commissioner until the conclusion of the next TCCB AC meeting.
- VI. TCCB ED reviews the Revisit Summary Report and sends a copy to the superintendent and principal.
- VII. TCCB ED send the following information to the TCCB AC standing committee designated to review the school.
 - a. Visiting Team Consensus Report (from initial visit)
 - b. Accreditation Status Report
 - c. Statistical and Demographic Data
 - d. Revisit Summary Report (completed)
- VIII. The TCCB AC will make a status determination at its next scheduled meeting. TCCB ED will notify the superintendent and principal of the assigned status and, if warranted, directives indicating future action that must be taken by the school.

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INTERIM VISIT

I. PURPOSE

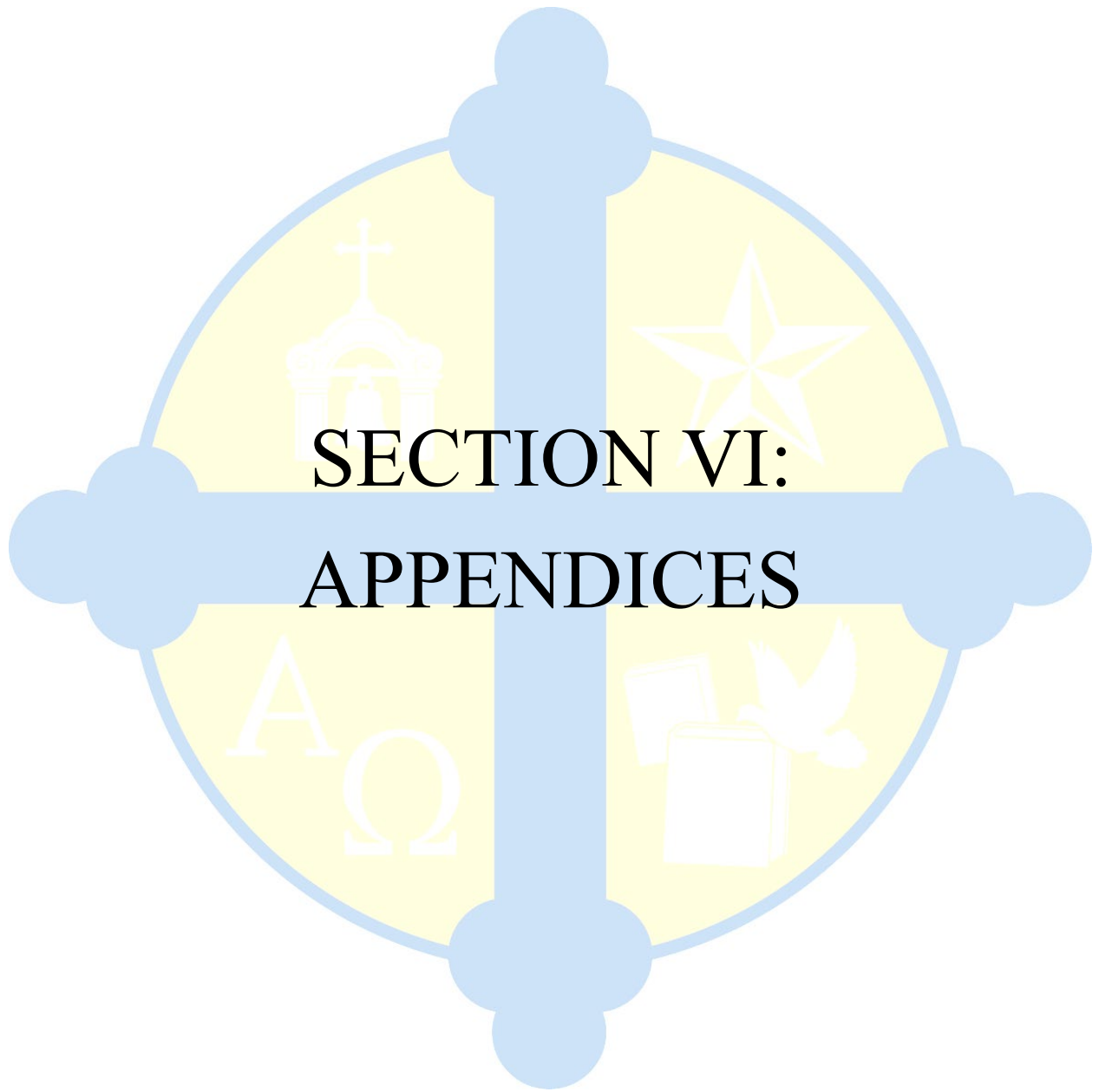
The purpose of the Interim Visit is: 1) to assess a school's progress in implementing and addressing the areas identified during the last accreditation visit and/or by intervening Annual Reports or by the Interim Report of Progress; 2) to review components of the educational program that were not in place or that have undergone significant changes subsequent to the original visit; 3) at the request of the Bishop and or Superintendent.

II. PROCEDURE

- A. The school will complete the Interim Report of Progress and the Statistical and Demographic Data and submit them to TCCB ED **no later than thirty (30) calendar days prior to the visit.**
- B. The length of the visit is to be a minimum of one day and long enough for the team to assess the situation and write its report.
- C. The size of the visiting team is to be proportionate to the scope of the task but must consist of a minimum of two persons (at least one being a qualified chairperson) appointed by the TCCB ED Director.
- D. For the Interim Visit, TCCB ED is to supply the team with the report of the last accreditation visit, the Interim Report, all Annual Reports since the last visit, the Plan of Corrective Actions, Verification of Corrective Actions Final Report, and any other material that it deems pertinent to the purpose of the visit and helpful to the team in accomplishing its task.
- E. Expenses of the visiting team are to be paid by the school.
- F. At the conclusion of the visit, the team will meet with the principal to give a brief report of the areas which were verified as being addressed and those which appear to require further attention.
- G. All documents provided by TCCB ED and/or the school, as well as notes made by the team members, are to be retained by the commissioner until after the status is granted.

III. INTERIM VISIT SUMMARY REPORT

- A. The report is to contain a listing of each of the recommendations/areas needing correction and/or non-compliances which the team noted. The data given, and observations made in the report are to be specific enough to enable the TCCB AC to make an informed decision about the status of the school.
- B. All team members are to sign the report.
- C. The original and one copy of the report are to be forwarded to TCCB ED immediately after the visit.
- D. TCCB ED will forward a copy of the report to the principal and to the superintendent.



**SECTION VI:
APPENDICES**

TEXAS CATHOLIC CONFERENCE OF BISHOPS EDUCATION DEPARTMENT
GUIDE TO QUALITY AND EFFECTIVENESS

APPENDIX A

THE ALTERNATIVE BASIC LIBRARY EDUCATION (ABLE) COURSES

For Elementary and Middle Schools

An individual who lacks experience and/or background as a library assistant/ coordinator/ manager is required to complete the Alternative Basic Library Education -ABLE courses (26.5 contact hours) and must be placed on a TCCB ED Deficiency.

Alternative Basic Library Education Courses can be found at <https://libraries.idaho.gov/continuing-education/able/>

- Certificates and/or quizzes must be printed out and submitted to the school principal.

COMPETENCIES AND COURSE OVERVIEW

Collection Development Sequence

This course supports the following competencies for Collection Development and Management:

- Builds and maintains a collection of resources in many formats based on a determination of community needs.
- Establishes and applies selection and evaluation criteria to build a collection of high-quality and relevant sources.
- Understands and establishes collection development policies and procedures.
- Ensures that the collection is current, useful, and in good condition.

Required Courses: Collection Development Sequence (6 hours)

- Collection Development Basics = 1 contact hr.
 - Basic terms and definitions; how to develop a collection, assessing community needs for development collection, and collection development cycle
- Collection Development Policy = 1.5 contact hrs.
 - Strategic planning for the library: creating/evaluating library policy, selection, ordering process, vendors, supplies, promotion/display, maintenance/weeding of the collection
- Building a Collection = 1.5 contact hrs.
 - An overview on how to keep the selection process balanced for all users of the library; non-print materials also a part of the collection
- Collection Maintenance= 2 contact hrs.
 - Describes how to determine a book's relevance not based only on a date; keeps determination of assessment quantitative

Technical Services Sequence

This course supports the following competencies for Acquisition and Cataloging:

- Manages the processes by which the library materials are ordered, received, and tracked.
- Catalogs all types of library materials according to relevant bibliographic control standards.
- Manages the catalog to ensure that library users have optimal access to the collection.

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Required Courses: Technical Services Sequence (7.5 hrs.)

- Introduction to Technical Services and Catalog Records= 1.5 contact hrs.
 - How to order/receive materials, how to catalog materials, Machine Readable Catalog; entering material into the catalog; labeling materials
- Introduction of Subject Headings= 3 contact hrs.
 - How to use the Library of Congress system of cataloging most universally used; effective subject headings allow the users of the library to know where to look (cross-reference)
- Introduction to Dewey Classification=2 contact hrs.
 - Dewey Decimal system, how to use it
- Introduction of Machine Readable Cataloging (MARC) = 1 contact hr.
 - how to read and use MARC entries; books, non-print items in the library collection

Public Service Sequence

This course supports the following competencies for Public Services:

- Designs and implements library services to engage and meet the needs of the community.
- Assists users with choosing popular and recreation reading, viewing, and listening choices.
- Develops and maintains a collection of reference resources to meet community needs.
- Demonstrates ability to meet information-seeking needs of users.
- Produce a complete reference/information transaction that satisfies the customer's purpose.
- Fulfill requests from the wide range of potential information resources.

Required Courses: Public Service Sequence (8 hours)

- The Reference Interview= 2 contact hrs.
 - The library can only be as effective and useful as the people who use the library and those who manage the library; asking the right questions when someone is seeking information can make a huge difference in the use and perception of the library
- Evaluating Reference Sources= 3 contact hours
 - How to evaluate reference materials to ensure that they are a good fit for your library; this is for print, electronic, etc.
- Basic Reference Sources= 3 contact hours
 - Overview of databases used for reference materials for little or no cost.

Early Childhood Sequence

This course supports the following competencies for Early Childhood:

- Provides developmental support for various print and non-print selections.
- Details the various programs a library can develop and implement the Pre-K-Kindergarten

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- Details how the library can provide outreach to the community of parents of early childhood age children
- Offers resources and materials to ensure children with special needs are included.

Required Courses: Early Childhood Sequence (3 contact hours)

- Introduction
 - This course operates as if there is little to no knowledge about child development; the contact hours is after all sections are complete there is a final exam at the end of section 6 in order to get a certificate
- The Collection
 - Library resources for early childhood are not limited to books (big print, alphabet, board books, counting, concept, etc.) but also fingerplays, more tactile and other games that help develop motor skills; music should also be a part of the collection.
- Programming and Services
 - This details the various programs a library can develop and implement to support the community (early childhood development)The various programs outlined such as art, early childhood reading programs (storytime, Lapsit, music, movement, etc. There are also programs that the library can offer to support parents, guardians, even have local daycare center programs

Young Adult Services

This course supports the following competencies:

- Defines “young adult”, common behaviors, and how/why this age group uses the library.
- Defines the purpose and goals of young adult library services
- Details homework and support services

Required Courses: Young Adult Services (2 contact hours)

- Developmental Information
 - "Young adult" as defined by National Center for Educational Statistics (NCES) and Young Adult Library Services Association (YALSA) to be 12-18. This section delves into "typical" young adult behaviors, how to respond to said behaviors to ensure rules are followed and there is no escalation of negative behaviors or responses to rules. How a librarian responds to young adults when they need help sometimes can determine if they will become regular users of the library.
- The Collection
 - Based on the age and stage of development of this age group, appearance is important--both the space and the materials. This group's interests tend to be a bit more "fluid" and the library needs to make an effort to stay up with the data of what/how materials are being used to ensure the collection remains relevant and useful (weeding using MUSTIE). It is important to have this group understand the process for complaints and reconsideration of a book that has been challenged/removed
- Services and Programs

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- How young adults are treated (even if it's only their perception of how they are treated) can determine if the library becomes a useful resource for them throughout their lives. Knowing how to engage this particular group has challenges but can be very fruitful.

If you access the courses and they didn't work, try one or more of these tips:

- Enable flash to run
- Turn off the pop-up blocker
- Try a different browser
- Clear the cache on your web browser

Adapted from Idaho Commission for Libraries -ABLE has been providing library basics for library staff worldwide since 1998. Over 5,000 ABLE Course Completion Certificates have been printed and distributed to individuals in 32 countries.

Adopted 5/2022

THE ALTERNATIVE BASIC LIBRARY EDUCATION (ABLE) COURSES

For Secondary Schools

An individual who lacks experience and/or background as a library assistant/ coordinator/ manager is required to complete the Alternative Basic Library Education -ABLE courses (23.5 contact hours) and must be placed on a TCCB ED Deficiency.

Alternative Basic Library Education Courses can be found at <https://libraries.idaho.gov/continuing-education/able/>

- Certificates and/or quizzes must be printed out and submitted to the school principal.

COMPETENCIES AND COURSE OVERVIEW

Collection Development Sequence

This course supports the following competencies for Collection Development and Management:

- Builds and maintains a collection of resources in many formats based on a determination of community needs.
- Establishes and applies selection and evaluation criteria to build a collection of high-quality and relevant sources.
- Understands and establishes collection development policies and procedures.
- Ensures that the collection is current, useful, and in good condition.

Required Courses: **Collection Development Sequence (6 hours)**

- Collection Development Basics = 1 contact hr.
 - Basic terms and definitions; how to develop a collection, assessing community needs for development collection, and collection development cycle

Adopted

2023-2024

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- Collection Development Policy = 1.5 contact hrs.
 - Strategic planning for the library: creating/evaluating library policy, selection, ordering process, vendors, supplies, promotion/display, maintenance/weeding of the collection
- Building a Collection = 1.5 contact hrs.
 - An overview on how to keep the selection process balanced for all users of the library; non-print materials also a part of the collection
- Collection Maintenance= 2 contact hrs.
 - Describes how to determine a book's relevance not based only on a date; keeps determination of assessment quantitative

Technical Services Sequence

This course supports the following competencies for Acquisition and Cataloging:

- Manages the processes by which the library materials are ordered, received, and tracked.
- Catalogs all types of library materials according to relevant bibliographic control standards.
- Manages the catalog to ensure that library users have optimal access to the collection.

Required Courses: **Technical Services Sequence (7.5 hrs.)**

- Introduction to Technical Services and Catalog Records= 1.5 contact hrs.
 - How to order/receive materials, how to catalog materials, Machine Readable Catalog; entering material into the catalog; labeling materials
- Introduction of Subject Headings= 3 contact hrs.
 - How to use the Library of Congress system of cataloging most universally used; effective subject headings allow the users of the library to know where to look (cross-reference)
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- Develops and maintains a collection of reference resources to meet community needs.
- Demonstrates ability to meet information-seeking needs of users.
- Produce a complete reference/information transaction that satisfies the customer's purpose.
- Fulfill requests from the wide range of potential information resources.

Required Courses: **Public Service Sequence (8 hours)**

- The Reference Interview= 2 contact hrs.
 - The library can only be as effective and useful as the people who use the library and those who manage the library; asking the right questions when someone is seeking information can make a huge difference in the use and perception of the library
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Young Adult Services

This course supports the following competencies:

- Defines "young adult", common behaviors, and how/why this age group uses the library.
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Required Courses: **Young Adult Services (2 contact hours)**

- Developmental Information
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- The Collection
 - Based on the age and stage of development of this age group, appearance is important--both the space and the materials. This group's interests tend

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to be a bit more "fluid" and the library needs to make an effort to stay up with the data of what/how materials are being used to ensure the collection remains relevant and useful (weeding using MUSTIE). It is important to have this group understand the process for complaints and reconsideration of a book that has been challenged/removed

- Services and Programs
 - How young adults are treated (even if it's only their perception of how they are treated) can determine if the library becomes a useful resource for them throughout their lives. Knowing how to engage this particular group has challenges but can be very fruitful.

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Adopted 5/2022

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APPENDIX: B

**BEFORE/AFTER SCHOOL PROGRAM STANDARDS
FOR
CATHOLIC SCHOOLS IN THE STATE OF TEXAS**

Many families served by our schools need an affordable education program before and after school hours. The number of single parent/guardian families is increasing. Economic conditions in some families necessitates that both parents/guardians be employed. Working parents/guardians face the problem of finding a before and after school program with a Christian environment. We believe it is necessary to provide this service to families enrolled in our schools.

The Bishops' Pastoral Letter on Catholic Social Teaching and the U.S. Economy says, "For those children whose parents/guardians do work outside the home, there is a serious shortage of affordable after school care. Employers, governments, and private agencies need to improve both the availability and quality of child care services." (208). The need for quality before and after school programs exists in all communities.

Catholic schools can address the community problem by expanding their staffing and scheduling to serve families outside regular school hours. The Before/After School Program can benefit families, the schools themselves, and the educational growth and development of students.

STANDARDS

Students enrolled in an accredited Catholic school are the only students eligible for enrollment in a Before/After School Program. If a child is still at the school after the end of day pick up period, rather than leave them unattended, the child will be escorted to the After School Program until their parent/guardian arrives.

The school principal is in charge of the entire school, including the Before/After School Program. The principal may appoint a director for the program. The program director must meet TCCB ED requirements as a teacher or have a child-care administrator's certificate from a community college with at least 15 college credit hours in child development. Instructional Assistants and volunteers may assist in the program as needed. The ratio of adult staff to students is one staff member for every twenty-five students or fraction thereof, with a minimum of two adult staff members present on-site whenever the program is in session. The on-site director may be considered as one of the adult staff present.

The personnel employed in the Before/After School Program are considered employees of the school and must be in compliance with the following: have a job description, an annual evaluation, adhere to the *Protecting God's Children* guidelines specific to the (arch)diocese in which they are employed, and submit to a criminal background check. Documentation of the above mentioned compliances should be on file in the school. Compensation for employees will be paid according to a developed salary scale or plan.

Volunteers utilized in the program either regularly or on an as needed basis, must follow the same *Protecting God's Children* guidelines and criminal background check compliances mandated for other staff.

The school administrator will implement policies and procedures and provide oversight of the Before/After School Program.

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The curriculum of the Before/After School Program must include a variety of experiences and be approved and monitored by the principal. The schedule may include, but is not limited to:

- Time for outdoor recreation,
- Opportunities for organized games,
- Rest,
- Nutrition,
- Homework time, and
- Tutorial assistance

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APPENDIX C:

Early Childhood Guidelines

While the broadest understanding of an Early Childhood program encompasses children from birth through age 8, these guidelines are intended for use with 3,4,and 5 year old. When the school includes 3 and/or 4 year olds, the program for the 5 year olds will be determined by the local school's positioning of those children with either the Early Childhood or the Elementary program. **Generally, the school that begin with kindergarten would consider 5K as being part of the regular Elementary program and therefore would not follow these guidelines.**

These guidelines are offered as a benchmark of the best practices when developing or maintaining a quality program that provides adequately for the unique educational needs of the young child. They take into consideration the emotional, physical, social, spiritual, and cognitive development of the 3, 4, and 5 year old child.

I. VALUE OF EARLY CHILDHOOD EDUCATION

Early Childhood Education is an integral part of Catholic Education and as such provides foundational support to the spiritual and educational development of the Christian person. It provides a nurturing environment which fosters peacemaking and an awareness of the presence of God. Through this awareness, Early Childhood education promotes a love of God, self, and others and a growth in faith, love, worship, and wisdom. Early Childhood education guides growth and development through age appropriate curricula, materials, and methodology.

- A. The value of Early Childhood education is reflected in the integration of Catholic faith and Christian virtues with developmental learning.
- B. The value of Early Childhood education is consistent with the educational ministry of the church.
- C. The importance of the Early Childhood program is exemplified through the environment provided.
- D. The Early Childhood program clearly models its value through age-appropriate curricula that is based on reliable research.
- E. The Early Childhood program, through use of appropriate materials and methodology, consistently reflects its value in the growth of faith, love, and wisdom.
- F. The Early Childhood program recognizes each child's uniqueness in relation to needs and ways of learning.

II. CATHOLICITY OF THE EARLY CHILDHOOD PROGRAM

The Early Childhood program in a Catholic school offers a faith-filled, guided discovery of God's presence in daily life. It focuses on the formation of the whole child through faith and knowledge, centered on the teachings of the Catholic Church.

- A. The Early Childhood program proclaims its Catholic identity by providing an environment in which individual spiritual, moral, intellectual, social, cultural, and physical development is enhanced through the Gospel message of love and service.
- B. The Early Childhood program focuses on Religious formation through the introduction and practice of Christian virtues, prayer and sharing.
- C. Discipline in Early Childhood is based on Christian values of self-control, obedience, and love. Discipline is directed toward the behavior, protects self-esteem, and re-establishes the worth of self as a child of God.

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- D. The Early Childhood program is committed to families, and as such is family-centered. It seeks to support parents as primary educators and focuses on family relationships, celebrations, and traditions.
- E. Catholic culture, interwoven throughout the Early Childhood program, is evidenced by celebrations of notable feast days practiced traditions and familiar symbols.
- F. The Early Childhood program respects and meets multi-cultural needs and differences through appropriate experiential activities.

III. STRUCTURE OF THE EARLY CHILDHOOD PROGRAM

The structure of the Early Childhood program reflects age-appropriate, developmentally sound criteria.

- A. Many factors contribute to the design of an Early Childhood program which meets the needs of children and families in the local community. Developmental appropriateness remains constant.
- B. Early Childhood programs adhere to sound educational practices based on reliable research.
- C. Each child will be allowed to progress developmentally at a pace determined by the child's individual needs.
- D. The total number of children included in an activity is limited to enable individualized age-appropriate learning.
- E. Before/After School programs may operate before and/or after formal school hours for a period of time adequate to meet the needs of the school population served.

IV. PERSONNEL

All persons designated as Early Childhood Personnel need to have knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children's learning and development during these years. [NAEYC-Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 2009]

- A. All professional personnel in early Childhood must have a formal preparation in the education of the young child.
- B. Participation in the Religion Teacher Qualification Plan is required of professional personnel who are responsible for formal religious instruction. It is strongly recommended for all other personnel.
- C. To foster the growth of Early Childhood personnel, opportunities should be provided for participation in a mentoring program.
- D. Orientation and on-going training for paraprofessionals are essential for effective performance. This may include, but is not limited to, workshops, local in-services, formal course work, and professional reading.
- E. On-going enrichment in contemporary Early Childhood theories and methodologies is essential for the continued growth of the Early Childhood educator.

V. CURRICULUM THAT FOSTERS GROWTH AND DEVELOPMENT

Curriculum goals address learning in all developmental areas (physical, social, emotional, language, aesthetic, cognitive and spiritual) and embrace the educational mission of the Catholic Church.

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- A. The curriculum content from the various disciplines is integrated through many learning experiences so that children develop an understanding of concepts and make connections across disciplines.
- B. The curriculum plan is designed to help children explore and acquire key concepts and tools of inquiry into the various disciplines in ways comprehensible and accessible for their age.
- C. Teachers plan and implement a logical sequential curriculum to help children achieve developmental and learning goals.
- D. Teachers plan curriculum strategies that are responsive to the specific context of children's experiences.
- E. Teachers use a variety of approaches and provide daily opportunities to develop children's skills through meaningful experiences.
- F. Instruction in and use of technology is integrated throughout the Early Childhood program.

VI. ASSESSMENT

The assessment of the developmental progression in the learning disciplines of Early Childhood must be varied, observed, documented, and flexible.

- A. Assessment is age appropriate in its content and its method of administration (e.g. utilizing manipulatives, oral directives, play, paper and pencil, one-on-one, small group, self-portrait, anecdotal narratives, or other elements of the portfolio, etc.).
- B. Assessment occurs frequently in order to be a valid indicator of the child's rapidly changing level of learning.
- C. Formal assessment and observations are methods used to determine student growth or progress.
- D. Analysis of assessments can be used to evaluate the effectiveness of the school's programs, to plan curriculum, to identify students with special needs, and to communicate with parents/guardians.
- E. Assessment of student progress includes input from both teacher and parent/guardian.
- F. Student progress and achievement is effectively communicated to/with parents/guardians and administrators on a regular basis.

VII. FACILITIES

The physical environment is warm and inviting for optimum learning experiences. It is designed to meet local, state, and federal codes for the safety, protection, and functionality of the young child and all who use the facility.

- A. The facility allows for the integration of Catholic identity into the physical space.
- B. The classroom space is arranged in such a way as to allow for various activities (e.g., religious activities, centers, physical activity, naps, and large/small group experiences).
- C. The Early childhood facility offers a safe, comfortable, and attractive environment.
- D. Student work is displayed at the child's eye level and learning materials are located within the child's reach.
- E. Facilities and fixtures are appropriate to the size of the child.
- F. Admittance to the area which houses the Early Childhood program is carefully supervised.

VIII. STUDENT/FAMILY SERVICES

The school reflects the importance of the family as the heart of the Catholic community. Understanding the child as part of a family unit is an integral part of the learning environment.

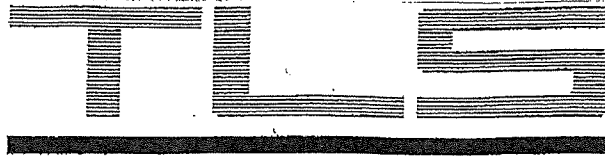
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Nurturing the child within the context of family relationships develops the spiritual, physical, and emotional health of the young child.

- A. Health services (e.g., vision and hearing screenings) are offered in compliance with state and federal regulations.
- B. School health records are maintained and updated regularly.
- C. A Before/After School program may be provided for those families needing this service.
- D. Services and resources are available to nurture the family in its role as the primary educator of the young child.

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APPENDIX C: TLS Opinion-Attorney General
Regarding Private Schools and Immunizations



OPINIONS - ATTORNEY GENERAL

04/10/06

No. 3687

GA-420
RQ-403-GA

Issued: 4/6/06
Requested: 10/11/06

A private school that does not accept state tax funds is not required to accept for enrollment a child who has received an exemption from the immunizations required by the Texas Health and Safety Code.

GA-421
RQ-408-GA

Issued: 4/6/06
Requested: 10/25/06

A city council member whose current term of office, which began in May 2005, is uncompensated in accordance with ordinance is eligible for election to the Texas Legislature under article III, section 19 of the Texas Constitution.

-- END --

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APPENDIX E:

Library Standards

PHILOSOPHY

The library media program is central to the school's total educational mission. It is fully integrated into the curriculum, serving the school's educational goals and objectives. The principal supports and works with the library staff, teachers, and students to facilitate a program that strengthens and extends the educational process of the school.

The purpose of a school library is to provide instructional resources and services to the students, staff and administration at the point of need. The library media program provides access to a wide variety of current instructional resources, both print and non-print. The goal of the program is to ensure that students attain knowledge and skills, as well as increase their understanding of the Catholic faith, becoming lifelong learners, critical thinkers, and informed, ethical citizens. Schools offer a designated area for the library to provide adequate and appropriate space for all resources and activities of the program. The library media center is accessible, comfortable, and aesthetically inviting.

I. Accessibility

- A. Available to school community throughout the instructional day
 - 1. All students and faculty have access to the library during school hours
 - 2. Flexible scheduling allows for optimal access to the library
- B. Available before and after school

II. Staffing Requirements

- A. Elementary and middle school libraries are under the direction and supervision of the Principal.
- B. Secondary libraries must be under the supervision of a qualified librarian.
- C. Serious consideration must be given for providing at least part time clerical staff for schools whose enrollment exceeds three hundred fifty (350) and/or with multiple grade tiers (early childhood, elementary, middle, and high school, etc.)
- D. Staffing of the library will be influenced by:
 - 1. Student enrollment (e.g., ages/grades, total population, etc.)
 - 2. Grade levels offered (e.g., multiple grade levels, such as middle school and high school, etc.)
 - 3. Special programs (e.g., gifted/talented, remedial, college preparatory, etc.)
 - 4. Use of technology in the library
 - 5. Schedule of the librarian/coordinator (time spent in collaboration with classroom teachers, library lessons, makerspace, etc.)
- E. Documented efforts must be made to hire qualified personnel. In the event suitable staffing is temporarily unavailable, the school must seek guidance from outside resources (e.g. Education Service Centers, public libraries, Texas State Library, (arch)diocesan personnel, etc.) to provide a strong library program.
- F. The librarian/library coordinator is entitled to the same salary, fringe benefits, and working conditions as any other staff member with comparable qualifications and responsibilities.
- G. The librarian/library coordinator must have adequate unscheduled time to allow for library maintenance, such as collection development and materials review.
- H. The librarian/library coordinator is a member of the school's curriculum development committee and technology committee.
- I. The librarian/library coordinator is required participate in professional growth to strengthen competence as required by all faculty and staff.

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- J. Collaboration through library networks, such as diocesan library meetings is encouraged.
 - 1. Documentation of attending diocesan librarian meetings is acceptable to count towards professional development hours, the number of acceptable hours must be determined by the school principal and/or the superintendent.
- K. Librarian/Library Coordinator is a member of at least one library professional organization.

III. Facilities

A. Library facilities are:

- 1. User Friendly
- 2. Arranged for optimum accessibility
- 3. Proportionately sized to student population
- 4. Able to accommodate a work area for the library staff
- 5. Set up as an age appropriate environment with age appropriate furnishings
- 6. Equipped with adequate electrical wiring and data ports
- 7. Equipped with a computer for librarian/library coordinator for library maintenance as well as a computer for the circulation desk
- 8. Sufficient storage space
- 9. Adaptable to meet multiple purposes for libraries (maker space, genius hour, author visits, etc.), and
- 10. Equipped with technology for students and instructional use.

IV. Program

The library program includes, but is not limited to, the following components:

A. Library policies and procedures manual (updated regularly) includes:

- 1. Mission, goals, and objectives,
- 2. Philosophy, including reason for type of schedule (set, flexible, mixed),
- 3. Acquisition, processing, and cataloging of material collection development and selection,
- 4. Budget and funding,
- 5. Gifts,
- 6. Recommendations,
- 7. Circulation,
- 8. Collection maintenance,
- 9. Inventory, evaluation, and weeding,
- 10. Challenge material,
- 11. Copyright information/fair use guidelines,
- 12. Confidentiality,
- 13. Acceptable/technology use,
- 14. Accessibility,
- 15. Facility use,
- 16. Student conduct,
- 17. Library staff roles, duties, and responsibilities,
- 18. Collaboration with staff, and
- 19. Short and long term goals.

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- B. Information Literary Instruction
 - 1. Library and resource skills,
 - 2. Inquiry learning/research process,
 - 3. Digital citizenship, and
 - 4. Literacy
- C. Reading and motivational activities
- D. Curriculum collaboration and support
 - 1. Opportunities for makerspace, Genius Hour, coding, STEM/STEAM, robotics, etc.
- E. Public relations and library advocacy

V. Minimum Library Collection (effective 2014-2015)

Collection includes titles and resources of a Catholic nature(author, publisher, subject, etc.), including reference resources

A minimum library collection consists of:

- A. Elementary - 9000 physical items or 20 physical items per student, whichever is less
- B. Middle School - 9000 physical items or 16 physical items per student, whichever is less
- C. High School - 9000 physical items or 12 physical items per student, whichever is less in paper or electronic form, catalogues and stored in the library. This includes books, audiovisuals, software, and multimedia.
- D. Ongoing maintenance, including a recognized weeding process (i.e. CREW Method) is used
- E. Average age of the collection is 11 years or less and follows industry standards for topics (e.g. science and technology updated every 5 years)
- F. General encyclopedias must have current information. Electronic encyclopedias are encouraged.
- G. Multiple copies of titles or unique items are not to be used to meet minimum standards.
- H. General encyclopedias shall not be included in the 9,000 physical item count.
- I. The collection includes print and/or electronic titles and resources of a Catholic nature (author, publisher, subject, etc.), including reference resources.
- J. Items are diverse, have a wide range of subjects, multiple levels of difficulty, and are in a variety of formats.
- K. The collection reflects the unique needs of the specific school population and supports the curriculum.
- L. At least 3 subscriptions to electronic databases at middle school and high school level are available and encouraged at the elementary level.
- M. At least 3 subscriptions to print or electronic periodicals for elementary, middle, and high schools.
 - 1. It is sufficient if any level school subscribes to a database that offers multiple current periodicals (magazines and/or newspaper).
- J. Input from students and staff is encouraged to build the library collection to meet instructional and leisure needs.
- K. Collection complies with copyright issues for print, video, and digital access.
- L. Remote access to library resources is encouraged

VI. Funding

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- A. Budget preparation is a collaborative effort involving administration, library staff, faculty, and the school's governing body.
- B. Monies allocated to the library program must be sufficient to ensure every student an optimum quality education.
- C. Funding should include a budget line item.
 - 1. Enough funding from the school budget must sustain yearly functioning of the library program (databases, catalog systems, periodicals, cost of new books, technology used in the library, author visits, professional development, etc.).
 - a. Cost of new book: amount allocated from the school budget is no less than the number of student times the average current cost of a book (average cost can be found in *School Library Journal*)
 - 2. May be supplemented by other sources (e.g., book fairs fundraising, federal funds, donations, etc.)
 - a. Any services or materials provided through federal funding must be equally matched or exceeded by local funding.)
 - b. Supplemental funding is not to be used as the sole source of funding for a library, but additional to enhance the program's basic needs funded by the school budget line item.
- D. Several factors need to be considered in budget planning:
 - 1. TCCB ED library standards
 - 2. Yearly changes in number of users
 - 3. Replacement of aged, worn, out of date, or missing material
 - 4. Resources required for special populations
 - 5. Increase costs of materials, equipment, and supplies
 - 6. Changes due to technological advancements
 - 7. Special programs (makerspace, author visit, reading incentives, etc.)

Works Cited for TCCB ED Library Standards

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Pre-Employment Affidavit for Applicant (Notarization)

The following affidavit is offered to satisfy the requirement of Texas Education Code section 21.009 for a pre-employment affidavit. For purposes of this affidavit:

Adjudication and conviction refer to a conviction, plea of guilty or no contest (nolo contendere), probation, suspension, or deferred adjudication.

Charge refers to a formal criminal charge as documented by a primary charging instrument (a complaint, information, or indictment) under the Texas Code of Criminal Procedure.

Inappropriate relationship refers to the crime of improper relationship between educator and student in Texas Penal Code section 21.12, and any other inappropriate relationship as determined by the State Board for Educator Certification.

I declare the following:

- I have never been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor.
- I have been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor. The charge, adjudication, or conviction was determined to be **false**. The following are all of the relevant facts pertaining to the charge, adjudication, or conviction: _____.
- I have been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor. The charge, adjudication, or conviction was determined to be **true**. The following are all of the relevant facts pertaining to the charge, adjudication, or conviction: _____.

I declare under penalty of perjury that the foregoing is true and correct.

(Signature of Declarant)

(Date)

Name (First, Middle, Last)

Address (Street, City, State, Zip Code)

State of Texas
County of _____

Sworn to and subscribed before me on the _____ day of _____, _____, by
(Month) (Year)

(Name of Signing Party)

(Personalized Seal)

Notary Public's Signature

Pre-Employment Affidavit for Applicant (No Notarization)

For purposes of this affidavit:

Adjudication and conviction refer to a conviction, plea of guilty or no contest (*nolo contendere*), probation, suspension, or deferred adjudication.

Charge refers to a formal criminal charge as documented by a primary charging instrument (a complaint, information, or indictment) under the Texas Code of Criminal Procedure.

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- I have been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor. The charge, adjudication, or conviction was determined to be **true**. The following are all of the relevant facts pertaining to the charge, adjudication, or conviction: _____.

Declaration of Applicant

The following affidavit is offered to satisfy the requirement of Texas Education Code section 21.009 for a pre-employment affidavit, in accordance with Texas Civil Practices and Remedies Code section 132.001.

I declare under penalty of perjury that the foregoing is true and correct.

Name (First, Middle, Last) _____
Date of Birth

Address (Street, City, State, Zip Code) _____
County

Executed in _____ County, State of _____, on the _____ day of _____, _____.
County State Date Month Year

(Signature of Declarant)

*I understand that the date of birth I am providing will not be used to determine eligibility for employment but will be used solely for the purpose of this unsworn declaration.**

APPENDIX E:

Records Management Manual for Catholic Schools

(2014)

Acknowledgements

Many dioceses around the country have adopted records management manuals similar to this one. The structure of this document is drawn from that of the Archdiocese of Seattle and we were fortunate to have the permission of the Archdiocese of Baltimore to adapt their manual, "Record Retention for Parishes and Schools," for our use. We also drew upon retention schedules from the Texas State Library and Archives Commission (TSLAC) and the Texas Private School Accreditation Commission (TEPSAC).

Introduction¹

The dioceses of Texas operate many elementary and secondary level schools. The purpose of this records management manual is to assist school administrators in improving efficiency in managing school records, to ensure that records of permanent value are preserved, and that records that are no longer needed are disposed of appropriately. School administrators need to be aware of their responsibility to document the history of the Catholic schools in their dioceses and to preserve the rights and privileges of students and employees.

Most of the records generated by schools in the course of business do not need to be retained permanently. Only three to five percent of records created have permanent archival value. The challenge for administrators is to:

- 1) Distinguish records of permanent archival value from those which are non-permanent
- 2) Establish an orderly and regular means of disposing of non-permanent records
- 3) Provide for the preservation of archival records

The establishment of a basic records management program for schools can help administrators to better serve their populations; conform to canonical, state and federal requirements; and better utilize their human, physical and fiscal resources. It is hoped that this manual will help school administrators in establishing a basic records management program.

Note: It should be understood that this manual is intended only as a guideline and does not supersede any particular requirements outlined by the local Diocesan Bishop or Chancellor.

¹ Introduction adapted with permission from "Record Retention for Parishes and Schools," Archdiocese of Baltimore, February 2013.

Establishing a Records Management/Archives Program

The purpose of establishing a records management program is to assist in the management of records throughout the records' life cycle from creation to disposition. Efficient management saves time and money and ensures that the rights and privileges of all parties are protected and preserved. One person should be assigned responsibility for overseeing the process, such as the school principal or his or her designate.

The process involves the creation of a records retention schedule and proper maintenance of the records over time. This is an ongoing process which should be reviewed periodically and includes the following steps:

1. Survey of records
2. Records appraisal
3. Establishing a retention schedule
4. Implementing the program

Step 1: Record Survey

All records created, received and maintained by schools should be identified in the record survey/inventory. Information concerning each record series, such as contents, date ranges, volume and location should be included. This information will be needed in order to appraise the records and assign retention periods.

Step 2: Appraisal

The purpose of the appraisal is to determine the value of a record in order to know how long and where to keep it. Each record series should be appraised using the following criteria:

Administrative value: Records that document the establishment of policy and operations have administrative value. Policy records are generally retained permanently. Operations records are usually considered short-term.

Legal value: Records having legal value generally document legal or property rights of individuals or of the entity that created or maintained the records (Examples include: Articles of Incorporation, deeds, copyrights). Such records may have permanent value. If needed, consult an attorney.

Fiscal value: Records having fiscal value usually relate to fiscal transactions and often have a short-term retention (checks). Records documenting fiscal policy may have permanent value (ledgers)

Historical value: Records having historical (or research) value are retained permanently because they provide documentation on the origins, organization, development, functions, policy, activities, and events of the originating entity, and/or provide information on associated persons, subjects, and events.

Intrinsic value: Records having intrinsic value should be retained permanently because of their aesthetic or artistic qualities, age, unique or curious features, value for use in exhibits, or association with significant events, people, places, things or events.

All of the above factors need to be considered in the appraisal of records in addition to other factors such as canonical requirements or reference frequency. Many records will have more than one value. If records have multiple values, the retention period for the longest value should be applied.

Records assigned a permanent retention value are archival because those records are of continuing value to the school for administrative, legal, fiscal, historical or intrinsic reasons. Archival records merit long-term (permanent) storage. Identifying the value of record groups and series and assigning retention values are two of the most challenging aspects of a records management program.

Step 3: Preparing a Records Retention Schedule

After all of the records identified in the inventory have been appraised, a retention period is established and assigned to each record series. This information is then outlined in the records retention schedule. Administrators may refer to the retention schedule in this manual to help them in formulating retention requirements and preparing their own record retention schedule.

Step 4: Implementing the Records Management Program

Records should be arranged according to the records retention schedule and organized in a records storage area. Records with short-term retention should be destroyed as indicated in the records retention schedule. A duplicate copy of the school records retention schedule should be sent to the Diocesan Chancellor or Archivist for permanent retention (Canon 491). A copy should also be sent to the Director of Education at the Texas Catholic Conference.

Every time records are destroyed, administrators should prepare a document describing which records were destroyed, their retention period, and the date of destruction. A copy of the records destruction document should be retained permanently.

Archival records should be maintained properly. See section on records storage.

It is ideal to establish a time once a year to review the retention schedule and destroy records whose retention period has expired. Records management programs are only beneficial when they are followed regularly and records are properly maintained. "Resorting to 'records management' whenever a space crunch results from retention of unnecessary records does not make a 'program.' Proper records management is an ongoing process and is the business of both administrators and staff."²

²"Record Retention for Parishes & Schools," Archdiocese of Baltimore, February 2013.

Records Storage for Non-Electronic Records

Storage of Inactive Short-Term Records

Records storage areas should be clean, well-lit and ventilated. They should be free from pests, excessive heat/cold and moisture. Out buildings, including garages, do not adequately protect documents which are more likely to become brittle, attract silverfish, roaches and other pests or become mildewed. Records should be periodically inspected for contamination, especially before moving them from one area to another location. Environmental conditions for storing inactive short-term records should approximate those for human comfort. Records storage areas should also be equipped with a fire extinguisher and have secure locks to prevent unauthorized access to records.

Inactive short-term records may be stored in standard size corrugated boxes (e.g. Stor-all, Bankers Box, etc.). Compared to new or used file cabinets, storage boxes are very inexpensive. Ideally, these boxes should be stored on metal shelving with baked enamel finish, rather than on wood or other material. The contents of the box, along with the retention period and date of disposal, should be noted on the outside.

Storage of Archival Records

Storage requirements for archival records are similar to those for short-term records. However, archival records have special environmental needs. Ideally, the temperature in records storage areas should be 68 degrees F (+ or – 5 degrees) with a relative humidity of 45% (+ or – 5%). These levels should be maintained with as little fluctuation as possible. If archival and short-term records are stored in the same area, they should be physically separated in order to reduce the likelihood of accidental destruction of archival records. If they are stored in the same storage area, administrators should ensure that environmental conditions are maintained at archival levels.

Archival records require special handling and storage to ensure preservation. Below is a partial list of suggested guidelines:

1. Archival records should be re-housed in acid-free folders and boxes.
2. Records should not be stored near overhead water or steam pipes.
3. Basements are not ideal storage areas for records due to potential for high humidity and the risk of flooding.
4. Records should not be stored on the floor in case of flooding. Records should be stored at least four inches above the floor and six inches away from walls.
5. Ideally, records should be stored on metal shelving with a baked enamel finish.
6. Metal paper clips, binder clips and staples will rust over time and should be removed. Vinyl coated or plastic paper clips may be used in their place.
7. Records stored in binders and plastic covers should be transferred to folders. This will prevent the metal and plastic from damaging the items as they begin to deteriorate. It is best to avoid using binders altogether.

8. Do not use self-adhesive tape or rubber bands on archival records. Tape discolors and damages documents over time while rubber bands disintegrate and adhere to documents.
9. Never laminate archival records. The lamination process is destructive and irreversible.
10. When placing documents in a folder or box, avoid creasing, folding or flexing the items.
11. Highly acidic materials, such as newsprint, should not be stored immediately adjacent to archival records.
12. All loose papers should be placed in boxes.
13. Large bound volumes should be stored horizontally rather than vertically.
14. Photographic prints, slides and negatives should be removed from non-archival quality albums or boxes and stored in acid-free, non-buffered folders, sleeves or envelopes. Photo albums with poly-vinyl -chloride sleeves or pages or sticky or glued pages are not recommended. Photos larger than 8"by10" should be stored flat.
15. Ideally, maps, architectural drawings and oversize documents should be stored flat in metal flat files with a baked enamel finish. This is not always practical due to space constraints and the fact that previously rolled documents often require special treatment, such as humidification, to flatten. In lieu of flat files, special acid-free telescoping boxes may be purchased for rolled items.
16. All boxes containing archival records should be labeled.
17. Food, drinks, smoking, and ink pens should be prohibited in archival processing and storage areas. Only pencil should be used when handling archival records.
18. Protect archival records from direct sunlight and excessive artificial light.

Several companies provide the special supplies needed for proper storage of archival material. Selected suppliers include:

Paige Company: www.paigecompany.com

Hollinger Metal Edge: www.hollingermetaledge.com

Conservation Resources International, LLC: www.conservationresources.com

Gaylord: www.gaylord.com

Southwest Solutions Group: www.southwestsolutions.com

The Records Retention Schedule

The purpose of the retention schedule is to assist administrators by identifying and describing some of the generic types of records created by Catholic elementary and secondary schools and by providing suggested retention periods. In general, this schedule sets minimum retention periods for records series commonly found in Texas Catholic Schools. Diocesan or school administrators may decide to keep some records series for longer retention periods.

Records in a retention schedule are usually arranged by function, type or office/department of origin. The schedule is organized by function, since a functional records retention schedule allows for greater flexibility in the event of organizational change. The retention period applies only to an official record, as distinct from convenience or working copies created for informational purposes. Where several copies are maintained, each school should decide which copy shall be the official record and in which of its departments it should be maintained. Informational copies can be destroyed or deleted when they are no longer needed for business or an action has been taken. Local policies and procedures should be established to ensure the systematic disposal of convenience copies, so that they are not retained beyond the official retention period of the record copy.

This schedule defines records as documents in any format that are made or received in the course of school business and saved for future reference, action, or evidence. Aside from more familiar paper-based documents, records include word processing files, databases, spreadsheets, instant messages and chats, websites, digital images, video files, and sound recordings.

Electronic records storage sources are also subject to retention guidelines and include:

- Desktop, laptop, and tablet computers
- Servers
- Cell/smart phones
- Instant messaging
- Loose media (CDs, flash or zip drives, etc.)
- Voicemail recorders
- Printers
- Data backups

Email Retention

Email messages are records which may contain evidence of school actions, decisions, approvals, or transactions. Email does NOT have a blanket retention period. Like all records, email is scheduled according to the business function to which it relates and not by its format. Many of the record series listed in this schedule are likely to contain email. The content of the email determines whether and for how long a particular email message should be retained.

Legal or Litigation Hold

A record whose retention expires during any litigation, claim, negotiation, audit or other action involving the record may not be destroyed until completion of the action or resolution of all issues that arise from it. There are serious legal consequences for individuals who destroy or alter records under a Litigation Hold or know of a pending issue and do not halt destruction.

Sample Records Retention Schedule

Abbreviations:

CFR: Code of Federal Regulations

TSLAC: Texas State Library and Archives Commission

If two or more retention periods apply to the same record, the longest retention period should be used.

Disposition: Actions to be taken when records are no longer legally or administratively required to be maintained. The dispositions in the records retention schedule for Texas Catholic schools are:

SHRED: Records containing sensitive information such as names and addresses, health information, and financial or payment information (such as checks or credit cards). Please dispose of records designated as SHRED in a secured shredding receptacle.

DELETE: Records stored in electronic format that should be deleted from drives, desktops, or databases once they reach the end of their retention period.

RECYCLE: Records that do not contain sensitive information and can be discarded in a paper recycling bin once they reach the end of their retention period.

SCHOOL/DIOCESAN ARCHIVES: Records having ongoing legal, fiscal, evidential or historical value and should be transferred to or retained in the School/Diocesan Archives.

100 ACADEMIC ADMINISTRATION

105 Course Planning & Development

Series No.	Series Title/Description	Retention	Disposition
105.05	Academic Annual Calendars	Permanent	School/Diocesan Archives
105.10	Academic Lesson Plans	As long as administratively valuable [TSLAC]	Recycle
105.15	Course Additions, Deletions & Changes	Academic yr + 3 yrs	Recycle
105.20	Course Catalogs	Permanent	School/Diocesan Archives
105.25	Course Proposals & Outlines	For proposals accepted: Academic yr + 3 yrs For proposals not accepted: End of academic yr	Recycle
105.30	Curriculum Summaries & Guides	Permanent	School/Diocesan Archives

110 Student Evaluation

Series No.	Series Title/Description	Retention	Disposition
110.05	Cumulative Student Records – The academic achievement record or its equivalent used to record academic achievement in grades 9-12.	Permanent [TSLAC]	School/Diocesan Archives
	Cumulative record of achievement in grades pre-K through 8.	Date of withdrawal + 5 yrs [TSLAC]	Shred/Delete
110.10	Attendance Records	5 yrs [TSLAC]	Shred/Delete

110.15	Grade Books	For elementary schools: Academic yr + 5 yrs For secondary schools: Academic yr + 5 yrs	Shred/Delete
110.20	Grade Change Records	For elementary schools: Academic yr + 1 yr For secondary schools: Academic yr + 5 yrs	Shred/Delete
110.25	Graduate Lists	Permanent	School/Diocesan Archives
110.30	Student Assessment Data & Reports	Academic yr + 6 yrs	Shred/Delete
110.35	Transcript Request Authorizations	Academic yr + 3 yrs	Shred/Delete

115 School Accreditation

Series No.	Series Title/Description	Retention	Disposition
115.05	Reports to the Texas Catholic Conference on accreditation planning or the self-monitoring of progress toward the achievement of goals.	As long as administratively valuable after subsequent accreditation [TSLAC]	Shred/Delete
115.10	Accreditation investigative reports from the Texas Catholic Conference, 7 yr re-approval files	Permanent	School/Diocesan Archives

115.15	Planning Records: self studies; planning records used to establish goals & indicators; achievement reports & similar records	As long as administratively valuable after subsequent accreditation Review before disposal; some records of this type may merit Permanent retention for historical reasons [TSLAC]	Shred/Delete or School/Diocesan Archives
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200 ADMINISTRATION MANAGEMENT

205 Administration, General

Series No.	Series Title/Description	Retention	Disposition
205.05	Office Meeting Materials – Routine office or staff meeting materials & notes.	Calendar yr + 3 yrs	Recycle
205.10	Non Fiscal Reports & Studies Annual, sub-annual, or special reports or studies on non-fiscal aspects of a School's programs, services, or projects compiled by agency personnel, advisory committees, or consultants under contract with an agency that are not noted elsewhere in this schedule. Includes reports distributed either internally or to other entities [TSLAC].	Calendar yr + 3 yrs	Shred/Delete

205.15	Project Records – Records of major projects such as system implementation & strategic initiatives (Not to be confused with ongoing programs). May include but not limited to: work plans, status reports, meeting materials & notes, requests for proposals, project plans, financial records & related correspondence.	Completion of project + 6 yrs	Recycle
205.20	Subject or Reference Files – Collections of resources related to research done by departments or programs. May include but not limited to: correspondence, photographs, external & internal publications, biographical files, vendor catalogs, reports, external advertising & marketing information, legislation information, presentation preparation, document drafts, newspaper clippings, working files & issue files.	Calendar yr + 4 yrs Review before destroying, some records may have historical value & need to be retained permanently [TSLAC]	Recycle School/Diocesan Archives

210 Boards, Committees, Commissions, & Councils

Series No.	Series Title/Description	Retention	Disposition
210.05	Boards, Committees, Commissions, & Councils meeting materials – includes school societies, student leadership, societies & clubs.	Permanent	School/Diocesan Archives
210.10	Constitutions & Bylaws – Formally adopted constitutions & bylaws for all school organizations & groups.	Permanent	School/Diocesan Archives

215 Contracts/Agreements

Series No.	Series Title/Description	Retention	Disposition
215.05	Contracts, Service or Rental Agreements & Warranties – Records related to the servicing, leasing, rental & contracting of buildings, services, & equipment.	Termination of contract + 4 yrs	Shred/Delete
215.10	Independent Contractors Agreements	Termination of contract + 4 yrs	Shred/Delete
215.15	Child Photo/Media Releases	If internal: End of academic yr If external: End of academic yr + 3 yrs	Shred/Delete Shred/Delete

220 Establishment

Series No.	Series Title/Description	Retention	Disposition
220.05	Articles of Incorporation	Permanent	School/Diocesan Archives
220.10	Canonical Appointments	Permanent	School/Diocesan Archives
220.15	Decrees of Establishment	Permanent	School/Diocesan Archives
220.20	Power of Attorney	Permanent	School/Diocesan Archives

225 Events, Field Trips & Retreats

Series No.	Series Title/Description	Retention	Disposition
225.05	Event Agendas	Obsolete or superseded + 1 yr	Recycle/Delete
225.10	Event Planning Records	Obsolete or superseded	Recycle
225.15	Event Registration Records	End of event + 2 yrs	Shred/Delete
225.20	Field Trips, Activity & Retreat Authorizations	Until cessation of the activity for which the consent was granted + 2 yrs; or if annually renewable, until superseded + 2 yrs [TSLAC]	Shred/Delete
225.25	Field Trip Driver Information Records	End of field trip + 3 yrs If accident occurs, 5 yrs; or 2 yrs after the driver reaches the age of 18, whichever later	Shred/Delete Shred/Delete
225.30	Permits & Licenses	Expiration of permit or license	Recycle

230 Policies, Guidelines & Procedures

Series No.	Series Title/Description	Retention	Disposition
230.05	Accident/Safety Prevention Manuals, Final	Obsolete or superseded + 6 yrs	Recycle
230.10	Accounting Policies & Procedures	Obsolete or superseded + 6 yrs	Recycle
230.15	Disaster/Emergency Preparedness Plan, Final	Obsolete or superseded + 6 yrs	Recycle
230.20	Policies, Guidelines & Procedures Development Records: Schools – May include but not limited to: substantive drafts, comments, notes & resources	Obsolete or superseded + 6 yrs	Recycle
230.25	Policies, Guidelines & Procedures (Chancery) – Documents developed by Chancery offices for implementation at schools.	Obsolete or superseded + 6 yrs	Recycle
230.30	Policies, Guidelines, & Procedures (Schools) – Final approved policy documents developed & implemented by schools.	Obsolete or superseded + 6 yrs	Recycle

235 Risk Management & Insurance

Series No.	Series Title/Description	Retention	Disposition
235.05	Emergency Drill Reports	Completion of Fire Marshal review + 3 yr	Recycle
235.10	Liability Insurance Records	Termination of policy + 6 yrs	Shred
235.15	Property Insurance Records	Termination of policy + 6 yrs	Shred
235.20	Special Event Insurance Records	Termination of policy + 6 yrs	Shred
235.25	Supplemental Insurance Records	Termination of policy + 6 yrs	Shred

300 ASSET MANAGEMENT

305 Design & Construction

Series No.	Series Title/Description	Retention	Disposition
305.05	Blueprints & Architectural Plans	Permanent	School/Diocesan Archives
305.10	Property & Construction Project Files – Records produced through the processes of planning & design phase, permitting & approval, inspection & quality control, & completion & close out of school building projects.	Permanent	School/Diocesan Archives

310 Inventory

Series No.	Series Title/Description	Retention	Disposition
310.05	Inventory: Fixed Assets	Obsolete or superseded + 3 yrs	Shred/Delete
310.10	Inventory: Filing Systems & Records	Obsolete or superseded + 1 yr	Shred/Delete
310.15	Inventory: Materials, Equipment, Supplies	Calendar yr + 3 yrs	Shred/Delete

315 Maintenance

Series No.	Series Title/Description	Retention	Disposition
315.05	Accident/Traffic Collision Logs	6 yrs after last entry	Shred/Delete
315.10	Accident/Traffic Collision Reports	6 yrs after date of report	Shred/Delete
315.15	Equipment, Facility, & Vehicle Maintenance Records	Disposal or sale of equipment, facility or vehicle	Shred/Delete
315.20	Equipment, Facility, & Vehicle Safety Analysis Records	Obsolete or superseded	Shred/Delete
315.25	Fire Extinguisher Inspection Tags	Obsolete or superseded	Recycle
315.30	Hazardous Material Safety Data Sheets (MSDS) & Asbestos Reports	Permanent	School/Diocesan Archives
315.35	Inspection Documentation	Calendar yr + 6 yrs	Shred/Delete
315.40	Maintenance Logs	Obsolete or superseded + 3 yrs	Shred/Delete
315.45	Maintenance Reports	Calendar yr + 1 yr	Shred/Delete
315.50	Operating Manuals	Disposition or sale of facility or equipment	Shred/Delete
315.55	Operating Permits	Obsolete or superseded	Shred/Delete
315.60	Service Requests	Calendar yr + 3 yrs	Recycle

320 Operations

Series No.	Series Title/Description	Retention	Disposition
320.05	Building Access Privilege Records	Obsolete or superseded	Shred/Delete
320.10	Key Logs	Obsolete or superseded	Shred/Delete
320.15	Key Check Out Records	Termination of employee + 6 yrs	Shred/Delete
320.20	Parking Permit Lists	Obsolete or superseded	Recycle
320.25	Vehicle Titles & Registrations	Disposition or sale of vehicle	Shred/Delete
320.30	Visitor Registration Logs	Calendar yr + 3 yrs	Shred/Delete
320.35	Volunteer Sign-In Sheets	Calendar yr + 3 yrs	Shred/Delete

325 Security

Series No.	Series Title/Description	Retention	Disposition
325.05	Police Notifications of Local Juvenile & Sex Offenders	Consult Legal Counsel	School/Diocesan Archives
325.10	Police Reports	Resolution of the incident + 6 yrs	Shred/Delete
325.15	Security Round Logs	Calendar yr + 1 yr	Shred/Delete
325.20	Security/Incident Reports	Resolution of the incident + 6 yrs	Shred/Delete
325.25	Surveillance Records	Obsolete or superseded	Shred/Delete

400 FINANCIAL ADMINISTRATION (Some documents may need to be retained permanently. Consult IRS Publications prior to destruction)

405 Accounting

Series No.	Series Title/Description	Retention	Disposition
405.05	Accounts Payable & Receivable	Current yr + 6 yrs	Shred/Delete
405.10	Audit Reports, Financial Reports	Permanent	School/Diocesan Archives
405.15	Cash Receipts	Current yr + 6 yrs	Shred/Delete
405.20	Check Requisitions	Current yr + 6 yrs	Shred/Delete
405.25	General Ledgers	Permanent	School/Diocesan Archives
405.30	Journal Entries	Current yr + 6 yrs	Shred/Delete
405.35	Voids/Stop Payments	Current yr + 6 yrs	Shred/Delete
405.40	Wire Transfers	Current yr + 6 yrs	Shred/Delete

410 Authorization

Series No.	Series Title/Description	Retention	Disposition
410.05	Approvals for Company Credit Cards & Store Credit Applications	Obsolete or superseded + 6 yrs	Shred/Delete
410.10	Authorized Signature Lists	Obsolete or superseded + 6 yrs	Shred/Delete

415 Banking

Series No.	Series Title/Description	Retention	Disposition
415.05	Bank/Investment Statements & Reconciliations	Current yr + 6 yrs	Shred/Delete
415.10	Chart of Accounts	Current yr + 6 yrs	Shred/Delete

420 Budget Development

Series No.	Series Title/Description	Retention	Disposition
420.05	Budget Development Working Files	Obsolete or superseded	Shred/Delete
420.10	Budget, Final	Permanent	School/Diocesan Archives

425 Development & Fundraising

Series No.	Series Title/Description	Retention	Disposition
425.05	Bequests, Trusts & Endowments	Liquidation + 6 yrs	Shred/Delete
425.10	Campaign Planning Records – May include promotional materials, event planning materials, prospective donor lists, photographs & sample pledge cards & forms.	End of campaign + 6 yrs	Shred/Delete
425.15	Donation Records	Fiscal yr + 6 yrs	Shred/Delete
425.20	Donation Summary Reports	Permanent	School/Diocesan Archives
425.25	Donor Database Records – Include contact, demographic, educational & business information, how donors wish to be recognized, donation amount, history of gifts, attendance at activities, other attributes relevant to donor's relationship with organization.	Fiscal yr + 6 yrs or obsolete or superseded, whichever is longer	Delete
425.30	Employer Matching Gifts	Fiscal yr + 6 yrs	Shred/Delete

425.35	Fundraising Goal Worksheets	Fiscal yr + 6 yrs	Shred/Delete
425.40	Fundraising Pledge Records – May include but not limited to: pledge cards, payment forms, credit card or electronic fund transfer forms, batch records, cash receipts journal, pledge status reports, summary reports, ad-hoc reports, donor gifts, & pledge adjustment documentation.	Fiscal yr + 6 yrs	Shred/Delete

430 Grants

Series No.	Series Title/Description	Retention	Disposition
430.05	Grant Records – Prepared by or received for schools for dissemination of funds. Includes but not limited to applications, status reports, supporting documentation, correspondence.	Grant period + 5 yrs	Shred/Delete
430.10	School Grants Application Materials – Include application & report of income & expenses.	Grant Period + 5 yrs.	Shred/Delete

430.15	Teacher Grant Application Materials – Include project proposals, teacher's personnel information, statements of commitments, & budget proposals.	Grants issued: Grant Period + 5 yrs.	Shred/Delete
430.20	Tuition Acceptance Letters	Grant period + 5 yrs	Shred/Delete
430.25	Tuition assistance application materials	Grant Period + 5 yrs.	Shred/Delete

435 Payroll

Series No.	Series Title/Description	Retention	Disposition
435.05	Payroll Vendor Reports	Master Control, Monthly/Quarterly reports: End of fiscal yr Last Master Control report of Calendar yr: Permanent General informational reference reports: Obsolete or superseded	Shred/Delete School/Diocesan Archives Shred/Delete
435.10	Manual Checks Summary Reports	3 yrs or until completion of audit	Shred/Delete
435.15	Payroll Deduction Requests	Termination of authorization + 6 yrs	Shred/Delete
435.20	Payroll Registers Includes Wage & Tax Registers	If used for retirement verification: Calendar yr + 60 yrs If not used for retirement verification: Calendar yr + 4 yrs	Shred/Delete

435.25	Timecards	If used for retirement verification: Calendar yr + 60 yrs If not used for retirement verification: Calendar yr + 4 yrs	Shred/Delete
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440 Student Tuition

Series No.	Series Title/Description	Retention	Disposition
440.05	Financial Aid/Scholarship Records – Applications & supporting documentation for financial assistance provided by school or external source	Termination of financial aid or scholarship + 6 yrs For financial aid or scholarship not awarded: Calendar yr + 1 yr	Shred/Delete
440.15	Meal Assistance Application Records	Academic yr + 6 yrs	Shred/Delete
440.20	Tuition & Commitment Contracts	Fulfillment of contract + 6 yrs	Shred/Delete

445 Tax

Series No.	Series Title/Description	Retention	Disposition
445.05	Business & Occupational Tax Returns	Current yr + 6 yrs	Shred/Delete
445.10	Excise Tax Returns	Current yr + 6 yrs	Shred/Delete
445.15	Tax Exemptions, 501c3 records	Permanent	School/Diocesan Archives

445.20	Internal Revenue Service (IRS) Records: <ul style="list-style-type: none"> • 1099 Form • 941 Tax Quarterly Form • Absolution Letters • CP-2100A Notice • W-2 Form (Wage & Tax Statement) • W-4 Form (Employee's Withholding Allowance Certificate) • W-9 Form (Request for Taxpayer Identification Number & Certification) • 990-T Unrelated Business Income Tax 	Current yr + 6 yrs	Shred/Delete
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500 PERSONNEL ADMINISTRATION

505 Personnel Management

Series No.	Series Title/Description	Retention	Disposition
505.05	Background Checks, Positive Criminal History Results	Consult Legal Counsel	School/Diocesan Archives
505.10	Employee Dispute Resolution Records	Resolution of dispute + 6 yrs If employee terminated: Permanent	Shred/Delete School/Diocesan Archives
505.15	Employee Performance Evaluations	Completion of evaluation + 6 yrs	Shred/Delete

505.20	Family Medical Leave Policy Records	Separation of employee + 6 yrs	Shred/Delete
505.25	First Aid Certification Records	Expiration of certification + 6 yrs	Shred/Delete
505.30	HIPAA Training Certificates	Calendar yr + 6 yrs	Shred/Delete
505.35	I-9 Employment Eligibility Records	Date employee hired + 6 yrs or termination of employment +1 yr, whichever is longer	Shred/Delete
505.40	Parent Volunteer Rosters	Calendar yr + 1 yr	Shred/Delete
505.45	Complaints	Resolution + 6 yrs If related to alleged abuse or misconduct: Permanent	Shred/Delete School/Diocesan Archives

505.50	Personnel Files – Records of school employees & volunteers. Include but not limited to: <ul style="list-style-type: none"> • Employee Personnel Policy Agreements • Lay off/Severance Notification Letter • Personnel Action Forms • Personnel Status Tracking Records • Safe Environment Certificate of Completion • HIPAA Training Certificate • Performance Evaluations • Transcripts • Letters of Reference • Continuing Education Certificates • Academic Record • Teaching Certificate • Resume • Background Checks, Negative Criminal History Results • Directory Information • Teacher Annual Contract • Pay Rate/History • Family Medical Leave Act Information 	Termination of employment + 6 yrs Service Record: Permanent Consult Legal Counsel	Shred/Delete School/Diocesan Archives
505.55	Returning Teacher Commitments	Until teacher annual contract is signed + 1 yr	Shred/Delete

505.60	Terminated School Employment Records	Permanent	School/Diocesan Archives
505.65	Workers' Compensation Claim Records	For claims awarded: 75 yrs after close of claim Check State Law For claims denied: 10 yrs after close of claim	Shred/Delete
505.70	Workers' Compensation Reports for Self-Insured Businesses	Fiscal yr + 3 yrs Check State Law	Shred/Delete

510 Recruitment & Hiring

Series No.	Series Title/Description	Retention	Disposition
510.05	Employee Recruitment & Application Records – Records related to the recruitment & selection of employees, job description, & determination of rate of pay. Records may include summary of position responsibilities, requirements, applications (not hired) & rejection letters, wage rate & reporting relationships	Calendar yr + 5 yrs	Shred/Delete

600 LITURGICAL ADMINISTRATION

Series No.	Series Title/Description	Retention	Disposition
600.05	Calendar of Liturgies	Permanent	School/Diocesan Archives
600.10	Liturgical Minister's Schedule	Permanent	School/Diocesan Archives

600.15	Orders of Celebration	Permanent	School/Diocesan Archives
600.20	Ordos	Permanent	School/Diocesan Archives
600.25	Programs/Handbills	Permanent	School/Diocesan Archives
600.30	Repertory Calendar	Permanent	School/Diocesan Archives
600.35	Reprint Licenses	Expiration of license + 2 yrs	Shred/Delete
600.40	Usage Licenses	Expiration of license + 2 yrs	Shred/Delete
600.45	Worship Aids	Obsolete or superseded	Shred/Delete

700 PERFORMANCE & THEATRICALS

Series No.	Series Title/Description	Retention	Disposition
700.05	Music Performance Records	Obsolete Superseded	Shred/Delete
700.10	Repertory Calendars	Permanent	School/Diocesan Archives
700.15	Reprint Licenses	Expiration of license + 2 yrs	Shred/Delete
700.20	Theatrical/Music Programs	Permanent	School/Diocesan Archives
700.25	Usage Licenses	Expiration of license + 2 yrs	Shred/Delete

800 INFORMATION MANAGEMENT

805 Library Administration

Series No.	Series Title/Description	Retention	Disposition
805.05	Library Catalog	Obsolete or superseded	Shred/Delete
805.10	Library Circulation Records – Records tracking materials checked in/out of library. Includes membership roster & statistics.	Obsolete or superseded	Shred/Delete

810 Marketing

Series No.	Series Title/Description	Retention	Disposition
810.05	Logos	Permanent	School/Diocesan Archives
810.10	Marketing Materials – May include but not limited to: <ul style="list-style-type: none"> • Ads • Brochures • Manuals • Catalogs • Fliers • Pamphlets • Direct Mailings • Posters • Films & Presentations • CD-ROMS • Photographic Prints & Negatives • Digital Images • Audio/Video cassettes 	Permanent	School/Diocesan Archives

815 Public Statements

Series No.	Series Title/Description	Retention	Disposition
815.05	Press Releases & Public Service Announcements	Permanent	School/Diocesan Archives

820 Publications

Series No.	Series Title/Description	Retention	Disposition
820.05	Anniversary Books	Permanent	School/Diocesan Archives
820.10	Commencement Programs	Permanent	School/Diocesan Archives

820.15	Historical Newspaper Clippings	Permanent	School/Diocesan Archives
820.20	Historical Photographs	Permanent	School/Diocesan Archives
820.25	Parent & Student Handbooks	Permanent	School/Diocesan Archives
820.30	Periodicals – Publications produced by school	Permanent	School/Diocesan Archives
820.35	Parish & School Directories	Permanent	School/Diocesan Archives
820.40	Bulletins, Newsletters, Newspapers, & Mass Mailings	Permanent	School/Diocesan Archives
820.45	Scrapbooks	Permanent	School/Diocesan Archives
820.50	Website Records	Capture before major content change	School/Diocesan Archives
820.55	Yearbooks/Annuals	Permanent	School/Diocesan Archives
820.60	Yearbook/Annuals Photographs	Permanent	School/Diocesan Archives

900 STUDENT SERVICES

905 Athletics

Series No.	Series Title/Description	Retention	Disposition
905.05	Athletic Eligibility Records – Includes physicals, insurance, GPA, appeals, emergency information, student registration, & parent/legal guardian consent forms	Academic yr + 6 yrs	Shred/Delete
905.10	Athletic Participation Agreements – May also include transportation plan.	Academic yr + 3 yrs	Shred/Delete

905.15	Sport Registrations	Academic yr + 3 yrs	Shred/Delete
905.20	Sporting Event Schedules	Academic yr + 3 yrs	Recycle
905.25	Team Rosters	Academic yr + 3 yrs	Recycle
905.30	Team Sport Certification Records	Expiration of certification + 2 yrs	Shred/Delete

910 Counseling

Series No.	Series Title/Description	Retention	Disposition
910.05	Counseling Session Logs	Last counseling visit + 5 yrs	Shred/Delete
910.10	Parental Authorizations for Counseling	Last counseling visit + 5 yrs	Shred/Delete
910.15	Psychological Test Results	Last counseling visit + 5 yrs	Shred/Delete
910.20	Psychological Testing Referrals	Academic yr + 3 yrs	Shred/Delete
910.25	Student Counseling Intake & Session Records	Last counseling visit + 5 yrs	Shred/Delete

915 Discipline

Series No.	Series Title/Description	Retention	Disposition
915.05a	Discipline Records – Records relating to forms of discipline other than suspension or expulsion.	As long as administratively valuable [TSLAC]	Shred/Delete
915.05b	Discipline Records – Records relating to suspension or expulsion.	5 yrs [TSLAC]	Shred/Delete

915.10	Law Enforcement Notifications of the Arrest of a Student.	End of school yr – State Law (Texas Education Code, Section 37.017) directs school districts to retain law enforcement notification separately from student’s permanent academic file & requires destruction of notification at end of the school yr in which notification is issued [TSLAC]	Shred/Delete
915.15	Playground Incident Reports.	Graduation or withdrawal + 3 yrs	Shred/Delete

920 Enrollment

Series No.	Series Title/Description	Retention	Disposition
920.05	Admissions Records – Includes but not limited to: application, interview notes, supporting documentation, reference questionnaires, grades, transcripts, confidential teacher evaluation forms, confidential school report/transcript requests, & standardized test scores	Graduation or withdrawal + 2 yrs*	Shred/Delete
920.10	Assessment & Placement test records	Graduation or withdrawal + 2 yrs	Shred/Delete
920.15	Course Registrations	Academic yr + 1 yr	Shred/Delete

920.20	Extended Day Program Application & Authorizations – Records of before or after school extended care programs. Includes but not limited to: registration forms, contact information, health forms, pick up authorizations, consent for emergency treatment forms & program contacts.	Academic yr + 6 yrs	Shred/Delete
920.25	Daycare Attendance Records	Academic yr + 6 yrs	Shred/Delete
920.30	Individual Class Student Lists	Academic yr + 3 yrs	Shred/Delete
920.35	Intent to Register Records – Filled out annually by parents.	After annual tuition & commitment contract is signed + 1 yr	Shred/Delete
920.40	Parent Agreements – Yearly agreement that parents have read & understood Parental Handbook.	Academic yr + 2 yrs	Shred/Delete
920.45	Student Technology Usage Records – Acceptable Use Agreement	End of academic yr	Shred/Delete

925 Family Educational & Privacy Act Records

Series No.	Series Title/Description	Retention	Disposition
925.05	Access Policies - Written policies & procedures demonstrating how district meets requirements of Family Educational Rights & Privacy Act of 1974, as amended, & federal rules adopted under act.	Obsolete or superseded, 34 CFR 99.32[TSLAC]	Shred/Delete
925.10a	Access to Information, Records - Documentation of requests from & disclosures to parent or eligible student, to an official of district for what district has determined are legitimate educational interests, to party with written consent from parent or eligible student, or to party seeking directory information.	2 yrs [TSLAC]	Shred/Delete
925.10b	Access to Information, Records - Documentation of requests from & disclosures to any party not included in (925.10a).	Permanent By regulation – 34 CFR 99.32 (a)(2) [TSLAC]	School/Diocesan Archives

925.10c	Access to Information, Records - Written consents from the parent or eligible student for information disclosure.	Requests from the Parent – until the student is 18 Requests from the eligible student – Permanent [TSLAC]	Shred/Delete School/Diocesan Archives
925.10d	Access to Information, Records - Written refusals from the parent or eligible student to the disclosure of directory information.	If refusals are valid, as long as the student is in attendance. As long as Administratively Valuable after date of withdrawal. If refusals must be renewed each yr, until superseded or as long as Administratively Valuable after withdrawal, as applicable [TSLAC]	Shred/Delete
925.15	Protest of Record Statements - Statements by parents or eligible students commenting on contested information in a student record, or stating why they disagree with district's decision not to amend record, or both.	For as long as the record containing the contested information is maintained, By regulation – 34 CFR 99.21 (c)(1). [TSLAC]	Shred/Delete

925.20	Record Amendment Requests & Related Documentation - Requests from parents or eligible students to amend student records, notices by district of denial or consent to amendments, requests for hearings on denied requests, hearing notices, & written decisions by hearing examiners.	2 yrs	Shred/Delete
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930 Food Service Records

Series No.	Series Title/Description	Retention	Disposition
930.05	Certificates of Authority - Authorizations for persons to act on behalf of school district in school lunch matters.	Until superseded + 5 yrs [TSLAC]	Shred/Delete
930.10	Daily Food Service Records - Daily record of full-price, reduced-price & free breakfasts & lunches served.	Fiscal yr end + 5 yrs [TSLAC]	Shred/Delete
930.15	Food & Food Equipment Inventory Records	Fiscal yr end + 5 yrs [TSLAC]	Recycle
930.20a	Free or Reduced-Price Meal Records - Applications from parents for free or reduced-price breakfasts or lunches	Fiscal yr end + 5 yrs [TSLAC]	Shred/Delete

930.20b	Free or Reduced-Price Meal Records - Rosters or lists of eligible students.	Fiscal yr end + 5 yrs [TSLAC]	Shred/Delete
930.20c	Free or Reduced-Price Meal Records - Policy statements on free & reduced-price meals.	Fiscal yr end + 5 yrs [TSLAC]	Shred/Delete
930.25	Health Inspection Reports	3 yrs [TSLAC]	Shred/Delete
930.30a	Menu Records - Menu planning records.	As long as administratively valuable [TSLAC]	Recycle
930.30b	Menu Records - Daily menus.	5 yrs [TSLAC]	Recycle

935 Health Services

Series No.	Series Title/Description	Retention	Disposition
935.05	Logs or reports of medications or treatment administered to students on a group or individual basis	3 yrs [TSLAC]	Shred/Delete
935.10	Medical Use Authorizations & Requests – Authorizations & requests for specialized health care	End of validity of the authorization or request + 2 yrs [TSLAC]	Shred/Delete
935.15	Student Accident Reports	5 yrs; or 2 yrs after the student reaches the age of 18, whichever is later [TSLAC]	Shred/Delete
935.20	Student Health Files or Cards	Date of withdrawal + 2 yrs [TSLAC]	Shred/Delete

935.25	Certification of Immunization Status	Date of withdrawal + 2 yrs Exception: if immunizations are performed by school nurses or others employed by the school, the immunization record & parental consent forms for the administration of the vaccine must be retained by the school until the person receiving the vaccine is 20 yrs old or 10 yrs after the consent form was signed, whichever is later [TSLAC]	Shred/Delete Shred/Delete
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940 Special Student Populations & Services

Series No.	Series Title/Description	Retention	Disposition
940.05a	Special Education Program Records, Enrollment Lists & Rosters	5 yrs [TSLAC] See retention note b below	Shred/Delete

940.05b	Special Education Program Records, Student Records - Records of each student referred to or receiving special education services	Cessation of services + 5 yrs, <i>but see retention note a.</i> Retention Notes: a) It is an exception to the retention period for this record group, that the following information must be maintained PERMANENTLY in some form on each student in grades 9-12 participating in a special education program: name, last known address, student ID or Social Security number, grades, classes attended, grade & yr completed. If an academic achievement record is created for the student & maintained among those for students in the regular population, it is not necessary for special education records custodians to maintain the prescribed information beyond 5 yrs after cessation of services, provided that it is contained in the Academic Achievement Record. b) Prior to the	Shred/Delete
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940.05b continued		destruction of any records in this group, the eligible student or the parents of the student, as applicable, must be notified in accordance with federal regulation. [TSLAC]	
940.10	Bilingual & Special Education Programs, Student Records - Records of each student referred to or receiving bilingual or special language services, including recommendations from parents or teachers for bilingual instruction, student interview documentation, notifications to parents, parental consents or denials, language proficiency assessment committee (LPAC) reports, exit reports, follow-up study reports, & other records of services required by state regulation or pertinent to the identification of students for bilingual education or special language programs.	Cessation of services + 5 yrs [TSLAC]	Shred/Delete

940.15	Gifted/Talented Program Records, Student Records - Records of each student referred to or receiving services in a gifted/ talented program, including nomination & observation documentation, testing results, parental consents, committee reports & recommendations, & other records of services required under state regulation or pertinent to identification of students for participation in gifted/talented programs.	Cessation of services + 5 yrs [TSLAC]	Shred/Delete
940.20a	Dyslexia Program Records, Enrollment Lists & Rosters.	Cessation of services + 5 yrs [TSLAC]	Shred/Delete
940.20b	Dyslexia Program Records, Student Records - Records of each student referred to or receiving dyslexia program services, including referral & assessment reports; group deliberations; parental notices; & other records of services required under state regulation.	Cessation of services + 5 yrs [TSLAC] Retention note: This record group does not include the special education records of students with dyslexia or related disorders receiving special education services.	Shred/Delete

1000 TECHNOLOGY MANAGEMENT

Series No.	Series Title/Description	Retention	Disposition
1000.05	Computer Patch Management Logs	Obsolete or superseded	Delete
1000.10	Firewall Logs	Obsolete or superseded + 5 yrs	Delete
1000.15	Internet Traffic Logs	Calendar yr + 5 yrs	Delete
1000.20	Network Server Event Logs	Calendar yr + 5 yrs	Delete
1000.25	System Backup Logs	Obsolete or superseded	Delete
1000.30	Technology Implementation Logs – Records produced through technology implementation services. May include each event entry, status of event, requesting office, requesting customer, date received, priority, & staff assigned to the event.	Until application or version is no longer needed for agency business & all records within the application have been migrated or properly destroyed according to the retention schedule.	Delete
1000.35	Website Usage Reports	Calendar yr + 1 yr	Delete

1100 TRAINING MANAGEMENT

Series No.	Series Title/Description	Retention	Disposition
1100.05	Agendas	Obsolete or superseded + 1 yr	Shred/Delete
1100.10	Applications & Registrations	Obsolete or superseded + 1 yr If contains payment information: Fiscal yr + 6 yrs	Shred/Delete
1100.15	Attendance Records & Sign-In Sheets	Obsolete or superseded + 1 yr	Shred/Delete

1100.20	Instructor Records	Obsolete or superseded + 1 yr	Shred/Delete
1100.25	Lecture Notes, Outlines, & Syllabi	Obsolete or superseded + 1 yr	Recycle
1100.30	Training Course Development & Planning Materials	Obsolete or superseded + 1 yr	Recycle
1100.35	Training Course, Program, or Instructor Evaluations	Obsolete or superseded + 1 yr	Shred/Delete
1100.40	Training Materials: Final Printed Versions	Permanent	School/Diocesan Archives

Glossary

This glossary of terms used in the sample records retention schedule is drawn from two very useful publications:

Glossary of Terms Related to Archives & Records, Archdiocese of Atlanta, Office of Archives & Records, February 2013 (here abbreviated "atl") and

Leumas, Ph.D., C.A., Emilie G., Audrey P. Newcomer, M.S.L.S., M.P.A., C.A., John J. Treanor, M.A., C.A., C.R.M. *Managing Diocesan Archives & Records: A Guide for Bishops, Chancellors, & Archivists*. Chicago: Association of Catholic Diocesan Archivists, 2012 (here abbreviated "acda").

Archives: A building or an area used to house permanent records of value. The preferred term is "archives" (with an "s"), the correct term to serve both the singular & plural forms. "Archive" as a verb has different meanings related to computer science & information technology (IT). atl

Archives/Archival Records: The records created & accumulated by an organization in the course of regular business & permanently retained due to their continuing or enduring value. atl

Archivist: A professional responsible for the management of permanent records & the archival program. Often an archivist is also a records manager & vice versa. atl

Destruction Suspension (Legal Hold): A term used in records retention scheduling programs to indicate the process or procedure implemented to stop the destruction of records when it has been determined that litigation or an audit is pending or imminent. atl

Disposition: Actions to be taken when records are no longer legally or administratively required to be maintained. The dispositions on the records retention schedule for Catholic schools are:

SHRED: Records containing sensitive information such as names & addresses, health information, & financial or payment information (such as checks or credit cards). Please dispose of records designated as SHRED in a secured shredding receptacle.

DELETE: Records stored in electronic format that should be deleted from drives, desktops, or databases once they reach the end of their retention period.

RECYCLE: Records that do not contain sensitive information & can be discarded in a paper recycling bin once they reach the end of their retention period.

SCHOOL/DIOCESAN ARCHIVES: Records having ongoing legal, fiscal, evidential or historical value & should be retained in the School/Diocesan Archives.

Electronic Records: Records that contain machine readable information that is electronically encoded; examples include computer records, audio recordings & video recordings. acda

Electronic Records Management (ERM): Applying records management principles to electronic records that are located on disks, tapes or any form of magnetic or optical media; unlike simple Document Management (DM), ERM distinguishes itself through its focus on the life-cycle of records (creation, distribution/use, storage, maintenance, retention/disposition) & audit trail tracking. acda

Electronic Records Management System (ERMS): A system with document management functionality but focuses on the ability to lock down definitive electronic records that are robust & unchangeable & which have appropriate contextual metadata & effectively managed life cycles; simply put, focuses on the evidential value of documents & records. acda

Evidential Value: The worth of records for illuminating the nature & work of their creator by providing evidence of origin, functions, policies, decisions, procedures, operations, & other activities of the person or unit that created the record; distinct from informational value. acda

Function: An organizational rather than departmental activity that defines a grouping of records. Functions reflect both general business practice (i.e. Finance, Personnel) & industry specific activities (i.e. Education). atl

Inactive Records: Records that are not consulted frequently but that must be retained for legal, operational or scholarly reasons. acda

Legal Requirements: The obligation under a law (Federal, State, or Canon Law) to act or not act in a specified manner. atl

Metadata: Data describing data & data systems; structured information that describes, explains, locates, or otherwise makes it easier to retrieve, use or manage an information resource; key to ensuring that resources will survive & continue to be accessible into the future. acda

Office of Record or Origin: The person, group, department, office or agency in an organization responsible for creating & maintaining the official records of that particular office for a certain period of retention prior to destruction or transfer to the archives or records center. atl

Permanent: The continued preservation of information or other matter forever, without any limit in time. Most permanent records are housed in the Archives. Only 3-5% of records created in an office are archival in nature. atl

Record: A document, regardless of physical form, of recorded information created or received & accumulated by an organization in the conduct of official business. A "digitally born" computer generated document is a record. All such records are owned by the Diocese, not the employee. Atl

Record Value: The importance or usefulness of a record for operational, legal, fiscal, historical or other purpose. atl

Recordkeeping Requirements: The legal obligations related to the creation, maintenance & disposition of records. The requirements are determined by Federal, State, & Canon Law. atl

Records Destruction: The disposal of records of no further value by incineration, maceration, pulping, or shredding; the definitive obliteration of a record beyond any possible reconstitution. acda

Records Management: The systematic control of all records from creation or receipt through processing, distribution, maintenance & retrieval to their ultimate disposition. atl

Records Manager: An individual designated by an organization to control the records management program. atl

Records Retention Period: The period of time during which records must be maintained by an organization because they are needed for operational legal, fiscal, canonical, historical or other purposes. atl

Records Retention Schedule: A comprehensive list of records series by function or department, indicating for each series of records the length of time to be maintained in

office areas, records storage, & archives, as well as when & if such series may be destroyed. atl

Records Series: A group of records that are created, used, evaluated, & disposed of in the same way. atl

Vital (Essential) Records: Records containing information essential to re-establish or continue the business of an organization in the event of disaster. Vital records comprise the records necessary to recreate the organization's legal & financial status, determine the rights & obligations of employees & students. atl

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APPENDIX I:

Summer Program Frequently Asked Questions

(Summer School for Credit Recovery is NOT a DFPS Summer Program)

1. **Do I need an exemption or license to operate a summer program?**
 - a. Yes, you must have an exemption or license to operate a summer program. If you do not receive an exemption for the programs listed below, the summer program must be licensed by the state to operate.

2. **Does the summer program exemption or license apply to high schools?**

No, if the summer programs are for 9th -12th graders. **If the high school is hosting summer programs for grades below 9th grade, then yes, you will need to request an exemption or license.**

3. **What summer program will qualify for an exemption?**
 - a. Accredited Educational Facility for Grades Pre-Kindergarten and Above (8th grade)
(as an extension of the school curriculum)
FORM J-800-2820
 - i. Criteria for exemption:
 - (A) The educational facility operates primarily for educational purposes;
 - (B) The educational facility operates the program;
 - (C) All children in the program are at least pre-kindergarten age; and
 - (D) The Texas Education Agency (TEA) or the Southern Association of Colleges and Southern Association of Colleges and Schools (SACS) accredits the educational facility; or the Texas Private School Accreditation Commission (TEPSAC) accredits the educational facility. *TCCB ED is an approved accreditation agency recognized by (TEPSAC).*
 - b. Single-Skills Based Program -FORM J-800-2832
 - i. Criteria for exemption:
 - (A) The program offers direct instruction in a single skill, talent, ability, expertise, or proficiency; (For example, running a volleyball or robotics camp).
 - (B) The program does not provide or offer services that are not directly related to a single skill, talent, ability, expertise, or proficiency, but may offer transportation and snacks;
 - (C) The program does not advertise or represent that the program is a child-care facility, day-care center, or licensed before-school or after-school program or that the program offers child-care services;
 - (D) The program informs parents that the program is not licensed by the state;
 - (E) The program informs parents of the physical risk a child may face while participating in the program; and
 - (F) The program conducts background checks using information that is obtained from the Department of Public Safety for all program employees and volunteers who work with children.

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- c. Program of Limited Duration (short-term)- This would apply to programs not connected to the school curriculum or a single-skill based program. FORM J-800-2839
 - i. Criteria for exemption:
 - (A) The program operates for less than three consecutive weeks and less than 40 days in a period of 12 months; and
 - (B) It is not a part of an operation subject to our regulation.
4. **How long can a program run with an exemption?**
 - a. There is no time limit on how long the program operates, except for the short-term program exemption. (See short-term program above)
5. **How long does it take to receive notice/approval from the Texas Department of Family and Protective Services (TDFP) for the exemption?**
 - a. TDFP has 21 days to approve or deny an exemption.
 - b. If your exemption request is denied, notify TCCB ED and an Administrative Review can be requested.
6. **Once a school is exempt, do they have to re-apply the next year?** No, the school does not have to re-apply to DFPS, but the school administrator will need to submit documentation to TCCB ED for yearly approval. The principal will follow the PRINCIPAL PROCESS and superintendent will follow the SUPERINTENDENT PROCESS except for #2 below. *PLEASE NOTE: If your program changes or moves to a different location, you will need to contact DFPS to ensure you continue to meet the exemption criteria*
7. **Can summer programs be opened to the public?** Yes, if the program meets one of the three exemptions listed above. The superintendent and the TCCB ED must be notified if the school program is opened to the public.
8. **Is summer school for credit recovery a DFPS summer program?** No, therefore an exemption is not required BUT if the school has an afternoon program that is not for credit recovery then the school will need to apply for one on the exemptions listed above.
9. **Can a school host multiple single skills programs?** Yes, but the school must apply for an exemption for each single skills program being offered.



Appendix J

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

July 1, 2021

Laura Colangelo, Executive Director
Texas Private School Accreditation Commission
P.O. Box 13285
Austin, TX 78711

Dear Ms. Colangelo:

This letter of understanding is written to verify the continuing recognition of the Texas Private School Accreditation Commission (TEPSAC) and its affiliated associations for the purpose of determining the accreditation of nonpublic schools.

Since 1986 the Texas Education Agency (TEA), through the Commissioner of Education, has recognized the accreditation responsibilities of TEPSAC and its affiliated associations. Subsequent to the establishment of TEPSAC, direct accreditation of nonpublic schools by the agency was phased out and was discontinued in 1989.

The following activities related to the accreditation of nonpublic schools will continue:

- Transferability of student credits earned in accredited nonpublic schools to Texas public schools, as permitted by Texas Administrative Code, Title 19, Part II, section 74.26(a)(2);
- Recognition of teacher service in accredited nonpublic schools for salary increment purposes in Texas public schools, as authorized by Texas Administrative Code, Title 19, Part II, section 153.1021(h)(8);
- Acknowledgement of all accredited elementary and secondary nonpublic schools in the *Texas Public School Directory*; and
- The Texas Education Agency website will link to the TEPSAC website.

Agency liaisons attend the biannual TEPSAC meetings to review the nonpublic school accreditation process and criteria to ensure the ongoing integrity and quality of the process. If further information is needed, please contact Cory Green, Associate Commissioner for Grant Compliance and Administration, at (512) 463-8992.

The Texas Education Agency recognizes and acknowledges that a private school accredited by any accrediting agency approved by the Commissioner of Education and the Texas Private School Accreditation Commission is an accredited private school in Texas. A current list of approved accrediting agencies can be access at <http://www.tepsac.org/app/index.html#/agencies>; recognized accredited private schools can be accessed at <http://www.tepsac.org/app/index.html#/search/schools>.

Sincerely,

Mike Morath
Commissioner of Education

MM/cg

Appendix K

The Integral Role of Laboratory Investigations in Science Instruction



Position Statement

The Integral Role of Laboratory Investigations in Science Instruction

Introduction

A hallmark of science is that it generates theories and laws that must be consistent with observations. Much of the evidence from these observations is collected during laboratory investigations. A school laboratory investigation (also referred to as a lab) is defined as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC 2006, p. 3). Throughout the process, students should have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. These skills and knowledge, fostered by laboratory investigations, are an important part of inquiry—the process of asking questions and conducting experiments as a way to understand the natural world (NSTA 2004). While reading about science, using computer simulations, and observing teacher demonstrations may be valuable, they are not a substitute for laboratory investigations by students (NRC 2006, pg. 3).

For science to be taught properly and effectively, labs must be an integral part of the science curriculum. The National Science Teachers Association (NSTA) recommends that all preK–16 teachers of science provide instruction with a priority on making observations and gathering evidence, much of which students experience in the lab or the field, to help students develop a deep understanding of the science content, as well as an understanding of the nature of science, the attitudes of science, and the skills of scientific reasoning (NRC 2006, p. 127). Furthermore, NSTA is committed to ensuring that all students—including students with academic, remedial, or physical needs; gifted and talented students; and English language learners—have the opportunity to participate in laboratory investigations in a safe environment.

Declarations

NSTA strongly believes that developmentally appropriate laboratory investigations are essential for students of all ages and ability levels. They should not be a rote exercise in which students are merely following directions, as though they were reading a cookbook, nor should they be a superfluous afterthought that is only tangentially related to the instructional sequence of content. Properly designed laboratory investigations should:

- have a definite purpose that is communicated clearly to students;
- focus on the processes of science as a way to convey content;
- incorporate ongoing student reflection and discussion; and

- enable students to develop safe and conscientious lab habits and procedures (NRC 2006, p. 101-102).

Integration of Labs into the Science Program

Inquiry-based laboratory investigations at every level should be at the core of the science program and should be woven into every lesson and concept strand. As students move through the grades, the level of complexity of laboratory investigations should increase. In addition, NSTA recommends that teachers and administrators follow these guidelines for each grade level:

Preschool and Elementary Level

- With the expectation of science instruction every day, all students at the preschool and elementary level should receive multiple opportunities every week to explore science labs that fit the definition described in the Introduction.
- Laboratory investigations should provide all students with continuous opportunities to explore familiar phenomena and materials. At developmentally appropriate levels, they should investigate appropriate questions, analyze the results of laboratory investigations, debate what the evidence means, construct an understanding of science concepts, and apply these concepts to the world around them.

Middle and High School Levels

- With the expectation of science instruction every day, all middle level students should have multiple opportunities every week to explore science labs as defined in the Introduction. At the high school level, all students should be in the science lab or field, collecting data every week while exploring science labs.
- Laboratory investigations in the middle and high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77).
- As students progress through middle and high school, they should improve their ability to collaborate effectively with others in carrying out complex tasks, share the work of the task, assume different roles at different times, and contribute and respond to ideas.

College Level

At the college level, all students should have opportunities to experience inquiry-based science laboratory investigations as defined in the Introduction. All introductory courses should include labs as an integral part of the science curriculum. Laboratory experiences should help students learn to work independently and collaboratively, incorporate and critique the published work of others in their communications, use scientific reasoning and appropriate laboratory techniques to

define and solve problems, and draw and evaluate conclusions based on quantitative evidence. Labs should correlate closely with lectures and not be separate activities. Exposure to rigorous, inquiry-based labs at the college level also is important because most teachers develop their laboratory teaching techniques based on their own college coursework laboratory experiences.

Support for Teachers of Science

To give teachers at all levels the support they need to guide laboratory investigations as an integral part of the total curriculum, NSTA recommends:

- Ongoing professional development opportunities to ensure that teachers of science have practical experiences that familiarize them with the pedagogical techniques needed to facilitate inquiry-based labs matched to appropriate science content (NSTA 2006, NRC 2006, p. 150-151).
- Yearly evaluation of the laboratory investigations to determine if they continue to be an integral and effective part of the whole program and the delivery of all content.
- Periodic training in lab logistics, including setup, safety, management of materials and equipment, and assessment of student practices. Safety equipment and annual safety training should be provided so that science educators are well informed about yearly changes in safety procedures to ensure that students and educators are protected (NSTA 2000).
- Training to work with students with academic or remedial needs, physical needs, and gifted and talented students so that teachers can differentiate instruction appropriately. Assistive equipment, additional personnel, and facilities, modified as needed, also should be provided to ensure appropriate instruction of all students.
- Effective preservice programs that prepare teachers to carry out science labs as a central part of every science curriculum.

Support for Science Labs

To ensure that laboratory investigations are implemented in schools, administrative support is crucial. NSTA recommends that the school administration recognize the instructional importance, overarching goals, and essential activities of laboratory investigations and provide the following:

- An adequate facility where labs can be conducted. At the preschool and elementary levels, this means a classroom with sufficient work space, including flat moveable desks or tables and chairs, equipment, and access to water and electricity. At the middle and high school levels, a safe, well-equipped lab space should be available, with necessary equipment and access to water and electricity. In addition, appropriate facilities to work with students with special needs should be provided. (Beihle 1999)

- Adequate storage space for all materials, including devices and materials in common use that are considered hazardous. (Beihle 1999)
- Funding for yearly educator training on how to manage materials and guide inquiry-based learning during labs.
- A budget for regular maintenance of facilities and equipment, as well as annual costs for new or replacement equipment, supplies, and proper waste management.
- A budget that recognizes additional costs required for field experiences.
- Laboratory occupancy load limits (number of occupants allowed in the laboratory) set at a safe level based on building and fire safety codes, size and design of the laboratory teaching facility, chemical/physical/biological hazards, and the needs of the students (Roy 2006; NSTA 2000). Science classes should have no more than 24 students even if the occupancy load limit might accommodate more. (NSTA 2004) Research data shows that accidents rise dramatically as class enrollments exceed this level. (West 2001) Teachers should not be faced with a Hobson's choice—teach in an unsafe environment or sacrifice the quality of teaching by not doing labs.

Assessment

Assessment, a powerful tool in science education, serves both formative and summative purposes. Not only does it help show what students have learned and the nature of their reasoning, it also indicates what gaps remain in learning and what concepts must be reviewed (NSTA 2001). NSTA recommends the following steps to ensure that laboratory investigations are part of the assessment process:

- Teachers of science, supported by the administration, be given the time and training to develop assessments that reveal and measure inquiry skills—the ability to design, conduct, analyze, and complete an investigation, reason scientifically, and communicate through science notebooks and lab reports.
- Instruction and assessment be aligned so that formative and summative assessments are meaningful and can be used to improve the science curriculum as well as determine what students have learned.

*Adopted by the
NSTA Board of Directors
February 2007*

References

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Additional Resources

Clough, M.P. 2002. National Science Teachers Association. Using the Laboratory to Enhance Student Learning. *Learning Science and the Science of Learning*, ed. R. W. Bybee, 85-96. Arlington, VA: NSTA Press.

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Appendix L

Uniform Admission Policy (HB 3826)



Dr. Ames,

What follows is information on the Uniform Admission Policy, Texas Education Code §§51.801-51.809, and changes made by House Bill 3826, 80th Texas Legislature. The information is presented as follows:

- (1) Clarification of House Bill 3826 concerning the Uniform Admission Policy
- (2) Texas Private High School Certification Forms (TPHSC Form-1 and TPHSC Form-2)
- (3) Coordinating Board Dissemination Plan

(1) Clarification of House Bill 3826 concerning the Uniform Admission Policy

Several Texas public universities and Texas private high schools have raised concerns with us about the changes made to the Uniform Admission Policy resulting from House Bill 3826 (80th Texas Legislature, 2007). The Coordinating Board adopted changes to its rules (Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter A, §5.5) which became effective November 26, 2009. The rules can be accessed at

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_pl oc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=5](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_pl oc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=5)

While the Board's rules primarily address the top 10 percent category of admissions, we agree that providing further clarification about the changes made to all admissions to public universities by House Bill 3826 would be helpful to both the universities and Texas public and private high schools. As a result, we have provided each of our public universities with the attached Clarification Memorandum to address the concerns raised about the Uniform Admission Policy and its applicability to all admission to Texas public universities.

(2) Texas Private High School Certification Forms (TPHSC Form-1 and TPHSC Form-2)

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Coordinating Board rule §5.5(c)(2)(B) requires that, for a student in a Texas private high school applying for admission to a public university, the high school must “indicate, in a form and manner

prescribed by the Commissioner of Higher Education, whether the student has completed all or a portion of the Recommended or Advanced High School Program or of the curriculum equivalent in content and rigor, as applicable, that was available.”

With the changes made by House Bill 3 (81st Texas Legislature, 2009) to the Recommended High School Program, the creation of two forms was necessary. TPHSC Form-1 is for students who entered grade 9 BEFORE the 2007-2008 school year. TPHSC Form-2 is for students who entered grade 9 IN the 2007-2008 school year OR LATER.

(3) Coordinating Board Dissemination Plan

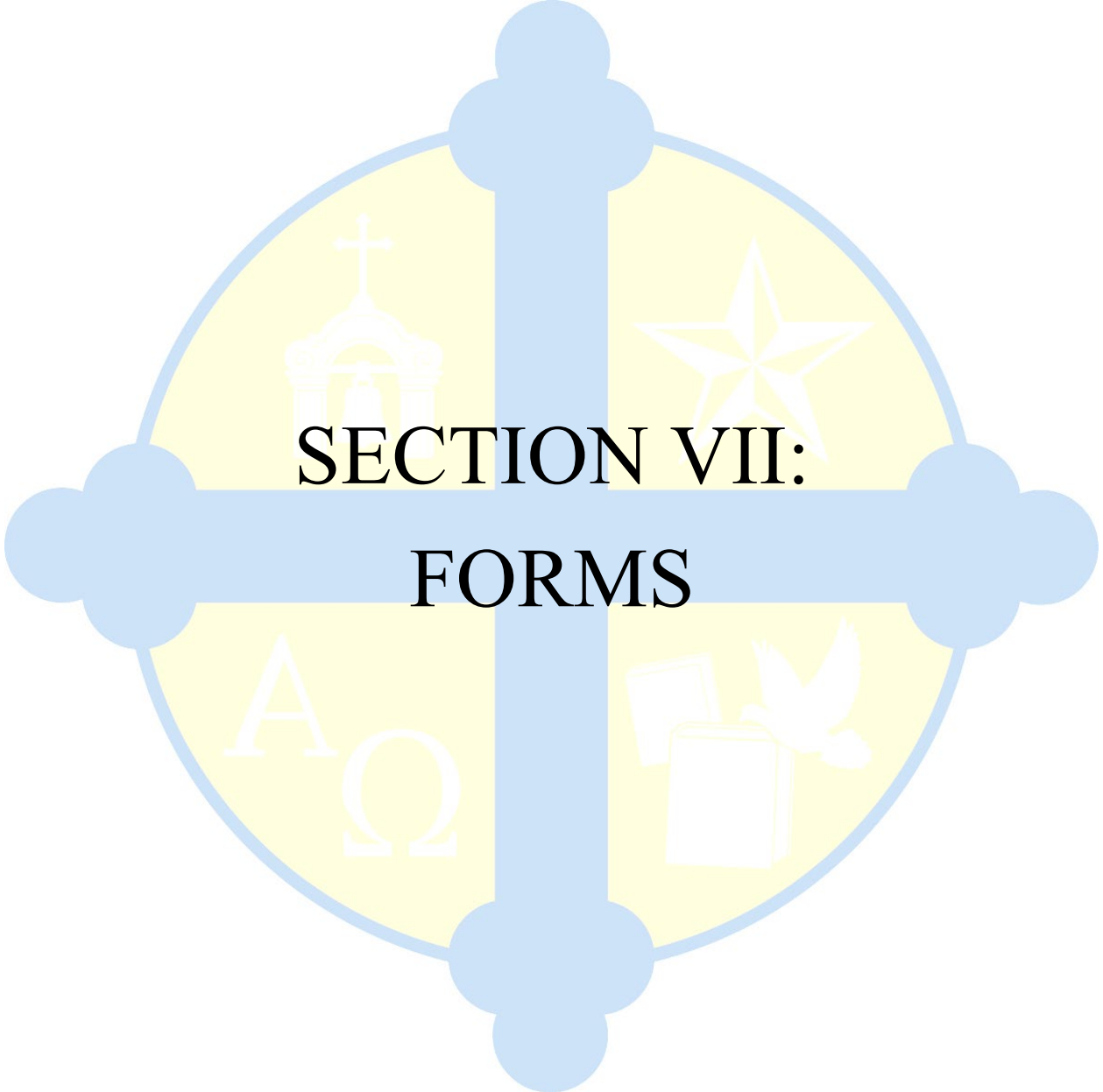
Both the Clarification Memo and the two Texas Private High School Certification Forms are attached. *Please share this information with each of your member accrediting agencies and ask each agency to provide the information to the Texas private high schools they accredit on or before Friday, December 11, 2009.*

In addition to providing this information to all public universities, to you, and to the Texas Education Agency, all of the information will be posted on the Coordinating Board’s website and CollegeForAllTexans.com for easy access.

If you have questions about either the Clarification Memorandum or the forms, please feel free to contact me.

--Lynette

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SECTION VII:

FORMS

TEXAS CATHOLIC CONFERENCE OF BISHOPS EDUCATION DEPARTMENT
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TCCB ED FORMS -located at www.txcatholic.org and log in to the TCCB Education Portal

If you experience problems logging on to the TCCB ED Education Portal, please contact TCCB ED at 512-339-9882

Annual Report for Continued School Accreditation- **Requires Superintendent Signature**
One Year Response Form-**Requires Superintendent Signature**
90 Day Response Form-**Requires Superintendent Signature**
Bloodborne Pathogens Acknowledgement Form
Deficiency Removal Plan for Principal/Assistant Principal-**Requires Superintendent Signature**
Deficiency Removal Plan for Religion Teachers-**Requires Superintendent Signature**
Deficiency Removal Plan other than Religion Teachers- **Requires Superintendent Signature**
Deficiency Removal Verification Form- **Requires Superintendent Signature**
Employee Digital Transcript Verification
Epinephrine Auto Injector Annual Acknowledgement
Extension of Deficiency Removal Plan- **Requires Superintendent Signature**
Interim Report- **Requires Superintendent Signature**
Notification of Change **Superintendent Use Only**
Notification of New School **Superintendent Use Only**
Professional Growth to Strengthen Competency
Pre-Employment Declaration
Pre-Employment Affidavit (Online Notary)
Specialized Instructure Certificate- **Requires Superintendent Signature**
Specialized Instruction Certificate Application
Drill Documentation Form