

FARWELL ISD



TEACHER INCENTIVE ALLOTMENT PLAN

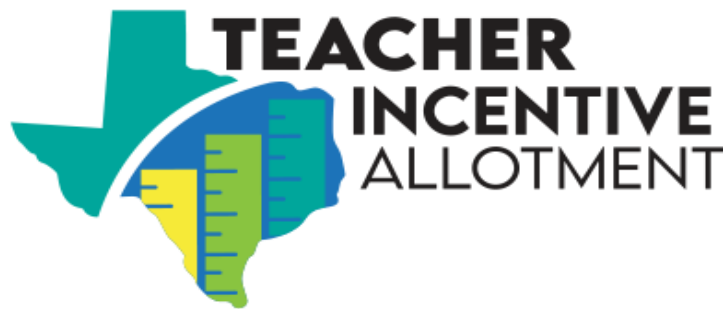
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Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program aims to attract, support, and retain highly effective educators across all schools, with a specific focus on those in high-need and rural areas. The program is set to be implemented starting in the 2025-2026 academic year. It offers a financial pathway for outstanding teachers and presents a valuable opportunity to recognize the dedication and proven achievements of the Farwell ISD teaching staff.

It is important to note that this initiative is not a merit pay system and will not replace the existing pay structure within the district. Teachers who achieve a distinction based on our local designation system—which considers factors such as teacher observation, student growth data, teacher leadership, attendance, and academic achievement—will receive an additional state stipend. This stipend is independent of the current Farwell ISD pay structure but will be factored into the Teacher Retirement System for retirement benefit calculations.



Designations:

Master - The teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary - The teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Recognized - The teacher has achieved an appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

An alternative path to a TIA recognized designation is through **National Board Certification**.

National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. FISD staff that possess a National Board Certification should contact the superintendent's office to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards website for more information.

<https://www.nbpts.org/>

Eligibility for TIA

Teachers in an eligible teacher group in the local designation system will be eligible for data validation. The TIA program defines teachers as - an educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include those who are not coded as a 087 in Public Education Information Management System (PEIMS) at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day. Only teachers who meet this definition are eligible to be a part of the TIA program.

Farwell ISD will recommend teachers for designation; however, only the Texas Education Agency (TEA) has the authority to officially designate a teacher. This designation will be noted on the teacher's certification. Once a teacher is designated, they retain this status for a period of five years, during which they may be eligible for re-designation. Importantly, because it is linked to their certification, a teacher's designation will remain valid if they transfer to another district within Texas, irrespective of that district's implementation status.

Furthermore, a teacher who holds a designation at the Recognized or Exemplary level may seek re-designation at a higher level before their current designation period concludes. If the re-designation is granted, the teacher's five-year designation period will reset. Conversely, if the attempt for re-designation is unsuccessful, the teacher will retain their current designation.

TEA Minimum Performance Standards

In order to be eligible for TIA designation, *TEA has established minimum performance standards for TTESS and student growth.*

Teachers Observation Minimums

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

1. Goal setting and professional development plan
2. Pre-conference, observation, and post-conference (evaluation cycle)
3. Student growth

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for TIA-designation, teachers must earn a rating proficient or higher in all four T-TESS Domains. Teachers must also meet specific criteria established by TEA for Domains 2 and 3. In addition, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS (chart on next page)

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in all Domains
Recognized	3.7	At least Proficient on all dimensions
Exemplary	3.9	At least Proficient on all dimensions
Master	4.5	At least Proficient on all dimensions

Student Growth Minimums

In order to be eligible for a TIA designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

Designation Level	Student Growth Percentages
Recognized	55% students meet or exceed expected growth
Exemplary	60% students meet or exceed expected growth
Master	70% students meet or exceed expected growth

More information can be found in TIA's Student Growth Performance Standards document

Teacher Incentive Allotment State Required Criteria

The TIA designations will be configured on the tiers for economically disadvantaged student funding which will be provided by the state. The teacher's class will be funded on the TIER system and the designation will be based on the students enrolled at each campus. The designation and associated allotment may vary by teacher based on these TIERS. *In addition, the state requires that 90% of allotments be used for teacher salary, and 10% be used for district TIA support.* The following are the required state criteria that must be met in order to receive the TIA designation. All data will be validated by Texas Tech University for each of the state requirements. All teacher designations are subject to validation by Texas Tech University. Validation occurs during the data validation year. Designations will be approved or denied in the spring of the validation year.

Farwell ISD Locally Designed TIA Designation System

The TIA plan for Farwell ISD includes the following teaching assignments and growth measures:

ELIGIBLE TEACHER ASSINMENT(S)		STUDENT GROWTH MEASURE	
Teacher Category 1	Pre-Kindergarten	Teacher Category 1	CLI Reading
Teacher Category 2	Kindergarten, 1 st Reading	Teacher Category 2	TPRI Reading
Teacher Category 3	2 nd Grade Math	Teacher Category 3	IXL Math Pre-Post Test
Teacher Category 4	4 th – 5 th Reading and Math, 6 th -8 th Reading and Math, English I and II	Teacher Category 4	Previous Year & End of Year STAAR
Teacher Category 5	2-4 Science, 6-7 Science & Social Studies, Geometry, Chemistry, English III & IV, Spanish I & II, Government, Economics, World History, Physics, Anatomy and Physiology, Accounting I & II, Professional Communications, Principles of Health Science, Health Science Theory, Financial Math, Principles of Technology, Environmental Systems, Pre-Calculus, Algebra II, Principles of AG, Mech/Metal, Technology Applications, Media Arts, Literary Arts, Health	Teacher Category 5	District-Created Pre-Post Test
Teacher Category 6	Art I, Graphic Design, BIM, Robotics	Teacher Category 6	Portfolio BOY & EOY
Teacher Category 7	4-12 PE	Teacher Category 7	Previous & End of Year FitnessGram
Teacher Category 8	5 th Music, 6 th Band, HS Band I	Teacher Category 8	Music First Pre-Post Test
Teacher Category 9	Life Skills	Teacher Category 9	Individualized Student Growth BOY & EOY
Teacher Category 10	4 th -5 th SPED, JH SPED, HS SPED	Teacher Category 10	Previous Year & End of Year STAAR
Teacher Category 11	5 th Science, 8 th Science, 8 th Social Studies, Biology, US History, and Algebra I	Teacher Category 11	Released STAAR & STAAR
Teacher Category 12	3 rd Reading and Math	Teacher Category 12	District-Created Pre-Test & STAAR
Teacher Category 13	2 nd Reading and 2-5 Dyslexia	Teacher Category 13	MindPlay Pre-post Test

TEACHERS MUST BE CERTIFIED IN TEXAS TO QUALIFY FOR TIA

Farwell ISD Teacher Performance Evaluation Framework

Farwell will utilize the Texas Teacher Evaluation and Support System (TTESS), as adopted by the state, for the Teacher Incentive Allotment. This approach guarantees the use of a valid and reliable instrument for teacher observations.

Farwell Independent School District (ISD) will employ a comprehensive set of assessment tools to evaluate teacher performance at the recognized, exemplary, or master's level. This evaluation will encompass the following measures: CLI, TPRI, IXL, MindPlay, STAAR, District-Created assessments, Portfolio assessments, Music First, Individualized Student Growth, student achievement (STAAR Only), teacher leadership, and teacher attendance, specifically for eligible teaching assignments.

The district will utilize STAAR Progress, as established by the Texas Education Agency (TEA), to assess student growth across all subjects in which the test is administered, utilizing Transition Tables. For those utilizing IXL math assessments, and MindPlay for Reading a diagnostic tool will be used to set student growth targets.

At the start of the academic year, District-Created assessments will be administered to establish baseline data. A posttest will be given at the end of the year to evaluate student growth levels. The district will establish cut points for approaches, meets, and masters, and will apply a STAAR-like Transition Table to accurately calculate student growth.

This comprehensive data set will be compiled and submitted to TEA and Texas Tech University for validation purposes.

Attendance

Farwell ISD recognizes that teachers play a crucial role in driving student achievement and success. To ensure that students receive the quality education they deserve, the district emphasizes the importance of staff attendance. Consequently, the district has implemented minimum attendance expectations that are necessary for earning points toward its local Teacher Incentive Allotment (TIA) designations.

Attendance 20%	Attendance Points
10 days or less	20 points
Greater than 10 days	0 points

The weights and measures to determine TIA designations for Farwell ISD are provided below:

Weights and Measures for Farwell ISD's TIA Designation System

School Year	Teacher Observation	Student Growth	Achievement STAAR Only	Teacher Attendance	Teacher Leadership
2025-2026	20%	50%	30% Growth & 20% Achievement	20%	10%

The district will utilize a teacher's performance metrics, which include scores from Teacher Observations, Classroom Student Growth, STAAR Achievement and Growth, Teacher Leadership contributions, and attendance records, to establish weighted percentages. These percentages will be employed to calculate a final score based on a points system, as outlined in the aforementioned documents.

[CLICK HERE to view the Teacher Leadership Rubric.](#)

Developing the Summative T-TESS Score

The T-TESS framework is designed to foster a culture of continuous improvement. Optimal outcomes are achieved when appraisers and teachers concentrate on evidence-based feedback and make professional development decisions informed by this feedback through ongoing dialogue and collaboration. T-TESS aims to encapsulate the comprehensive nature of teaching, recognizing that assessing teacher effectiveness necessitates a consistent emphasis on students' responses to instructional practices. Consequently, each observable domain within T-TESS emphasizes the interconnectedness of teachers and students, rather than segregating them into distinct categories.

The T-TESS Rubric comprises four Domains and sixteen Dimensions. These rubrics provide detailed descriptors of practices across five performance levels: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. Below are the sixteen dimensions categorized within the four domains:

T-TESS Domains and Dimensions

Domain I: Planning

- Standards and Alignment (Dimension 1.1)
- Data and Assessments (Dimension 1.2)
- Knowledge of Students (Dimension 1.3)
- Activities (Dimension 1.4)

Domain II: Instruction

- **Achieving Expectations** (Dimension 2.1)
- **Content Knowledge and Expertise** (Dimension 2.2)
- **Communication** (Dimension 2.3)
- **Differentiation** (Dimension 2.4)
- **Monitor and Adjust** (Dimension 2.5)

Domain III: Learning Environment

- **Classroom Environment, Routines and Procedures** (Dimension 3.1)
- **Managing Student Behavior** (Dimension 3.2)
- **Classroom Culture** (Dimension 3.3)

Domain IV: Professional Practices and Responsibilities

- Professional Demeanor and Ethics (Dimension 4.1)
- Goal Setting (Dimension 4.2)
- Professional Development (Dimension 4.3)
- School Community (Dimension 4.4)

To determine the summative T-TESS score for a teacher, the district will implement a numerical process based on a 5-point rating scale across each Domain, resulting in a maximum possible score of 20 points. The evaluation will incorporate data gathered from one formal observation conducted under the T-TESS framework, alongside one scored walkthrough, to calculate the final summative T-TESS score.

Each eligible teacher will undergo at least one formal observation lasting 45 minutes. Prior to these observations, a pre-conference and post-conference will be held, and teachers will receive a notification 1-2 weeks in advance. Additionally, the district will take into account data from one observation and scored walkthrough to inform the final T-TESS score.

In relation to the Teacher Incentive Allotment (TIA), the district will convert the individual ratings for **Domains II and III across the eight indicators of T-TESS into a numerical score.**

Designation	Points
Distinguished	5
Accomplished	4
Proficient	3
Developing	2
Needs Improvement	1

$$\frac{\text{T--Tess Score}}{\text{Total Possible T-TESS Score (40)}} = \frac{\text{TIA Points Earned}}{\text{Total Possible TIA Weighted Points (20)}}$$

Multiply TTESS score with Total Possible TIA Weighted Points divided by Total Possible TTESS Score equals TIA points earned.

***Important Note:** The Texas Education Agency (TEA) mandates that all educators in grades and subjects specified in a district's Teacher Incentive Allotment (TIA) plan must undergo evaluation during the 2025-2026 academic year. Consequently, any teacher eligible for a TIA designation is required to participate in the T-TESS evaluation process for the 2025-2026 school year, regardless of their desire to be considered for a TIA designation. Teachers may only opt out of the T-TESS evaluation if they hold the designation of Master Teacher.

*As previously mentioned, the state has established the minimum standards for Domains 2 and 3. To be eligible for the Teacher Incentive Allotment (TIA), a teacher must achieve the following score:

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in all Domains
Recognized	3.7	At least Proficient on all dimensions
Exemplary	3.9	At least Proficient on all dimensions
Master	4.5	At least Proficient on all dimensions

Student Rosters-To be included in a teacher's student growth calculation:

- the student must be assigned to the teacher of record at the beginning of year
- at the PEIMS winter roster and
- at the end of year

Total number of students who met expectation

Total number of students who were included in calculation

The state has set the following growth standard:

Designation Level	Student Growth Percentages
Recognized	55% students meet or exceed expected growth
Exemplary	60% students meet or exceed expected growth
Master	70% students meet or exceed expected growth

Calculating the Teacher's Final TIA Score:

After compiling the summative T-TESS scores and Student Growth scores, the district will then calculate a final TIA score for each eligible teacher. The district will use the weights and measures described above and TEA STAAR progress measures to determine whether a teacher reaches a minimum score for a TIA designation.

Example:

Designation	Growth Rates Worth 50 points	T-TESS Worth 20 points	Attendance ≤10 days' Worth 20 points	Teacher Leadership Worth 10 Points	Points	Point Ranges
Recognized	55% 35 points	10 Points	20 Points	6 Points	71 points	70-79 points
Exemplary	60% 40 points	15 Points	20 Points	8 Points	83 points	80-89 points
Masters	70% 50 points	20 Points	20 Points	10 points	100 points	90-100 points

Example: With Achievement for STAAR

Designation	Growth Rates Worth 30 points	Achievement STAAR Only Worth 20 Points	T-TESS Worth 20 points	Attendance ≤10 days Worth 20 points	Teacher Leadership Worth 10 Points	Points	Point Ranges
Recognized	55% 21 points	10 Points	10 Points	20 Points	10 Points	71 points	70-79 points
Exemplary	60% 24 points	15 Points	15 Points	20 Points	8 Points	82 points	80-89 points
Masters	70% 30 points	20 Points	20 Points	20 Points	10 points	100 points	90-100 points

*Minimum growth scores must be 55% of students meeting expected growth to be considered for TIA under the locally developed plan.

TIA Designations	Eligibility
Master	90-100 points
Exemplary	80-89 points
Recognized	70-79 points

Farwell ISD Process Ensuring Validity and Reliability of TIA Measures

T-TESS Implementation Overview

Farwell ISD is committed to the thorough implementation of the Teacher-Texas Evaluation Support System (T-TESS) to ensure the validity and reliability of teacher observation scores. The district ensures that all teacher appraisers complete comprehensive training and certification. Each year, appraisers will recalibrate their skills as part of the recertification process.

District and campus administrators will conduct individual observations of teachers and evaluate their performance, subsequently convening to discuss the data collected during these observations. In the event of significant discrepancies in scores, the observation process will be repeated until consensus is reached.

The district will analyze campus trends by grade level and content area. Should any irregularities in the data indicate potential teacher deficiencies, the district will offer additional professional development and support to facilitate their professional growth.

If irregularities in the teacher observation data are linked to appraiser issues, the district will provide supplementary training and support to the evaluator to ensure the observation process is executed with fidelity.

At the conclusion of each academic year, the campus principal will assign the final summative rating for each teacher within the district's data management plan.

Growth Measures Overview

Farwell ISD has established growth measures that have been in place for many years, demonstrating our commitment to valid and reliable assessments. The assessments utilized by the district are research-based and aligned with state standards, ensuring their effectiveness.

We are dedicated to implementing the student growth measure process with fidelity to guarantee accurate and reliable student growth data. Each principal at our campuses is tasked with ensuring that all assessments across the district are administered properly and consistently.

To support this initiative, the district will provide annual training for the administration of student growth measures at the campuses. A designated timeframe will be established for teachers to conduct assessments with consistency and integrity. Oversight will be provided by the testing coordinator and the principals.

Scoring of the assessments will be conducted electronically, and the district will implement protocols to ensure the security of these assessments. After all assessments have been recorded, the district will calculate the percentage of students who meet or exceed the expected growth for each teacher and convert this percentage into a scale score as outlined in the district plan.

Attendance Overview

Farwell ISD recognizes that the teacher plays a crucial role in the classroom environment. Therefore, the district has incorporated attendance as a key criterion in its locally developed Teacher Incentive Allotment (TIA) for achieving a designation.

Farwell ISD Timeline for TIA Designation for 2027

Farwell ISD applied for a TIA application in April 2025 with TEA. The district will collect data for the 2025-2026 school year to determine teacher designations for its locally developed system.

The district will notify teachers if they qualify for designation under the locally designed system. Through this notification process, the district will provide each teacher with written communication that indicates his or her summative T-TESS score, student growth score, attendance, and teacher leadership.

Timeline:

- Farwell ISD will submit a list of teachers and their recommended designations levels (that qualify for a designation under the FISD TIA) as well as teacher observation and student growth data for eligible teachers to Texas Tech by end of year 2026.
- Texas Tech University completes their analysis of FISD's TIA dataset; Texas Tech University will send their final report to TEA.
- TEA notifies FISD of approval/denial of the district's recommended teacher designations.
- If the district's recommended TIA designations are approved, TEA will notify the district of the specific allotment amounts by designation level at each campus in the district.
- By May 2027, the district will notify teachers if their recommendations are approved.
- FISD will provide the TIA payments in June 2027.
- The state will then reimburse the district for the TIA expenditures in September.

Farwell ISD Spending Plan

In an effort to retain the district's top talent and to recruit highly qualified new teacher, the stakeholders elected to provide 90% of the Teacher Allotment funds to the teacher who earned a TIA designation and 10% of the funds for the educational aides at the teacher's campus. The district will provide the TIA compensation to teachers through a lump sum payment (as a separate check or EFT from the district) in June of each year that a teacher does generate funding for a TIA designation.

The district will request that teachers currently employed with the district notify the account receivable clerk upon completion of the National Board Certification. For new hires, this will be a question asked during the hiring process. The teacher will be required show proof of the certification.

The allotment amounts for each campus under this initiative can be found at www.TIATexas.org.

Farwell ISD Allotments

Campus	Recognized	Exemplary	Masters
Elementary	\$7,034	\$14,068	\$25,446
Junior High	\$7,169	\$14,338	\$25,897
High School	\$6,733	\$13,465	\$24,442

**This is a state funded initiative; therefore, the funding for any designations is contingent upon state appropriations and approval through the state's TIA review process. Farwell ISD will not be responsible for funding this initiative should state funds become unavailable.*

Farwell ISD Implementation/Communication and Support Plan

Farwell has and will continue to work hard to articulate what the Teacher Allotment is and how the teachers in the district can qualify to receive it. Farwell ISD is committed to the recruitment and retention of the best and most highly qualified teachers available.

Farwell ISD has tried very hard to communicate to its various stakeholders and to seek their input. The district followed this timeline in developing the TIA plan:

- August 5, 2024 District Presentation
- September 9, 2024 Board Presentation
- September 10, 2024 Committee Admin Meeting
- September 27, 2024 Junior High Stakeholder Meeting
- September 27, 2024 High School Stakeholder Meeting
- October 2, 2024 Elementary Stakeholder Meeting
- October 2, 2024 Local Designation Plan Survey
- October 11, 2024 School Board Feedback Survey
- October 29, 2024 TIA Spending Plan Survey
- October 29, 2024 Committee Admin Meeting
- November 4, 2024 Top 3 TIA Spending Plan Survey
- November 5, 2024 1st Meeting of TIA Committee
- November 11, 2024 Board Stakeholder Meeting
- December 5, 2024 Committee Meeting
- January 22, 2025 Committee Meeting
- February 24, 2025 Stakeholder Meeting
- March 13, 2025 Spring TIA Teacher Survey
- March 28, 2025 Stakeholder Meeting
- March 31, 2025 Committee Admin Meeting
- April 15, 2025 Board Stakeholder Update

Farwell ISD is preparing to conduct faculty presentations regarding the local Teacher Incentive Allotment (TIA) plan, which will include an overview of the scoring criteria required for designation. The district intends to utilize ESC 16 trainings, along with individualized coaching and mentoring, to ensure that teachers receive the necessary support to enhance their practices and maximize their potential for earning a designation.

Farwell ISD is dedicated to ensuring that all teachers participate in the TIA program and is committed to providing comprehensive support for every educator to leverage this opportunity. The district has implemented student growth measures across all grades and content areas, making it possible for every teacher within Farwell ISD to qualify for a TIA designation, provided they meet the criteria established by the local designation system

The following is a list of questions. The list is not comprehensive but covers many of the most commonly asked questions. If your question is not on this list, please email kalmanza@farwellschools.org and we will answer in a timely manner.

Eligibility

Question	Answer
Do I have to be certified to be designated?	Yes. Teachers must be certified in Texas to earn a TIA designation per the districts local designation system.
How long is my designation?	Designation last for five years. If you are currently designated, but qualify for a higher designation, your five-year period restarts. You may also be redesignated at the end of your designation period.
Do I have to apply for a designation?	No. Farwell ISD will collect all data related to TIA and submit eligible teachers to TEA for designation.
How will I know if I have been designated?	Farwell ISD will provide a designation score each year for the prior year's data capture. Teachers will be formally notified the following year.
I am a NBCT. How do I get designated?	Make sure your status as an NBCT is known by Farwell ISD and that your directory information is up to date on NBPTS.
Am I ineligible if I have more than 10 absences?	No. You still are eligible for TIA designation if you have more than 10 absences. However, you will not receive any points towards your designation score for attendance.

Weighting and Scoring

Question	Answer
Do I have to meet the requirement in all categories to be designated?	No. The only absolute cut points are in Student Growth and T-TESS.
Does my TTESS observation have to be in the same subject as my student growth?	Yes, for the FISD locally developed plan
Does an NBCT need to meet TIA performance standards?	No. All NBCTs will receive automatic designation at the Recognized level. However, if an NBCT would like to qualify for a higher designation level, they must meet the performance standards for their teaching assignment.
I teach two subjects how will my score be calculated?	If you teach a STAAR grade that grade or subject will take precedent because STAAR is a more robust assessment than our district created assessment.

Payments

Question	Answer
When do I get paid for TIA?	Annually in June. First payout June 2027.
Is TIA eligible for TRS?	Yes
How much will I paid?	Farwell ISD has committed that 90% of the allotment generated by a designated teacher will be paid directly to the designated teacher and 10 % will go to the educational aides at the designated teacher's campus.
What happens if I retire?	You will be paid your final year of service. This also counts towards TRS.
Will payment change during designation?	It is likely your payout may shift during designation even if you are on the same campus for all five years. This is because campus allotments are determined by federal census block that is updated annually. FISD does not determine allotments.
Is my payment paid tied to my position?	Yes in order to be eligible for TIA funds, you must be employed in a position with a PEIMS role ID of 087. If you change roles to a counselor or instructional coach, you will maintain the designation but will no longer generate an allotment.

Attendance Guidance

E = excused (does not count towards TIA absences)

U = unexcused (counts towards TIA absences)

The attendance codes below were reviewed by Farwell ISD administrative cabinet team and TIA Committee.

For questions and concerns related to these codes, please contact kalmanza@farwellschools.org.

***Reminder:** Employees are allotted a total of 10 absences before a 20-point deduction is applied. This includes 5 local absence days and 5 state absence days. Please ensure to refer to all relevant documents for further details.

Absence Reason	Excused/Unexcused
COVID	U
UIL/School Sponsored Event Staff	E
Required School Related Absence	E
Absence Related to a Childs Extracurricular Activities ½ day or longer	U
Funeral - Spouse, Children, Siblings, Parents, Grandparents, In laws, (2 days)	E
Sick – 5 Local Days	U
State Personal Leave / Same as Personal Day (state)	U
Jury Duty/Subpoena	E
Prof Dev – District Level / ESC 16	E
Workers Comp	E
School Business	E
Athletics – Conference/Scouting	E
Athletics - UIL Game Coach/Event Staff	E
FMLA / FMLA-Dock	E
Ill in Family-Brother/Sister	U
Ill in Family-Grandparents & In Law	U
Ill in Family-Other Family	U
Ill in Family-Parents & In Laws	U
Ill in Family-Son/Daughter & In laws	U
Ill in Family-Spouse	U
Military Leave (15 days max) E Provided by military	E
Military-Short or Long Term U Unpaid leave	U
Military-Long Term-Dock U Unpaid leave	U
Other	U
Student Sponsor-UIL/Field Trips	E
Testing FISD Students	E

[Waiver Appeal From Printable Link Here](#)



Farwell ISD TIA Attendance Waiver Appeal Form



To qualify for a potential TIA Designation, teachers must maintain an attendance rate of 96% throughout the school year. Your administration has indicated that you did not meet this attendance requirement. However, you have satisfied the minimum TIERS and Student Growth necessary for potential designation. To proceed, please complete this waiver application and submit it to the Farwell ISD District Wide Assistant Principal located in the Farwell High School within 5 business days, along with documentation for the Administration Team to review. For any inquiries, contact Kendra Almanza at 806-481-3351 EXT 1047.

Teacher Name: _____ Date: _____

Campus: _____ Content: _____ # of Absences Requesting for Waiver: ____

Please check all applicable criteria for the waiver request:

1. **Hospitalization/Extended Illness** (Documentation showing dates of hospitalization/illness and a doctor's signature is required.)
2. **Court Subpoena** (Teacher was subpoenaed as a witness or for trial. Include the date of absence and attach a copy of the subpoena if the dependent is unavailable.)
3. **Celebration of an established religious holiday** not included in the school calendar (Documentation must be provided.)
4. **Death in the immediate family** (Immediate family includes parent(s), grandparent(s), and sibling(s).)
5. **Other** (Brief Explanation): _____

It is essential to understand that this waiver is subject to the approval of the Superintendent of Schools. **Eligible teachers must submit a waiver request to be considered for a potential designation.** Teachers who do not submit a waiver will not be eligible for a potential TIA Designation.

I confirm that the information provided is accurate and factual.

Teacher Signature: _____ Date: _____

FOR OFFICE USE ONLY

Date received by TIA Lead: _____

- ☐ *Approved*
- ☐ *Denied- Does not meet the requirements for a waiver*
- ☐ *Requires more information or documentation. Date Returned: _____*

Authorized Signature: _____ Date: _____