

Regular Meeting
Tuesday, November 11, 2025 7:00 PM

Harleton Independent School District
17000 S.H. 154
Harleton, Texas 75651

Agenda

1. Call to Order
2. Roll Call of Board Members

3. Pledge of Allegiance and Invocation
4. Student of the Month
5. Open Forum
6. Consent Agenda
 - 6.A. Approval of Board Minutes
 - 6.B. Donations
 - 6.C. Obligations and Vouchers

 - 6.D. Financial Statement

7. Action Items
 - 7.A. Consider/Take Action on Campus Improvement Plans
 - 7.B. Consider/Take Action on District Improvement Plan
 - 7.C. Consider/Take action on approving the purchase of the books on the annotated book list
 - 7.D. Consider/Take Action on hiring a high school teacher/coach for the 2025-2026 school year
 - 7.E. Consider/Take Action on making December 18, 2025 an early release day
 - 7.F. Consider/Take Action Approving the Purchase of 2 New Mowers on our 3-Year Replacement Program Cycle
8. Closed Session
 - 8.A. Pursuant to Texas Government Code Sections 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee and 551.076 Deliberations about school security.
9. Superintendent Report
 - 9.A. Enrollment
 - 9.B. Update 126
 - 9.C. Resignations/New Hires
 - 9.D. Reminder of Board Christmas Party Date
10. Adjourn

Harleton ISD

Regular Meeting: October 14, 2025

Members Present: Kevin Evers
Tim Skaggs
Harvey Fox
Pat Mc Gill
Jacob Muehlstein
Ben Wilson
Brian Fitzgerald

Members Absent: None.

The meeting was called to order at 7:00 PM with a roll call of members.

Pledge was led by Jacob Muehlstein and invocation was offered by Jay Ratcliff.

Open Forum was not held.

Students of the Month were recognized and presented a certificate and a gift card. Elementary students of the month for October were Hallie Tingle and Lauren Leake. Junior High student of the month for October was Emma May. High School student of the month for October was Davon Conder.

The consent agenda was approved by general consent which consisted of:

- September 16, 2025 Board Minutes
- Obligations and Vouchers
- Financial Statement

The Board discussed and reviewed the Local Investment Policies: BJA, CAA, BDAE, and CDA.

Motion by Tim Skaggs and second by Kevin Evers to approve setting December 9, 2025 as the Public Hearing for the 2024-2025 FIRST Rating. Voting for: Harvey Fox, Pat Mc Gill, Ben Wilson, Brian Fitzgerald and Jacob Muehlstein. Voting against: None. Motion carried.

Motion by Brian Fitzgerald and second by Ben Wilson to approve Russell Construction Services bid on Facility Upgrade for Elementary Playground Restroom as presented. Voting for: Tim Skaggs, Pat Mc Gill, Kevin Evers, Harvey Fox and Jacob Muehlstein. Voting against: None. Motion carried.

Motion by Pat Mc Gill and second by Kevin Evers to approve District Investment Policy as presented. Voting for: Harvey Fox, Ben Wilson, Tim Skaggs, Brian Fitzgerald and Jacob Muehlstein. Voting against: None. Motion carried.

Superintendent Report

- Enrollment
- Board Christmas Party Date

Motion by Tim Skaggs and second by Ben Wilson to adjourn meeting at 7:43 PM. Voting for: Pat Mc Gill, Harvey Fox, Jacob Muehlstein, Kevin Evers and Brian Fitzgerald. Voting against: None. Motion carried.

Jacob Muehlstein, President

Harvey Fox, Secretary

Harleton ISD Donations

DONATION	ORGANIZATION	DATE GIVEN	VALUE	TAX DEDUCTIBLE
Marsha Telford	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	
James and Sookie Cunningham	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	
Brenda Smith	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	
Lois Crim	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	
Perry and Kristie Hawkins	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	
Jan May	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	
Gayla Mc Cay	Angel Tree in Memory of Dianne Ivey	10/21/2025	\$50.00	



For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
001956	10-28-2025	ETBU	060716	Heart of Harlet	829-61-6499.00-999-699000	Heart of Harleton HHartwell	500.00	N
010107	10-27-2025	Capital One	060247	apr v 1981 & 480	199-11-6399.00-001-611000	Senior Info Parent Night	95.16	N
			060357	apr v 434768	199-11-6499.01-041-6990JH	JH staff treat	70.14	N
			060405	apr v 204778	199-11-6499.01-101-6990EL	Drinks for staff	66.32	N
			060066	apr v 263470	199-11-6499.01-101-6990EL	Staff breakfast on 9/9	257.57	N
			060390	FM Meal supplie	199-36-6399.00-001-691000	FB Meals	151.42	N
			060402	apr v 256025	199-51-6319.00-999-699000	Maintenance Supply	806.40	N
						Totals for Check 010107	1,447.01	
010108	10-27-2025	Capital One	060080	apr v 316392	865-00-2190.HS-001-6000HV	Sam's Order/ HS Concession	436.24	N
010666	10-02-2025	Karissa Lopez	060490	Harleton Cheer	865-00-2190.HS-001-6000HB	HS Cheer Mini Cheer T-Shirts	490.00	N
010667	10-03-2025	Jostens	060491	1438672	865-00-2190.HS-001-6000HW	Yearbook invoice	4,572.59	N
010668	10-06-2025	Amy Borden	060536	INVC2025118768	865-00-2190.HS-001-6000HK	Vector Software subscription	155.52	N
010669	10-06-2025	S&S Activewear LLC	060537	87733805	865-00-2190.HS-001-6000HK	cannon shirts	449.95	N
010670	10-06-2025	National Cheerleaders Ass	060503	REG0011560251	865-00-2190.HS-001-6000HB	HS Cheer entry fee	2,438.00	N
010671	10-06-2025	Amazon Capital Services	060452	1clgpc6p366c	865-00-2190.EL-101-6000E2	Student incentive items	369.73	N
010672	10-06-2025	Grimco Inc	060190	34510321-02 &01	865-00-2190.HS-001-6000HK	Printing supplies	507.83	N
010673	10-06-2025	S&S Activewear LLC	060576	86547157	865-00-2190.HS-001-6000HK	extra shirts- 4xl	16.08	N
			060575	85998956	865-00-2190.HS-001-6000HK	back to school staff shirts	760.18	N
						Totals for Check 010673	776.26	
010674	10-07-2025	Region 8 Educational Serv	060187	004432	865-00-2190.EL-101-6000E4	Outdoor Ed Coop	1,500.00	N
010675	10-07-2025	Area 6 FFA Association	060538	306407	865-00-2190.HS-001-6000H3	FFA Area	200.00	N
010676	10-07-2025	Millard's Crossing Historic	060473	100	865-00-2190.EL-101-6000E2	3rd grade field trip on 10/9	500.00	N
010677	10-10-2025	CDW Government	060263	AG2U93P	865-00-2190.HS-001-6000HK	Adobe Creative Cloud 2025	2,499.00	N
010678	10-10-2025	Precision Business Machin	060466	129210	865-00-2190.HS-001-6000HK	poster machine ink cartridges	475.00	N
010679	10-14-2025	Reginald Bell	060619	100	865-00-2190.HS-001-6000HQ	HOCO Dj	450.00	N
010680	10-15-2025	Piney Park	060453	5	865-00-2190.EL-101-6000E2	Piney Park Field Trip on 10/21	420.00	N
010681	10-16-2025	The Spot on 154 LLC	060621	0040	865-00-2190.HS-001-6000HG	FB Hospitality	196.50	N
010682	10-20-2025	Jostens	060609	2nd Payment	865-00-2190.HS-001-6000HW	yearbook deposit 2026	5,245.20	N
010683	10-21-2025	Roadhouse Enterprises IN	060022	87521	865-00-2190.EL-101-6000E2	Peanuts for fundraiser	100.00	N
010684	10-24-2025	Global Graphics	060682	65845	865-00-2190.HS-001-6000HJ	mini majorette shirts	152.15	N
010685	10-24-2025	Caroline S Russell	060680	reimbursement	865-00-2190.JH-041-6000J3	pep rally items refund	65.98	N
010686	10-24-2025	Fugler's	060698	5855-1	865-00-2190.HS-001-6000HG	FB Team meals	643.10	N
050130	10-27-2025	Credit Card Center	060322	25105504	199-11-6299.00-101-611000	lpad Management software	275.00	N
			060307	staff incentive	199-11-6499.01-041-6990JH	Teacher Drinks	47.92	N
			060109	202608001120	199-11-6499.02-001-6110BD	tmea membership	95.00	N
			060720	membership fee	199-13-6499.00-041-611000	Ready walmart plus	104.13	N
			060308	250904257808	199-23-6329.00-041-699000	Smore renew translate	179.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			060245	20001349221911	199-33-6399.00-999-699000	Nurse Supplies/ Emergen C	60.29	N
			060036	deposit	199-36-6411.00-001-691000	baseball convention hotel	340.60	N
			060074	deposit	199-36-6412.14-001-691000	Registration & Hotel UIL	120.00	N
			060332	auth 320376	199-41-6411.00-701-699000	Superintendent meal	15.96	N
			060249	Board meal	199-41-6419.00-702-699000	Board Meal October	265.14	N
			060313	10342896683	199-41-6419.00-702-699000	Sams online order for Central	247.35	N
			060314	10342896683	199-41-6419.00-702-699000	Pick up Drink and supplies	287.17	N
			060070	apr048795	199-41-6499.01-750-699000	Flowers/ Droddy Family	89.63	N
			060513	S5682897.001	199-51-6319.02-999-699000	Sprinkler Valves	354.67	N
			060352	1044893	199-53-6399.00-750-699000	Office Supplies	160.14	N
			060354	or#94037	199-53-6411.00-750-699000	IT Day -Meal	114.04	N
						Totals for Check 050130	2,756.04	
050131	10-27-2025	Credit Card Center	060004	10340270130	865-00-2190.JH-041-6000J4	JH Concession supplies	364.96	N
050715	10-24-2025	WEX Bank	060507		199-11-6311.00-001-622000	District Fuel Charges	14.69	N
			060507	107659739	199-34-6311.00-999-699000	District Fuel Charges	1,114.70	N
			060507	107659739	199-51-6311.00-999-699000	District Fuel Charges	614.70	N
						Totals for Check 050715	1,744.09	
080947	10-01-2025	Blick Art Materials	060196	HS Art Supplies	199-11-6399.00-001-611000	Beginning of Year Art Supplies	434.36	N
080948	10-01-2025	TASSP	060530	118403	199-23-6499.00-041-699000	TASSP Membership	285.00	N
080949	10-01-2025	Brothers Produce, Inc.	060198	Sept 2025	240-35-6341.00-999-699000	SEPT '25 PRODUCE	996.60	N
080950	10-01-2025	Beckville Band Booster	060404	61	199-36-6412.05-001-691000	Varsity FB meals	400.00	N
080951	10-01-2025	ABC Auto # 18	060328	7905 & 7262	199-34-6319.00-999-699000	Transportation Supply	478.13	N
080952	10-01-2025	Christi Siler	060493	HS Cheer meal	199-36-6412.14-001-691000	HS cheer meals	510.00	N
080953	10-01-2025	The Spot on 154 LLC	060454	0034	199-36-6412.01-041-691000	Football Meals	440.00	N
			060519	0035	199-36-6412.05-001-691000	FB Meals	500.00	N
			060485	0036 & 0037	199-36-6412.05-041-691000	FB Hospitality	393.00	N
						Totals for Check 080953	1,333.00	
080954	10-01-2025	Amazon Capital Services	060429	1vlhvpkc3yh4	199-11-6399.00-101-611000	Teaching Supplies	106.12	N
			060303	1xxwcvwl361j	199-11-6399.01-101-611000	Elem Art Supplies	241.71	N
			060465	1v4ynxhk1pqq	199-11-6399.03-101-623000	SPED Supplies	125.06	N
			060488	1tqlvmtx3hnr	199-36-6399.10-041-691000	JH Cheer bag for throws/signs	121.00	N
						Totals for Check 080954	593.89	
080955	10-01-2025	CDW Government	060143	AF86M2H&AF8S	199-11-6649.03-041-611000	Chromebooks for HJHS	2,534.22	N
			060075	AF8SF9Y	199-11-6649.03-101-611000	Chromeboxes for Elementary	573.50	N
						Totals for Check 080955	3,107.72	
080956	10-01-2025	Datamax, Inc.	060266	2793950	199-11-6269.00-001-611000	Lease Contract	311.34	N
			060266	2793950	199-11-6269.00-041-611000	Lease Contract	311.34	N
			060266	2793950	199-11-6269.00-101-611000	Lease Contract	311.34	N
			060266	2793950	199-41-6269.00-750-699000	Lease Contract	311.33	N
						Totals for Check 080956	1,245.35	

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
080957	10-01-2025	Flowers Baking Co of	060226	Sept 2025	240-35-6341.00-999-699000	SEPT '25 BREAD	1,146.13	N
080958	10-01-2025	CNA Surety	060460	2025-2026	199-41-6429.01-701-699000	CNA Surety Bond	255.50	N
080959	10-01-2025	Follett Software LLC	060427	1593986	199-12-6249.00-999-699000	AR/RC Renewal	199.00	N
080960	10-01-2025	Dramatists Play Service In	060244	2356645	199-11-6399.06-001-611000	Fall Show Scripts and Rights	481.53	N
080961	10-01-2025	Gecko Pest Control LLC	060149	12794&299017	199-51-6249.04-999-699000	Monthly Pest Control	317.41	N
			060149	12794&299017	240-51-6249.01-999-699000	Monthly Pest Control	112.59	N
Totals for Check 080961							430.00	
080962	10-01-2025	eSpark	060436	SI-001968	410-11-6399.00-101-611000	Elem Reading & Math Subscripti	2,375.00	N
080963	10-01-2025	Savvas Learning	060443	or# 1009785538	410-11-6399.00-101-611000	Elem science&reading subscript	5,232.00	N
080964	10-01-2025	Evergreen Electronics Inc	060178	12378	199-11-6399.12-001-611000	Dell Docking Stations	217.91	N
			060178	12378	199-11-6399.12-041-611000	Dell Docking Stations	188.65	N
			060178	12378	199-11-6399.12-101-611000	Dell Docking Stations	363.44	N
Totals for Check 080964							770.00	
080965	10-01-2025	Edgewood Independent	060424	Baseball field	199-36-6299.00-001-691000	Baseball Playoff 24-25	656.50	N
080966	10-02-2025	Hallsville Powerlifting	060320	entry fees	199-36-6499.01-001-691000	cross country entries	150.00	N
			060320	entry fees	199-36-6499.01-041-691000	cross country entries	80.00	N
Totals for Check 080966							230.00	
080967	10-02-2025	Harleton Hardware LLC	060469	Sept 2025	199-34-6319.00-999-699000	Hardware Supplies	100.00	N
			060469	Sept 2025	199-51-6319.00-999-699000	Hardware Supplies	1,277.29	N
Totals for Check 080967							1,377.29	
080968	10-02-2025	Kirby	060235	lease	240-35-6299.00-999-699000	SEPT '25 LEASE/SUPPLIES	238.00	N
			060235	supplies	240-35-6342.00-999-699000	SEPT '25 LEASE/SUPPLIES	606.69	N
Totals for Check 080968							844.69	
080969	10-02-2025	Longview News Journal	060464	2025-2026	199-23-6329.00-001-699000	Longview News Journal Renewal	650.00	N
			060464	2025-2026	199-41-6329.00-720-699000	Longview News Journal Renewal	650.00	N
Totals for Check 080969							1,300.00	
080970	10-02-2025	Marshall Welding Supply I	060475	833164	199-11-6269.01-001-611000	Monthly Rental Fee	24.75	N
			060475	833164	199-11-6269.01-001-622000	Monthly Rental Fee	44.75	N
			060475	833164	199-11-6269.01-041-611000	Monthly Rental Fee	11.50	N
			060475	833164	199-11-6269.01-101-611000	Monthly Rental Fee	29.50	N
			060475	833164	199-51-6269.00-999-699000	Monthly Rental Fee	15.50	N
Totals for Check 080970							126.00	
080971	10-02-2025	Quill LLC	060137	5665 & 0322	199-23-6399.00-001-699000	HS office supplies	464.67	N
080972	10-02-2025	Renaissance Learning Inc	060414	INV5598136	199-11-6399.15-101-611000	Elem Math Curriculum	4,323.99	N
080973	10-02-2025	ISCorp	060526	748905	199-53-6219.00-750-699000	ISCorp subscription 25-26	2,545.00	N
080974	10-02-2025	Republic Services #070	060158	00700036779957	199-51-6259.05-999-699000	Trash Service/ District	2,431.43	N
080975	10-02-2025	Kenneth Hines	060505	athletic securi	199-36-6219.02-001-691000	Athletic Security	320.00	N
080976	10-02-2025	Imaging Learning LLC	060440	194910	410-11-6399.00-041-611000	JrHigh Online Math Curriculum	4,950.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
080977	10-02-2025	Kesler Science	060434	9505	410-11-6399.00-041-611000	Jr High Science Curriculum	1,326.20	N
080978	10-02-2025	Hiland Dairy Foods	060218	Sept-25	240-35-6341.00-999-699000	SEPT '25 MILK	4,804.15	N
080979	10-02-2025	Quiziz Inc	060426	2025-2026	199-11-6399.01-001-611000	HS software subscription	400.00	N
			060426	2025-2026	199-11-6399.03-001-611000	HS software subscription	400.00	N
			060426	2025-2026	199-11-6399.04-001-611000	HS software subscription	400.00	N
			060426	2025-2026	199-11-6399.05-001-6110CH	HS software subscription	417.19	N
Totals for Check 080979							1,617.19	
080980	10-02-2025	Region 16 Education Servi	060457	Conf # 149415	211-11-6411.00-101-630000	2025 Statewid PFE Conference	350.00	N
080981	10-03-2025	Lone Star Learning	060020	63173	199-13-6411.00-101-611000	Target RLA training session	350.00	N
080982	10-03-2025	Region 7 Education Servic	060079	099507	199-34-6219.00-999-699000	Bus Driver Recert/ DJ Beck	60.00	N
080983	10-03-2025	Sysco Food Services Of E.	060210	sept 2025 3rd	240-35-6341.00-999-699000	OCT '25 GROCERY	6,589.11	N
			060210	sept 2025 3rd	240-35-6341.01-999-699000	OCT '25 GROCERY	337.88	N
			060210	sept 2025 3rd	240-35-6342.00-999-699000	OCT '25 GROCERY	777.45	N
Totals for Check 080983							7,704.44	
080984	10-03-2025	The Spot on 154 LLC	060552	0038	199-36-6412.05-001-691000	FB meals 10-3-25	350.00	N
080985	10-03-2025	Amazon Capital Services	060355	1vm6f3kq7fgy	199-11-6399.01-041-624000	JH classroom supplies ELA	258.04	N
			060197	1kg167cw3k49	199-11-6399.09-001-611000	Misc. art supplies	28.58	N
			060389	1qwh & QQ9M	199-11-6399.11-101-611000	5th grade Supplies	469.48	N
Totals for Check 080985							756.10	
080986	10-03-2025	SkyRider Communications	060084	29261	199-11-6649.03-041-611000	E-Rate Access Point Upgrade	1,000.00	N
			060084	29261	199-11-6649.03-101-611000	E-Rate Access Point Upgrade	2,778.15	N
Totals for Check 080986							3,778.15	
080987	10-03-2025	Union Grove Athletics	060321	entry fees	199-36-6499.01-001-691000	cross country entries	150.00	N
			060321	entry fees	199-36-6499.01-041-691000	cross country entries	115.00	N
Totals for Check 080987							265.00	
080988	10-03-2025	Whataburger Resteraunts	060057	or # 259517	199-36-6412.11-001-691000	cross country meals	90.52	N
			060059	or# 181957	199-36-6412.16-001-691000	volleyball meals	58.26	N
Totals for Check 080988							148.78	
080989	10-03-2025	Phillip Haskell	060341	SRO Duty	199-52-6219.00-999-699000	SRO Duty	640.00	N
080990	10-03-2025	Trent Maguire	060342	SRO Duty	199-52-6219.00-999-699000	SRO Duty	320.00	N
080991	10-06-2025	Blick Art Materials	060179	6330688,623301	199-11-6399.03-041-611000	JH Art Supplies	561.29	N
080992	10-06-2025	Lowe's Home Center	060291	Sept 2025	199-51-6319.00-999-699000	Maint Supplies	1,206.67	N
080993	10-06-2025	ChromebookParts.com	060430	259197	199-11-6649.03-041-611000	Chromebook Parts	191.66	N
			060430	259197	199-11-6649.03-101-611000	Chromebook Parts	21.81	N
Totals for Check 080993							213.47	
080994	10-06-2025	Aaron Bartuska	060563	chains	199-36-6219.00-001-691000	FB Chains	50.00	N
080995	10-06-2025	A&E Machine Shop Inc	060398	5194325&t11108	199-11-6399.03-001-622000	Supplies for ag shop	1,870.30	N
080996	10-06-2025	Amazon Capital Services	060412	1g4mrm3n1rhj	199-11-6399.00-001-611000	HS supplies	175.23	N
			060494	1y9dpc9c4jn6	199-11-6399.03-001-611000	HS Math classroom supplies	145.43	N
			060516	1pr7hnl931g1	199-41-6399.00-701-699000	Central Office supplies	24.68	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			060456	1tgc3xf97qvm	199-41-6399.00-701-699000	Central office supplies	39.32	N
						Totals for Check 080996	384.66	
080997	10-07-2025	Global Graphics	060104	66063	199-36-6399.00-001-6990BD	polo shirts	258.60	N
080998	10-07-2025	Home Depot Credit Servic	060293	Sept 2025	199-51-6319.00-999-699000	Maint Supplies	1,781.15	N
080999	10-07-2025	John W Gasparini Inc	060553	INV002241109	199-51-6319.00-999-699000	Waterfountain Parts	66.08	N
081000	10-07-2025	Music Mountain Water Co	060289	Sept 2025	199-11-6499.01-001-6990HS	Monthly Water Service	85.92	N
			060289	Sept 2025	199-11-6499.01-041-6990JH	Monthly Water Service	98.85	N
			060289	Sept 2025	199-11-6499.01-101-6990EL	Monthly Water Service	100.94	N
			060289	Sept 2025	199-41-6419.00-702-699000	Monthly Water Service	10.22	N
			060289	Sept 2025	199-51-6411.00-999-699000	Monthly Water Service	12.22	N
						Totals for Check 081000	308.15	
081001	10-07-2025	Pete McCarty Oil Compan	060164	20453 & 20492	199-34-6311.00-999-699000	Monthly Fuel delivery	5,221.17	N
081002	10-07-2025	Quill LLC	060448	45908077	199-53-6399.00-750-699000	Office Supplies	345.15	N
			060472	45928365	199-53-6399.00-750-699000	Toner for Debbie Wright	393.99	N
						Totals for Check 081002	739.14	
081003	10-07-2025	Rick's Sign Company LLC	060394	41608	199-51-6319.02-999-699000	Grounds Supplies/ signs	285.00	N
081004	10-07-2025	Raising Canes Chicken Fi	060063	09/30/2025	199-36-6412.16-001-691000	volleyball meals	106.90	N
081005	10-07-2025	McKelvey Enterprice Inc	060539	00515609	199-11-6399.03-001-622000	Materials needed for shop	580.30	N
081006	10-07-2025	Kane Security Company	060154	35766	199-51-6249.00-001-699000	Monthly Fire Alarm Monitoring	30.00	N
081007	10-07-2025	John S Coleman	060458	Sept 2025	199-11-6219.00-001-622000	Consulting for Ag Shop	3,850.00	N
081008	10-07-2025	Jacqueline Rena Lowry	060577	mileage	199-31-6411.00-101-699000	Mileage Reimbursement	320.95	N
081009	10-07-2025	Read Naturally Inc	060518	276239	199-11-6399.15-101-611000	Reading Intervention Materials	577.50	N
081010	10-08-2025	Meagan Walker	060031	Meal Money	199-23-6411.00-101-624000	Meals-conference 10/14-10/17	100.00	N
			060031	Meal Money	199-23-6411.00-101-699000	Meals-conference 10/14-10/17	100.00	N
						Totals for Check 081010	200.00	
081011	10-08-2025	NAMMB	060584	entry fees	199-36-6499.00-041-6990BD	pre-uil contest entry fee	350.00	N
081012	10-08-2025	Ide Mia	060564	uztx-6B7TGT	199-41-6299.00-701-699000	Fingerprinting - Sub Morris	47.00	N
081013	10-08-2025	Anthony Robinson	060102	percus lesson	199-11-6219.00-001-6110BD	percussion lessons	1,200.00	N
081014	10-08-2025	Christi Siler	060534	Cheer meal \$\$	199-36-6412.14-001-691000	HS cheer meals	510.00	N
081015	10-08-2025	Shannon Hearn	060533	HS Cheer meal	199-36-6412.14-001-691000	PO Created by Req: 060516	134.97	N
081016	10-08-2025	Tatum Music Company Inc	060097	Fall Repairs	199-11-6399.01-001-6110BD	fall Band supplies	2,351.63	N
081017	10-08-2025	Telephone Specialists, Inc	060570	23815	199-11-6649.03-041-611000	Phone Replacement	205.00	N
081018	10-08-2025	Waskom Athletic Booster	060572	45 meals FB	199-36-6412.05-001-691000	FB meals	405.00	N
081019	10-08-2025	Ide Mia	060586	uztx-6bftz7	199-41-6299.00-701-699000	Fingerprinting - Sub Garrison	47.00	N
081020	10-08-2025	Whataburger Resteraunts	060056	or # 219406 XC	199-36-6412.11-001-691000	cross country meals	44.22	N
081021	10-08-2025	Timothy Cline Livingston	060343	SRO Duty	199-52-6219.00-999-699000	SRO Duty	1,020.00	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
081022	10-08-2025	Tx Medicaid& Healthcare	060512	overpayment	199-41-6299.00-750-699000	SHARS overpayment 2024	2,836.30	N
081023	10-09-2025	Acp Direct	060116	0251206	199-11-6399.12-101-611000	Extra Headsets	90.65	N
081024	10-09-2025	Datamax, Inc.	060271	LG01257015	199-11-6269.00-041-611000	Lease G-01257	1,138.48	N
081025	10-09-2025	Marshall Welding Supply I	060476	831744	199-11-6269.01-001-611000	Monthly Rental Fee	23.75	N
			060476	831744	199-11-6269.01-001-622000	Monthly Rental Fee	42.75	N
			060476	831744	199-11-6269.01-041-611000	Monthly Rental Fee	10.50	N
			060476	831744	199-11-6269.01-101-611000	Monthly Rental Fee	28.50	N
			060476	834009&831744	199-51-6269.00-999-699000	Monthly Rental Fee	26.07	N
Totals for Check 081025							131.57	
081026	10-09-2025	Nimco, Inc	060186	210102& 210418	199-31-6399.00-041-699000	2025 Red Ribbon Week Items	165.65	N
081027	10-09-2025	Ide Mia	060608	uztx-6bk2h7	199-41-6299.00-701-699000	Fingerprinting-Sub Venden	47.00	N
081028	10-09-2025	SHSU Cross Country	060605	entry fee x 2	199-36-6412.04-001-691000	regional entry fees XC	60.00	N
081029	10-09-2025	Amazon Capital Services	060180	1vy976dj1fl3	199-11-6399.03-041-611000	JH Art Supplies	326.43	N
			060517	17j13y9xygdn	199-11-6399.06-101-611000	2nd grade supplies	261.40	N
			060559	1w49xdgg1qnj	199-31-6399.00-101-6990EL	Red Ribbon Week Supplies	101.96	N
			060551	1qcyxvk9gq7	199-36-6499.00-001-6990HS	HOCO Dance	352.80	N
Totals for Check 081029							1,042.59	
081030	10-09-2025	Garrett Bailey	060344	SRO Duty	199-52-6219.00-999-699000	SRO Duty	680.00	N
081031	10-09-2025	Isaac Barnett	060346	SRO Duty	199-52-6219.00-999-699000	SRO Duty	340.00	N
081032	10-10-2025	Elliott Electric	060591	main supplies	199-51-6319.00-999-699000	Maint Supplies/ weight room	1,138.09	N
081033	10-10-2025	Quill LLC	060528	IT supplies	199-11-6399.12-001-611000	Misc Supplies	31.33	N
			060528	IT supplies	199-11-6399.12-041-611000	Misc Supplies	27.27	N
			060528	IT supplies	199-11-6399.12-101-611000	Misc Supplies	50.30	N
Totals for Check 081033							108.90	
081034	10-10-2025	Christi Speer	060094	meal money	199-36-6412.01-001-6990BD	UIL & NAMMB Meal Money	1,920.00	N
081035	10-10-2025	Tatum Music Company Inc	060096	Fall Supplies	199-11-6249.01-001-6110BD	fall instrument repairs	926.07	N
081036	10-10-2025	Precision Business Machin	060466	129210	199-12-6399.00-999-699000	poster machine ink cartridges	584.55	N
081037	10-10-2025	Whataburger Resteraunts	060057	OR# 260181	199-36-6412.11-001-691000	cross country meals	74.50	N
081038	10-10-2025	Amazon Capital Services	060246	HS supplies	199-11-6399.00-001-611000	Senior Info Parent Night	133.28	N
081039	10-10-2025	Shawnee Moreno	060593	HarletonISD	199-36-6499.00-001-6990HS	Custodian Shirts	34.00	N
081040	10-10-2025	PBC Guru LLC	060571	INV-504704	199-12-6249.00-999-699000	BookBreak subscription	1,175.00	N
081041	10-10-2025	Amanda D Cloninger	060596	ESL	199-11-6499.00-101-625000	ESL Test Reimb Certification	196.87	N
081042	10-14-2025	Visual Techniques Inc	060409	46202	199-11-6649.03-101-611000	Interactive Displays for HES	70,985.10	N
081043	10-14-2025	Waskom ISD	060531	Oct-25	199-93-6492.00-999-623000	SSA Payment	17,654.07	N
081044	10-14-2025	The Huntington National B	060483	2155415	199-36-6659.00-001-691000	Scoreboard Annual Pmnt	29,167.40	N
081045	10-14-2025	Barsco	060624	578557-00	199-51-6319.00-999-699000	HS Gym HVAC	545.21	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
081046	10-14-2025	East Tex Filters Of Longvi	060285	605427-10	199-51-6249.00-001-699000	Monthly Filter Service	220.00	N
			060285	605268-8	199-51-6249.00-041-699000	Monthly Filter Service	560.00	N
			060285	605260-10	199-51-6249.00-101-699000	Monthly Filter Service	242.75	N
Totals for Check 081046							1,022.75	
081047	10-14-2025	Oriental Trading	060399	73872805001	199-11-6499.05-001-611000	homecoming parade decorations	315.35	N
081048	10-14-2025	Cheryl Hardy	060618	meal money	199-11-6411.00-041-611000	Meal Money Field Trip	50.00	N
			060618	meal money	199-11-6412.00-041-611000	Meal Money Field Trip	178.00	N
Totals for Check 081048							228.00	
081049	10-14-2025	Verizon	060172	6125384542	199-51-6259.02-999-699000	Monthly Cell Phone	435.30	N
081050	10-14-2025	MPA Fireworks LLC	060626	HOCO Fireworks	199-41-6499.01-750-699000	HOCO Fireworks	3,600.00	N
081051	10-14-2025	Trafera Holding LLC	060078	1001422504	199-11-6399.12-041-611000	45 Watt Chromebook Chargers	570.00	N
081052	10-14-2025	TAEA Headquarters	060085	2500100803	199-11-6399.01-101-611000	Conference/Membership	215.00	N
081053	10-14-2025	Shawnee Moreno	060578	10 pair shoes	199-36-6399.01-001-6910GR	basketball supplies	580.00	N
081054	10-14-2025	Easy Badges LLC	060035	46501	199-11-6649.03-001-611000	Badge Printer	730.43	N
			060035	46501	199-11-6649.03-041-611000	Badge Printer	632.34	N
			060035	46501	199-11-6649.03-101-611000	Badge Printer	1,218.23	N
Totals for Check 081054							2,581.00	
081055	10-15-2025	BSN	060501	931557628	199-36-6399.01-001-6910GR	HS Girls basketball supplies	349.80	N
081056	10-15-2025	Sysco Food Services Of E.	060210	Oct 1st check	240-35-6341.00-999-699000	OCT '25 GROCERY	5,474.75	N
			060210	Oct 1st check	240-35-6341.01-999-699000	OCT '25 GROCERY	520.20	N
			060210	Oct 1st check	240-35-6342.00-999-699000	OCT '25 GROCERY	1,900.26	N
Totals for Check 081056							7,895.21	
081057	10-15-2025	TASBO	060625	Cash-31522-	199-41-6411.01-701-699000	Annual Membership Dues	155.00	N
081058	10-15-2025	ABC Auto # 18	060328	18IN239120	199-34-6319.00-999-699000	Transportation Supply	23.76	N
081059	10-15-2025	Whataburger Resteraunts	060056	OR# 260643	199-36-6412.11-001-691000	cross country meals	119.54	N
081060	10-15-2025	Teacher Synergy LLC	060615	315299575	199-11-6299.00-101-624000	Math Curriculum Bundle	201.99	N
081061	10-15-2025	Kerry Strong	060058	or# 14004912	199-36-6412.16-001-691000	volleyball meals	76.16	N
081062	10-16-2025	Raptor Technologies LLC	060076	INV194646	199-11-6299.00-001-611000	Raptor Yearly Renewal	590.05	N
			060076	INV194646	199-11-6299.00-041-611000	Raptor Yearly Renewal	510.83	N
			060076	INV194646	199-11-6299.00-101-611000	Raptor Yearly Renewal	984.12	N
Totals for Check 081062							2,085.00	
081063	10-16-2025	Rick's Sign Company LLC	060636	41697	199-51-6319.00-999-699000	Door signs district	664.00	N
081064	10-16-2025	The Sherwin Williams	060634	5513-9	199-51-6319.00-999-699000	Wieght Room Paint	564.79	N
081065	10-16-2025	ChromebookParts.com	060588	260365	199-11-6649.03-101-611000	Chromebook Parts	348.84	N
081066	10-16-2025	Shannon Burks	060631	reimbursement	199-36-6412.01-041-691000	Jr High Girls End of Season	121.14	N
081067	10-16-2025	The Spot on 154 LLC	060590	0039	199-36-6412.01-041-691000	Football Meals	450.00	N
081068	10-16-2025	Amazon Capital Services	060557	spanish books	199-12-6329.00-999-625000	Spanish books-existing titles	99.65	N

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
081069	10-16-2025	Amanda Smith	060628	meal money	199-36-6412.04-001-691000	regional xc meals	158.00	N
081070	10-17-2025	BSN	060123	931497760	199-36-6399.11-001-691000	Team Game Day Wear	1,237.02	N
081071	10-17-2025	The Sherwin Williams	060634	7573-1	199-51-6319.00-999-699000	Wiegth Room Paint	139.12	N
081072	10-17-2025	THSCA	060643	25-26 Membersh	199-36-6499.01-001-691000	Membership-Beck	70.00	N
081073	10-17-2025	Zana Shaver	060633	447236	199-51-6249.06-999-699000	Wiegth Room Painter	2,100.00	N
081074	10-17-2025	The Flower Fairies LLC	060111	000098	199-36-6499.05-001-699000	Homecoming Court Flowers	102.00	N
081075	10-17-2025	Game One	060050	10503437	199-36-6399.06-001-691000	cross country uniforms	288.95	N
			060048	10503471	199-36-6399.07-001-691000	Girls basketball uniforms	3,892.95	N
			060051	10503438	199-36-6399.07-001-691000	track uniforms	1,936.98	N
			060050	10503437	199-36-6399.07-001-691000	cross country uniforms	650.00	N
			060052	80028191	199-36-6399.07-001-691000	track uniform bottoms	1,239.63	N
Totals for Check 081075							8,008.51	
081076	10-17-2025	Sports Magic Inc	060641	20163945	199-36-6399.11-001-691000	Cloth Print	335.00	N
081077	10-17-2025	Kenneth Craig Black	060347	SRO Duty	199-52-6219.00-999-699000	SRO Duty	420.00	N
081078	10-17-2025	MAJCO LLC	060419	8730 & 5604	199-34-6319.00-999-699000	Transportation Supply	1,094.95	N
081079	10-17-2025	Hawkins Band Parents As	060623	JV FB Meal	199-36-6412.05-041-691000	JV FB Meals	40.00	N
081080	10-20-2025	Acp Direct	060345	0251315	199-11-6649.03-101-611000	Chromebook Charging Cabinet	325.00	N
081081	10-20-2025	Alert Services Inc	060326	INV519175	199-36-6399.01-001-691000	Medical Supplies	1,275.95	N
081082	10-20-2025	Playscripts Inc	060496	2357848	199-11-6399.06-001-611000	JH OAP Scripts and Rights	332.81	N
081083	10-20-2025	Follett Software LLC	060131	1596446	199-12-6249.00-999-699000	Destiny renewal & migration	3,584.72	N
081084	10-20-2025	Heartland School Solution	060027	HSS4275386-	240-35-6299.00-999-699000	NK Menu Planning Annual SY 25-	425.00	N
081085	10-20-2025	Arp ISD Athletics	060629	entry fees	199-36-6499.01-001-691000	arp tournament- girls	500.00	N
081086	10-20-2025	Rainbow Floral	060661	006680	199-41-6499.01-750-699000	Flowers/ Diane Ivey	100.00	N
081087	10-20-2025	Aaron Bartuska	060664	chains	199-36-6219.00-001-691000	Chain for Ftbll field	150.00	N
081088	10-20-2025	John S Coleman	060598	11 days 3hrs ea	199-11-6219.00-001-622000	HS Ag Consulting	3,300.00	N
081089	10-20-2025	Sports Magic Inc	060667	20163884	199-41-6499.01-750-699000	ballcaps as decor for BOY	1,010.00	N
081090	10-20-2025	Amazon Capital Services	060635	1nddhtv1k6ff	199-11-6399.12-041-611000	Equipment for Office	42.16	N
081091	10-20-2025	Garrett Bailey	060639	athletic securi	199-36-6219.02-001-691000	Athletic Security	200.00	N
			060349	SRO Duty	199-52-6219.00-999-699000	SRO Duty	680.00	N
Totals for Check 081091							880.00	
081092	10-20-2025	Evergreen Electronics Inc	060115	12702	199-11-6649.03-041-611000	Extra Lenovo Thinkbook 15	117.49	N
			060115	12702	199-11-6649.03-101-611000	Extra Lenovo Thinkbook 15	317.46	N
Totals for Check 081092							434.95	
081093	10-20-2025	Techland Houston	060090	Dominic-2010	199-11-6639.00-001-611000	OAP Travel Lighting	5,370.00	N
081094	10-21-2025	Meagan Walker	060685	mileage	199-23-6411.00-101-624000	Mileage Reimbursement	100.00	N
			060685	mileage	199-23-6411.00-101-699000	Mileage Reimbursement	245.84	N
Totals for Check 081094							345.84	

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Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
081095	10-21-2025	Datamax, Inc.	060267	2811525	199-11-6269.00-001-611000	Lease Contract	281.44	N
			060267	2811525	199-11-6269.00-041-611000	Lease Contract	281.44	N
			060267	2811525	199-11-6269.00-101-611000	Lease Contract	281.44	N
			060267	2811525	199-41-6269.00-750-699000	Lease Contract	281.41	N
						Totals for Check 081095	1,125.73	
081096	10-21-2025	Christi Speer	060669	band meal money	199-36-6412.00-999-699000	meal money for state marching	9,720.00	N
081097	10-21-2025	NAMMB	060671	39	199-36-6412.00-999-699000	state entry and bus parking	800.00	N
081098	10-21-2025	Courtyard by Marriott Wac	060668	31 rooms x nigh	199-36-6412.00-999-699000	state marching band rooms	8,683.45	N
081099	10-22-2025	UIL Music Region 4	060134	12 fees	199-36-6499.00-001-6990BD	twirling uil entries	212.50	N
081100	10-22-2025	Caroline S Russell	060679	JrH Cheer Meal	199-36-6412.06-041-691000	JH cheer meals	120.00	N
081101	10-22-2025	Chicken Express of Hende	060061	HarletonISD	199-36-6412.16-001-691000	volleyball meals	123.37	N
081102	10-22-2025	Kenneth Hines	060566	athletic securi	199-36-6219.02-001-691000	Athletic Security	360.00	N
			060659	Dance Security	199-36-6219.02-001-691000	Security HOCO Dance	250.00	N
						Totals for Check 081102	610.00	
081103	10-22-2025	Jay Ratcliff	060693	meal money	199-41-6411.00-701-699000	Meal Money State Band Comp	150.00	N
081104	10-22-2025	Phillip Haskell	060348	SRO Duty	199-52-6219.00-999-699000	SRO Duty	840.00	N
081105	10-22-2025	Rosetta Stone LLC	060587	RS560258	199-11-6399.00-101-625000	Subscription renewal	1,200.00	N
081106	10-22-2025	Amazon Capital Services	060581	table&chairs	199-23-6649.00-101-699000	Conference table/chairs	535.43	N
081107	10-22-2025	Verdant Commercial Capit	060276	905826370	199-11-6269.00-001-611000	Lease Payment	212.07	N
081108	10-24-2025	Dealers Electrical Supply	060704	S101772156.001	199-51-6319.00-999-699000	District light panels	960.00	N
081109	10-24-2025	Fulghum Enterprises Inc	060700	21487,21488,&89	199-34-6249.00-999-699000	Bus glass repair/ replace	850.00	N
081110	10-24-2025	Tatum Music Company Inc	060096	M614262	199-11-6249.01-001-6110BD	fall instrument repairs	695.50	N
081111	10-24-2025	Zana Shaver	060699	447237	199-51-6249.06-999-699000	Jr Gym Door painting	1,600.00	N
081112	10-24-2025	Ide Mia	060709	UZTX-6F5RNT	199-41-6299.00-701-699000	Fingerprinting - Carter	47.00	N
081113	10-24-2025	The Gallery Collection	060525	25E0036514	199-41-6499.01-750-699000	Staff Birthday Cards 150	497.42	N
081114	10-24-2025	B & C Cleaners	060532	order25270-948	199-11-6249.02-001-6110BD	dry cleaning uniforms	804.75	N
081115	10-24-2025	The Spot on 154 LLC	060708	0041	199-36-6412.05-001-691000	FB meals	400.00	N
081116	10-24-2025	Amanda Smith	060695	meal money	199-36-6412.04-001-691000	state cross country meals	244.00	N
081117	10-24-2025	Home Depot Credit Servic	060293	3020636	199-51-6319.00-999-699000	Maint Supplies	282.20	N
081118	10-24-2025	Rick's Sign Company LLC	060715	41694	199-51-6319.02-999-699000	Grounds supplies	285.00	N
081119	10-24-2025	Timothy Cline Livingston	060350	SRO Duty	199-52-6219.00-999-699000	SRO Duty	680.00	N
081120	10-24-2025	Amazon Capital Services	060468	1y7hj6y9xqdx	199-11-6399.06-101-611000	Supplies-2nd grade	344.17	N
			060614	1jjjxntvtny1	199-11-6649.05-041-611000	Classroom equip	348.47	N
						Totals for Check 081120	692.64	
081121	10-28-2025	Crystal Brock	060718	meal money	199-23-6411.00-001-699000	HS Principal Meals-State Band	100.00	N

For the Month of October

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
081122	10-28-2025	Calie's Acres	060514	11-6	199-11-6499.00-101-611000	PK Field Trip on 11/6	260.00	N
081123	10-28-2025	Curriculum Associates, LL	060714	90931473	410-11-6399.00-101-611000	i-Ready Elem Curriculum	20,632.00	N
081124	10-29-2025	Mt Pleasant ISD	060701	2602	199-11-6412.00-041-622000	FBLA (Go to Workshop)	40.00	N
081125	10-30-2025	Timothy Cline Livingston	060646	SRO Duty	199-52-6219.00-999-699000	SRO Duty	340.00	N
081126	10-30-2025	The Spot on 154 LLC	060728	0042	199-36-6412.01-041-691000	Football Meals	450.00	N
			060728	0043	199-36-6412.05-001-691000	Football Meals	196.50	N
Totals for Check 081126							646.50	
Total Checks							356,742.24	

End of Report

	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH
ETEX TELEPHONE							
777-2372 GROUP	\$ 859.84	\$ 859.84	\$ 859.84				
T-1 CIRCUIT	\$ 449.00	\$ 449.00	\$ 449.00				
TOTAL	\$ 1,308.84	\$ 1,308.84	\$ 1,308.84				
CENTERPOINT ENERGY-GAS							
BUS SHOP/PRIMARY-3214374-5	\$ 72.86	\$ 56.20	\$ 55.32				
JH & ELEM BLDG-3214371-1	\$ 98.29	\$ 230.72	\$ 222.34				
HIGH SCHOOL BLDG-2640504-3	\$ 128.99	\$ 193.89	\$ 179.26				
FIELD HOUSE-2643737-6	\$ 63.21	\$ 77.25	\$ 71.14				
TOTAL	\$ 363.35	\$ 558.06	\$ 528.06				
UPSHUR RURAL ELECTRIC							
JH GYM-16655-001	\$ 782.40						
JH & ELEM-16655-002	\$ 6,674.14	\$ 5,677.98					
EL PE BLDG/MUSIC RM-16655-003	\$ 705.67	\$ 603.10					
BUS BARN-16655-004	\$ 512.85	\$ 410.69					
TENNIS COURT-16655-012	\$ 27.57	\$ 27.52					
FOOTBALL FIELD-16655-022	\$ 677.40	\$ 730.35					
PRESS BOX/CONCESS. STD-16655-024	\$ 485.56	\$ 458.68					
FLD HSE CONCESS. STD-16655-025	\$ 745.69	\$ 619.61					
EL SECURITY LIGHT-16655-026	\$ 138.69	\$ 139.02					
ELEM SCHOOL SIGN-16655-027	\$ 42.11	\$ 39.42					
FLD HSE SEC LIGHT#2-16655-028	\$ 23.28	\$ 23.32					
HIGH SCHOOL-16655-030	\$ 8,064.21	\$ 7,421.36					
SOFTBALL FLD CONCESS-16655-031	\$ 73.46	\$ 71.60					
WEIGHT ROOM-16655-032	\$ 976.24	\$ 830.88					
SEC LIGHT TENNIS-16655-033	\$ 46.41	\$ 46.55					
WELL-16655-.34							
SIGN- 16655-036	\$ 47.94	\$ 45.12					
CONCESSION 16655-037	\$ 237.67	\$ 199.01					
STADIUM DR SECURITY LIGHT 16655-040	\$ 46.41	\$ 46.55					
SOFTBALL FLD HOUSE-16655-041	\$ 135.24	\$ 136.19					
HS FREEZER BLDG-166550-042	\$ 608.16	\$ 584.70					
ARCHERY BLDG-166550-043	\$ 590.93	\$ 409.71					
JH GYM A/C-166550-044	\$ 717.73	\$ 1,033.30					
TOTAL	\$22,359.76	\$ 19,554.66					
HARLETON WATER SUPPLY							
ACCT # 325 OLD CAMPUS	\$ 608.53	\$ 595.97	\$ 713.05				
ACCT # 006 FOOTBALL FIELD	\$ 1,960.76	\$ 817.57	\$ 831.64				
ACCT # 800 HIGH SCHOOL	\$ 187.43	\$ 189.95	\$ 190.95				
ACCT # 1594 CONCESSION STAND	\$ 53.77	\$ 69.85	\$ 80.20				
ACCT #1600 BASEBALL FIELD	\$ 2,173.31	\$ 1,838.15	\$ 1,114.55				
ACCT #652 VISITOR CONCESSION STAND	\$ 1,444.19	\$ 495.97	\$ 459.29				
ACCT #878 PRACTICE FIELD	\$ 720.99	\$ 156.78	\$ 365.32				
ACCT #964 ARCHERY BLDG	\$ 65.93	\$ 109.95	\$ 46.73				
	\$ 7,214.91	\$ 4,274.19	\$ 3,801.73				

	APRIL	MAY	JUNE	JULY	AUGUST
ETEX TELEPHONE					
777-2372 GROUP					
T-1 CIRCUIT					
TOTAL					
CENTERPOINT ENERGY-GAS					
BUS SHOP/PRIMARY-3214374-5					
JH & ELEM BLDG-3214371-1					
HIGH SCHOOL BLDG-2640504-3					
FIELD HOUSE-2643737-6					
TOTAL					
UPSHUR RURAL ELECTRIC					
JH GYM-16655-001					
JH & ELEM-16655-002					
EL PE BLDG/MUSIC RM-16655-003					
BUS BARN-16655-004					
TENNIS COURT-16655-012					
FOOTBALL FIELD-16655-022					
PRESS BOX/CONCESS. STD-16655-024					
FLD HSE CONCESS. STD-16655-025					
EL SECURITY LIGHT-16655-026					
ELEM SCHOOL SIGN-16655-027					
FLD HSE SEC LIGHT#2-16655-028					
HIGH SCHOOL-16655-030					
SOFTBALL FLD CONCESS-16655-031					
WEIGHT ROOM-16655-032					
SEC LIGHT TENNIS-16655-033					
WELL-16655-.34					
SIGN- 16655-036					
CONCESSION 16655-037					
STADIUM DR SECURITY LIGHT 16655-040					
SOFTBALL FLD HOUSE-16655-041					
HS FREEZER BLDG-166550-042					
ARCHERY BLDG-166550-043					
JH GYM A/C-166550-044					
TOTAL					
HARLETON WATER SUPPLY					
ACCT # 325 OLD CAMPUS					
ACCT # 006 FOOTBALL FIELD					
ACCT # 800 HIGH SCHOOL					
ACCT # 1594 CONCESSION STAND					
ACCT #1600 BASEBALL FIELD					
ACCT #652 VISITOR CONCESSION STAND					
ACCT #878 PRACTICE FIELD					
ACCT #964 ARCHERY BLDG					

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE - LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	1,813,250.00	-14,637.20	-28,957.43	1,784,292.57	1.60%
5720 - LOCAL REVENUE REALIZED AS A RE	41,000.00	-6,727.28	-6,727.28	34,272.72	16.41%
5730 - TUITION AND FEES	49,600.00	-700.00	-900.00	48,700.00	1.81%
5740 - OTHER REVENUES FROM LOCAL SOUR	82,515.00	-.17	-17,334.80	65,180.20	21.01%
5750 - REVENUES FROM COCURRICULAR E	32,100.00	-8,644.00	-19,737.00	12,363.00	61.49%
Total REVENUE - LOCAL & INTERMED	2,018,465.00	-30,708.65	-73,656.51	1,944,808.49	3.65%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA AND FOUNDATION SCHO	8,009,799.00	-840,468.00	-2,098,929.00	5,910,870.00	26.20%
5820 - STATE PROGRAM REVENUES	.00	.00	.00	.00	.00%
5830 - STATE REVENUES FROM STATE OF T	.00	.00	.00	.00	.00%
Total STATE PROGRAM REVENUES	8,009,799.00	-840,468.00	-2,098,929.00	5,910,870.00	26.20%
5900 - FEDERAL PROGRAM REVENUES					
5930 - FEDERAL REV DIST BY OTH TX GOV	.00	.00	.00	.00	.00%
5940 - FED REV DISTRIBUTED BY FEDS	24,237.00	.00	.00	24,237.00	.00%
Total FEDERAL PROGRAM REVENUES	24,237.00	.00	.00	24,237.00	.00%
7000 - OTHER RESOURCES NON OPER REV					
7900 - OTHER RESOURCES NON OPER REV					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
Total OTHER RESOURCES NON OPER REV	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	10,052,501.00	-871,176.65	-2,172,585.51	7,879,915.49	21.61%

HARLETON ISD

Fund 199 / 6 GENERAL OPERATING FUND

As of October

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
00 - NO FUNCTION						
6100 - SALARIES AND BENEFITS	.00	.00	.00	.00	.00	.00%
Total Function00 NO FUNCTION	.00	.00	.00	.00	.00	.00%
11 - INSTRUCTION						
6100 - SALARIES AND BENEFITS	-4,847,073.00	.00	1,049,214.07	543,049.60	-3,797,858.93	21.65%
6200 - CONTRACTED SERVICES	-203,531.00	40,916.56	33,202.38	16,683.20	-129,412.06	16.31%
6300 - SUPPLIES AND MATERIALS	-138,675.00	27,707.52	27,079.21	18,852.39	-83,888.27	19.53%
6400 - TRAVEL AND SUBSISTENCE	-88,485.00	7,825.66	6,485.86	1,792.75	-74,173.48	7.33%
6600 - CAPITAL OUTLAY- LAND BLD EQUIP	-198,785.00	27,324.06	89,453.87	87,697.70	-82,007.07	45.00%
Total Function11 INSTRUCTION	-5,476,549.00	103,773.80	1,205,435.39	668,075.64	-4,167,339.81	22.01%
12 - INSTRUCTIONAL RESOURCES						
6100 - SALARIES AND BENEFITS	-311,504.00	.00	45,896.28	26,715.36	-265,607.72	14.73%
6200 - CONTRACTED SERVICES	-12,375.00	.00	12,159.77	4,958.72	-215.23	98.26%
6300 - SUPPLIES AND MATERIALS	-28,400.00	2,270.92	838.15	664.20	-25,290.93	2.95%
6400 - TRAVEL AND SUBSISTENCE	-12,800.00	250.00	.00	.00	-12,550.00	-0.00%
6600 - CAPITAL OUTLAY- LAND BLD EQUIP	-3,000.00	.00	.00	.00	-3,000.00	-0.00%
Total Function12 INSTRUCTIONAL RESOURCES	-368,079.00	2,520.92	58,894.20	32,338.28	-306,663.88	16.00%
13 - CURR DEV & INST STAFF DEV						
6100 - SALARIES AND BENEFITS	-71,015.00	.00	1,102.00	183.67	-69,913.00	1.55%
6200 - CONTRACTED SERVICES	-13,400.00	150.00	.00	.00	-13,250.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-700.00	.00	.00	.00	-700.00	-0.00%
6400 - TRAVEL AND SUBSISTENCE	-8,230.00	770.00	350.00	350.00	-7,110.00	4.25%
Total Function13 CURR DEV & INST STAFF DEV	-93,345.00	920.00	1,452.00	533.67	-90,973.00	1.56%
23 - SCHOOL LEADERSHIP						
6100 - SALARIES AND BENEFITS	-464,919.00	.00	63,318.88	35,842.63	-401,600.12	13.62%
6200 - CONTRACTED SERVICES	-1,200.00	.00	.00	.00	-1,200.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-7,700.00	584.00	3,171.77	1,293.67	-3,944.23	41.19%
6400 - TRAVEL AND SUBSISTENCE	-10,700.00	341.89	1,604.84	930.84	-8,753.27	15.00%
6600 - CAPITAL OUTLAY- LAND BLD EQUIP	-1,800.00	.00	535.43	535.43	-1,264.57	29.75%
Total Function23 SCHOOL LEADERSHIP	-486,319.00	925.89	68,630.92	38,602.57	-416,762.19	14.11%
31 - GUIDANCE COUNSELING						
6100 - SALARIES AND BENEFITS	-248,756.00	.00	35,758.15	20,926.81	-212,997.85	14.37%
6200 - CONTRACTED SERVICES	-1,305.00	.00	.00	.00	-1,305.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-5,600.00	328.04	377.59	267.61	-4,894.37	6.74%
6400 - TRAVEL AND SUBSISTENCE	-4,100.00	250.00	1,151.28	320.95	-2,698.72	28.08%
6600 - CAPITAL OUTLAY- LAND BLD EQUIP	-600.00	.00	.00	.00	-600.00	-0.00%
Total Function31 GUIDANCE COUNSELING	-260,361.00	578.04	37,287.02	21,515.37	-222,495.94	14.32%
33 - HEALTH SERVICES						
6100 - SALARIES AND BENEFITS	-46,017.00	.00	10,231.61	5,197.76	-35,785.39	22.23%
6200 - CONTRACTED SERVICES	-1,800.00	.00	.00	.00	-1,800.00	-0.00%
6300 - SUPPLIES AND MATERIALS	-1,500.00	425.00	265.31	60.29	-809.69	17.69%
6400 - TRAVEL AND SUBSISTENCE	-250.00	.00	.00	.00	-250.00	-0.00%
6600 - CAPITAL OUTLAY- LAND BLD EQUIP	-2,500.00	.00	.00	.00	-2,500.00	-0.00%
Total Function33 HEALTH SERVICES	-52,067.00	425.00	10,496.92	5,258.05	-41,145.08	20.16%
34 - STUDENT TRANSPORTATION						
6100 - SALARIES AND BENEFITS	-173,424.00	.00	35,860.89	18,279.29	-137,563.11	20.68%
6200 - CONTRACTED SERVICES	-75,200.00	300.00	2,421.27	910.00	-72,478.73	3.22%
6300 - SUPPLIES AND MATERIALS	-97,600.00	14,937.24	10,186.71	8,032.71	-72,476.05	10.44%
6400 - TRAVEL AND SUBSISTENCE	-28,300.00	1,085.94	20,620.94	.00	-6,593.12	72.87%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
93 - PAYMENTS TO FISCAL AGENTS						
6400 - TRAVEL AND SUBSISTENCE	-162,440.00	141,232.56	35,308.14	17,654.07	14,100.70	21.74%
Total Function93 PAYMENTS TO FISCAL AGENTS	-162,440.00	141,232.56	35,308.14	17,654.07	14,100.70	21.74%
99 - OTHER INTERGOVERNMENTAL						
6200 - CONTRACTED SERVICES	-38,000.00	.00	9,284.53	.00	-28,715.47	24.43%
Total Function99 OTHER INTERGOVERNMENTAL	-38,000.00	.00	9,284.53	.00	-28,715.47	24.43%
8000 - OTHER USES NON-OPER EXPENSE						
00 - NO FUNCTION						
8900 - OPERATING TRANSFERS OUT/RESIDU	.00	.00	.00	.00	.00	.00%
Total Function00 NO FUNCTION	.00	.00	.00	.00	.00	.00%
Total Expenditures	-10,433,566.00	424,712.81	2,223,728.80	1,073,852.52	-7,785,124.39	21.31%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE - LOCAL & INTERMED					
5740 - OTHER REVENUES FROM LOCAL SOUR	100.00	-246.49	-250.50	-150.50	250.50%
5750 - REVENUES FROM COCURRICULAR E	57,349.00	-2,381.90	-5,931.82	51,417.18	10.34%
Total REVENUE - LOCAL & INTERMED	57,449.00	-2,628.39	-6,182.32	51,266.68	10.76%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	25,000.00	-1,576.88	-1,576.88	23,423.12	6.31%
5830 - STATE REVENUES FROM STATE OF T	.00	.00	.00	.00	.00%
Total STATE PROGRAM REVENUES	25,000.00	-1,576.88	-1,576.88	23,423.12	6.31%
5900 - FEDERAL PROGRAM REVENUES					
5920 - FEDERAL REV FROM TEA	427,000.00	-51,004.80	-80,048.97	346,951.03	18.75%
Total FEDERAL PROGRAM REVENUES	427,000.00	-51,004.80	-80,048.97	346,951.03	18.75%
Total Revenue Local-State-Federal	509,449.00	-55,210.07	-87,808.17	421,640.83	17.24%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICE						
6100 - SALARIES AND BENEFITS	-203,449.00	.00	33,031.09	18,293.85	-170,417.91	16.24%
6200 - CONTRACTED SERVICES	-28,300.00	2,346.60	9,410.95	663.00	-16,542.45	33.25%
6300 - SUPPLIES AND MATERIALS	-260,500.00	164,575.57	44,023.70	23,153.22	-51,900.73	16.90%
6400 - TRAVEL AND SUBSISTENCE	-700.00	.00	.00	.00	-700.00	-.00%
6600 - CAPITAL OUTLAY- LAND BLD EQUIP	-15,000.00	.00	.00	.00	-15,000.00	-.00%
Total Function35 FOOD SERVICE	-507,949.00	166,922.17	86,465.74	42,110.07	-254,561.09	17.02%
51 - FACILITIES MAINT & OPER						
6200 - CONTRACTED SERVICES	-1,500.00	262.77	200.18	112.59	-1,037.05	13.35%
Total Function51 FACILITIES MAINT & OPER	-1,500.00	262.77	200.18	112.59	-1,037.05	13.35%
Total Expenditures	-509,449.00	167,184.94	86,665.92	42,222.66	-255,598.14	17.01%

Comparison of Revenue to Budget

HARLETON ISD

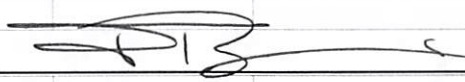
As of October

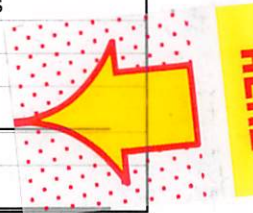
Fund 599 / 6 DEBT SERVICE FUNDS

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE - LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	134,714.00	-1,130.90	-2,274.60	132,439.40	1.69%
5740 - OTHER REVENUES FROM LOCAL SOUR	100.00	-8.07	-15.84	84.16	15.84%
Total REVENUE - LOCAL & INTERMED	134,814.00	-1,138.97	-2,290.44	132,523.56	1.70%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	17,154.00	.00	.00	17,154.00	.00%
Total STATE PROGRAM REVENUES	17,154.00	.00	.00	17,154.00	.00%
7000 - OTHER RESOURCES NON OPER REV					
7900 - OTHER RESOURCES NON OPER REV					
7910 - OTHER RESOURCES	.00	.00	.00	.00	.00%
Total OTHER RESOURCES NON OPER REV	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	151,968.00	-1,138.97	-2,290.44	149,677.56	1.51%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-151,968.00	.00	.00	.00	-151,968.00	-.00%
Total Function71 DEBT SERVICE	-151,968.00	.00	.00	.00	-151,968.00	-.00%
8000 - OTHER USES NON-OPER EXPENSE						
00 - NO FUNCTION						
8900 - OPERATING TRANSFERS OUT/RESIDU	.00	.00	.00	.00	.00	.00%
Total Function00 NO FUNCTION	.00	.00	.00	.00	.00	.00%
Total Expenditures	-151,968.00	.00	.00	.00	-151,968.00	-.00%

HARLETON ISD
BANK ACCTS
BALANCES

ACCT NAME	MATURITY DATE	INT. RATE	ACCT #	BAL AS OF 11-05-25	MARKET VALUE
OPERATING		0.05%	15396	\$ 1,373,548.22	AS OF 10-31-2025
DEBT SERVICE		0.05%	15479	\$ 190,671.22	
PAYROLL		0.05%	744318	\$ 87,104.31	
WORKERS COMP		0.05%	21873	\$ 4,817.89	
MONEY MARKET		0.05%	1023456	\$ 3,425.47	
			TOTAL	\$ 1,659,567.11	
WILDCAT		0.05%	15339	\$ 144,118.87	
MISCELLANEOUS		0.05%	15495	\$ 362.25	
				\$ 144,481.12	
ACADEMIC ACHIEVEMENT		0.05%	15487	\$ 50,146.59	
			TOTAL	\$ 1,659,567.11	
			TOTAL CHECKING	\$ 1,854,194.82	
GENERAL OPERATING FUND					
CERTIFICATE OF DEPOSIT	9/28/2026	4.00%	56001565	\$ 595,635.93	
CERTIFICATE OF DEPOSIT	9/28/2026	4.00%	56001573	\$ 595,635.93	
			TOTAL	\$ 3,045,466.68	
LONE STAR INVESTMENT POOL	OPERATING	4.28%	1023456-1		\$ 4,592,206.23
LONE STAR INVESTMENT POOL	DEBT SERVICE	4.28%	1023456-1		\$ 213,548.42
					\$ 4,805,754.65
This report is in compliance with the investment strategies as established in the District's investment policy and the reporting requirements as mandated by the Public Funds Investment Act (Chapter 2256) as amended.					
INVESTMENT OFFICER'S SIGNATURE					
INVESTMENT OFFICER'S SIGNATURE	<i>Tina Cox</i>				



HARLETON J H

Campus Improvement Plan

2025/2026

It's a Great Day to be a Wildcat!



Melinda Ready, Principal
17240 ST HWY 154, Harleton, TX 75651
(903) 777-3010
readymelinda@harletonisd.net

Harleton ISD

Superintendent

Jay Ratcliff

Board of Trustees

Jacob Muehlstein

Kevin Evers

Ben Wilson

Tim Skaggs

Harvey Fox

Brian Fitzgerald

Pat McGill

Harleton JH Site-Based Decision Making Committee

Name	Position
Ready, Melinda	Principal
Ebarb, Ashley	Counselor
Hargett, Jennifer	Science Teacher
Faulkner, Bradley	Teacher
Penhallegon, Tammy	Math Teacher
Minor, Jana	Special Education Teacher
Tidwell, Sonya	Teacher
Hardy, Cheryl	Teacher
Hollon, Kyndall	Parent

HARLETON J H

Goal 1. Conduct a Comprehensive Needs Assessment of Harleton Junior High.

Objective 1. Discover findings related to all aspects of the operation of the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Campus Site-Based Committee will review multiple sources of data to identify campus strengths and weaknesses in student academic performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 2)	Campus Site-based Teams	January-June	(S)Local Funds	Criteria: Surveys, test data Summative - Comprehensive Needs Assessment Summary 09/29/25 - On Track

HARLETON J H

Goal 2. Increase student achievement and student academic success for all students by strengthening educational programs in core areas with additional support for specific areas and targeted populations.

Objective 1. Increase student achievement in core areas: English/Language Arts, Reading, Math, Science, and Social Studies to achieve an "A" rating District and Campus accountability.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and make instructional accommodations for students identified as "not making progress" based on local assessment data during the academic period and regular class periods. (Target Group: 6th,7th ,8th) (Strategic Priorities: 2)	Classroom Teachers, Core Subject Teachers, Counselor(s), Curriculum/Special Programs Director, Principal(s)	Weekly	(S)Local Funds, (S)State Compensatory	Criteria: test data, growth charts Formative - Lesson Plans, Academic Period Rosters. 09/29/25 - On Track
2. Teachers will use previous school year accountability and state assessment data of sub-groups to inform their instructional practice as they plan instruction for the school year. (Target Group: All,6th,7th ,8th)	Core Subject Teachers, Curriculum/Special Programs Director, Principal(s)	weekly	(S)Local Funds, (S)State Compensatory	Criteria: growth charts, test data 08/22/24 - On Track
3. Teachers will create and implement lesson plans aligned to the TEKS and the state assessment system through use of a Six Weeks at A Glance plan. (Target Group: All)	Classroom Teachers, Principal(s)	Each Six Weeks	(S)Local Funds, (S)State Compensatory	Criteria: lesson plans, SWAGs Formative - Lesson Plans 09/29/25 - On Track
4. Teachers will make and administer 6 Week comprehensive tests and score them using DMAC and/ or TFAR to assess student mastery of the TEKS to inform their instructional planning. (Target Group: 6th,7th ,8th)	Core Subject Teachers	Each Six Weeks	(S)Local Funds, (S)State Compensatory	Criteria: DMAC data Formative - 6 Weeks Assessments and Benchmark Data. 09/29/25 - On Track
5. Core teachers will give a STAAR Benchmark assessment using DMAC and/or TFAR and examine the data of subgroups in order to provide remediation and reteaching for TEKS not mastered prior to the STAAR tests. (Target Group: 6th,7th ,8th)	Core Subject Teachers	January-April	(S)Local Funds, (S)State Compensatory	Criteria: DMAC data STAAR results Formative - Benchmark Assessments and Benchmark Data. 09/29/25 - On Track
6. Teachers and staff will track individual student progress on key assessments and implement interventions during lab time throughout the year. Teachers will utilize this period to provide	Classroom Teachers, Counselor(s), Principal(s)	Weekly	(S)Local Funds, (S)State Compensatory	Criteria: DMAC data STAAR results 09/29/25 - On Track

HARLETON J H

Goal 2. Increase student achievement and student academic success for all students by strengthening educational programs in core areas with additional support for specific areas and targeted populations.

Objective 1. Increase student achievement in core areas: English/Language Arts, Reading, Math, Science, and Social Studies to achieve an "A" rating District and Campus accountability.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
additional time for tutoring/remediating skills. (Target Group: All,6th,7th ,8th)				
7. Provide at least one period a day in the STAAR tested areas to provide tutoring and targeted reinforcement for students needing assistance. (Target Group: AtRisk)	Core Subject Teachers, Principal(s)	all year	(S)State Compensatory	Criteria: Student growth DMAC data STAAR results 09/29/25 - On Track
8. Paraprofessionals will provide academic assistance to at risk, special education, and general education students by going into classrooms and working with small groups and by pulling students out for one-on-one instruction. (Target Group: All,SPED,AtRisk,6th,7th ,8th)	Classroom Teachers, Principal(s)	all year	(S)Local Funds, (S)State Compensatory	Criteria: Student growth 09/29/25 - On Track
9. Examine staffing patterns, and adjust teaching assignments and the master schedule in an effort increase performance in deficient core areas. (Target Group: All)	Principal(s)	Yearly	(S)Local Funds	Criteria: Student growth 09/29/25 - On Track

HARLETON J H

Goal 2. Increase student achievement and student academic success for all students by strengthening educational programs in core areas with additional support for specific areas and targeted populations.

Objective 2. Students will be identified, placed and served in the appropriate programs that meet their diverse needs including special education, ESL, gifted, and atrisk.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will offer tutorials to all students that need additional instruction and assistance for core academic subjects before and after school as needed. (Target Group: All)	Core Subject Teachers, Counselor(s), Principal(s)	weekly	(S)Local Funds, (S)State Compensatory	Criteria: STAAR results student growth 09/29/25 - On Track
2. The campus counselor will identify and serve students that are in need of additional services through appropriate committees (Rtl, 504, ARD, LPAC, G/T, etc.) in order to meet individual academic needs. (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,H S,504)	Classroom Teachers, Counselor(s), Curriculum/Special Programs Director, Principal(s)	weekly	(S)State Compensatory	Criteria: student growth 09/29/25 - On Track

HARLETON J H

Goal 2. Increase student achievement and student academic success for all students by strengthening educational programs in core areas with additional support for specific areas and targeted populations.

Objective 3. Provide targeted assistance for all core subjects and special education students in order to increase performance on STAAR in all areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide lesson planning assistance in order to target high needs readiness and supporting standards. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 3)	Core Subject Teachers, Curriculum/Special Programs Director, Principal(s)	each six weeks	(S)Local Funds	Criteria: Student growth 09/29/25 - On Track
2. Use regular benchmark assessments in order to track student performance and identify students in need of assistance. (Target Group: All)	Core Subject Teachers, Curriculum/Special Programs Director, Principal(s)	each six weeks	(S)Local Funds	Criteria: Data results student growth 09/29/25 - On Track
3. Using student data from previous STAAR tests, plan targeted educational supports to ensure students in need of Accelerated Instruction receive the appropriate support and instruction (Target Group: 6th,7th ,8th) (Strategic Priorities: 4)	Classroom Teachers, Core Subject Teachers, Counselor(s), Principal(s)	each six weeks	(S)Local Funds	Criteria: Provide accelerated Instruction to all students who scored "did not meet" on STAAR assessments. Use student data to plan targeted educational supports to ensure students requiring accelerated instruction receive appropriate supplement instruction. 08/22/24 - On Track

HARLETON J H

Goal 2. Increase student achievement and student academic success for all students by strengthening educational programs in core areas with additional support for specific areas and targeted populations.

Objective 4. Implement a 48-minute academic period in the junior high master schedule to provide targeted academic support, enrichment opportunities, and time for interventions, with the goal of improving student achievement and engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Restructure the junior high daily schedule to include the 48-minute academic period, and provide professional development for teachers on how to maximize this time for interventions, enrichment, and skill development. (Target Group: All)	Core Subject Teachers, Principal(s)	daily	(S)Local Funds	Criteria: student growth 09/29/25 - On Track
2. Use student performance data (benchmarks, classroom assessments, progress monitoring) to identify students in need of academic intervention, while also offering enrichment opportunities (e.g., project-based learning, study skills, academic clubs) to ensure all students benefit from the period. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 3)	Core Subject Teachers	daily	(S)Local Funds	Criteria: Student growth STAAR results DMAC data Increase student academic progress in order to prepare them for High School and college 09/29/25 - On Track

HARLETON J H

Goal 3. Recruit, develop, and retain a well trained, motivated, and caring staff to assure a positive learning and work environment at Harleton Junior High.

Objective 1. Provide quality professional development opportunities for teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide inexperienced teachers with professional development targeting classroom management, instructional strategies, and content development. (Target Group: All)	Counselor(s), Curriculum/Special Programs Director, Principal(s)	monthly	(S)Local Funds	Criteria: walkthrough evaluations 09/29/25 - On Track
2. Provide regular meeting times with faculty in order to enhance their knowledge of instructional practice and students needs. (Target Group: All)	Classroom Teachers, Counselor(s), Curriculum/Special Programs Director, Principal(s)	monthly	(S)Local Funds	Criteria: staff growth and development 09/29/25 - On Track
3. Provide and support professional development opportunities for all teachers in order to enhance their content and pedagogical knowledge. (Target Group: All)	Counselor(s), Curriculum/Special Programs Director, Principal(s)	Monthly	(S)Local Funds	Criteria: professional growth 09/29/25 - On Track
4. Partner with local universities and Regional Education Service Centers in order to attract the best pool of applicants for positions. (Target Group: All)	Principal(s), Superintendent	Yearly	(S)Local Funds	Criteria: retention and attraction of highly qualified teachers 09/29/25 - On Track
5. Provide teachers with professional development opportunities through ESC 7 and local peer to peer mentoring in order to grow and retain effective staff members. (Target Group: All)	Classroom Teachers, Curriculum/Special Programs Director, Principal(s)	Monthly	(S)Local Funds, (S)State Compensatory	Criteria: professional growth 09/29/25 - On Track
6. Provide professional development opportunities and up to date information for all staff through use of Staff Google Classroom. (Target Group: All) (Strategic Priorities: 1)	Classroom Teachers, Principal(s)	August through May	(S)Local Funds	Criteria: staff growth professional growth 08/22/24 - On Track

HARLETON J H

Goal 3. Recruit, develop, and retain a well trained, motivated, and caring staff to assure a positive learning and work environment at Harleton Junior High.

Objective 2. Provide and develop seamless programs through leveraging staff members across the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate schedules between campuses in order to utilize existing staff between junior high and high school. (Target Group: All)	Principal(s)	Yearly	(S)Local Funds, (S)State Compensatory	Criteria: Teachers promptly arrive 09/29/25 - On Track
2. Provide for vertical teaming in core areas and non-core areas in order to strengthen programs. (Target Group: All)	Principal(s), Superintendent	Each 6 Weeks	(S)Local Funds	Criteria: Provide information and ideas to implement in the classroom to increase student scores 09/29/25 - On Track

HARLETON J H

Goal 4. Provide staff and students with highly qualified and supportive administrative leadership.

Objective 1. Provide staff and students of Harleton Junior High with highly qualified and supportive principal leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to be informed on educational issues impacting the junior high, the principal will participate in the Principal's Leadership Meetings at ESC 7, and other professional development opportunities deemed necessary. (Target Group: All)	Principal(s), Superintendent	monthly	(S)Local Funds	Criteria: Leadership growth 09/30/25 - On Track
2. Provide the staff with opportunities to connect data to the state accountability system. (Target Group: All)	Principal(s)	Each 6 Weeks	(S)Local Funds, (S)State Compensatory	Criteria: student growth data results Formative - Meeting agendas, Data Analysis from assessments 09/30/25 - On Track
3. Provide positive resources for students that focus on issues impacting the culture and climate of the campus such as drug abuse, bullying, cancer awareness, and character building. Implement Principal's Principles character building into the morning announcements. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	Monthly	(S)Local Funds	Criteria: Monitor implementation and training of programs and adjust as needed Formative - Program participation rates, Discipline records 09/30/25 - On Track
4. Provide staff with regular opportunities to provide feedback on day to day campus operations, campus programs, and issues affecting campus culture and climate through various means including staff meetings, surveys, and individual face to face meetings. (Target Group: All)	Principal(s)	Monthly	(S)Local Funds	Criteria: -analyze survey feedback Formative - Meeting agendas and sign in sheets 09/30/25 - On Track
5. Provide information to staff regarding newsletters, professional development and timelines. (Target Group: All) (Strategic Priorities: 1)	Principal(s)	All Year	(S)Local Funds	Criteria: Provide information to all campus staff members 09/30/25 - On Track 08/22/24 - On Track

HARLETON J H

Goal 5. Create positive parent and community partnerships through multiple means of communication and cooperation to support the district's mission.

Objective 1. Encourage family and community involvement through various opportunities to support the mission of Harleton Junior High.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will host a "Meet the Teacher" event at the beginning of the school year to provide parents with an opportunity to meet their child's teachers. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	August	(S)Local Funds	Criteria: Parents actively involved in school activities Formative - Parent sign in sheets 09/30/25 - On Track 09/29/25 - On Track
2. Send newsletters home to parents and community members with updates on campus happenings, upcoming events, and student highlights at Harleton Junior High. (Target Group: All)	Principal(s)	Each Six Weeks	(S)Local Funds	Criteria: Parents are actively involved and participate in campus events. They are knowledgeable in academic topics 09/30/25 - On Track 09/29/25 - On Track
3. Harleton Junior High will partner with parents and community members to sponsor educational school and field based experiences for students. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	Each semester	(S)Local Funds	Criteria: Parents are actively involved and participate in campus events. They are knowledgeable in academic topics Formative - Student participation in school and field based experiences. 09/30/25 - On Track 09/29/25 - On Track

HARLETON J H

Goal 5. Create positive parent and community partnerships through multiple means of communication and cooperation to support the district's mission.

Objective 2. Promote and strengthen positive parent and community relationships, and enhance trust through the use various methods of communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus staff will use the district website, Facebook, and school wide messenger applications as means of providing families and community members with up to date information concerning school operations, current events, and general announcements. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	weekly	(S)Local Funds	Criteria: Parents will be partners with educators in the education of their children Formative - Parent and community surveys, and feedback 09/29/25 - On Track
2. Student progress reports will be distributed at the end of the third week of each six week grading period. (Target Group: All)	Classroom Teachers, Principal(s)	each six weeks	(S)Local Funds	Criteria: Parents will be partners with educators in the education of their children Formative - Progress reports 09/29/25 - On Track 09/29/25 - On Track
3. Parents will have access to their student's grades and attendance reports at any time through the use of an online portal in Skyward. (Target Group: All)	Classroom Teachers, Director of Technology, Principal(s)	daily	(S)Local Funds	Criteria: Parents will be partners with educators in the education of their children Formative - Parental feedback, surveys 09/29/25 - On Track
4. Teachers will be available for and promote parent-teacher conferences. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	Weekly	(S)Local Funds	Criteria: Children's education will be a partnership between parents and educators Formative - Record of Teacher-Parent contact, Teacher evaluations 09/29/25 - On Track
5. The staff of Harleton Junior High will communicate, encourage, support, and celebrate student success by sending	Classroom Teachers, Counselor(s), Principal(s)	weekly	(S)Local Funds	Criteria: Promote a positive school culture and instill pride in students

HARLETON J H

Goal 5. Create positive parent and community partnerships through multiple means of communication and cooperation to support the district's mission.

Objective 2. Promote and strengthen positive parent and community relationships, and enhance trust through the use various methods of communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
positive postcards to parents/guardians of students and recognizing students with positive office referral and student of the month. (Target Group: All)				Formative - Record of referrals and recognitions 09/30/25 - On Track 09/29/25 - Completed

HARLETON J H

Goal 6. Provide well-maintained instructional and support facilities, while providing a safe, secure and disciplined but supportive learning environment for students and staff.

Objective 1. The staff of Harleton Junior High will respond to crisis situations in an organized and professional manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaches and appropriate staff will be trained in CPR and first aid. (Target Group: All)	Curriculum/Special Programs Director, Principal(s)	August	(S)Local Funds	Criteria: Safety training Formative - Professional Development Certificates 09/30/25 - On Track
2. A team of staff members at Harleton Junior High will receive restraint training. (Target Group: All)	Classroom Teachers, Curriculum/Special Programs Director, Principal(s)	August	(S)Local Funds	Criteria: Provide training to designated staff Formative - Restraint Training Certifications 09/30/25 - On Track
3. The staff of Harleton Junior High will review the procedures in the Emergency Operations Plan. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	August	(S)Local Funds	Criteria: Training and practice on emergency protocols for all staff Formative - Staff evaluations, surveys 09/30/25 - On Track
4. Harleton Junior High will conduct monthly (or time appropriate) safety drills: fire, tornado, intruder, and shelter-in-place. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	Monthly	(S)Local Funds	Criteria: Monthly training and practice drills on emergency protocols for all staff Formative - Documentation of drills 09/30/25 - On Track
5. All visitors will have to provide a state identification that will be processed by the RAPTOR system. (Target Group: All)	Campus Office Staff, Principal	daily	(S)Local Funds	Criteria: Training and practice for office staff 08/22/24 - On Track
6. All campus entrances will remain locked throughout the day. All visitors must be granted entry and check in through the office. (Target Group: All)	Campus Office Staff, Principal, Teacher(s)	daily	(S)Local Funds	Criteria: formative 08/22/24 - On Track

HARLETON J H

Goal 6. Provide well-maintained instructional and support facilities, while providing a safe, secure and disciplined but supportive learning environment for students and staff.

Objective 1. The staff of Harleton Junior High will respond to crisis situations in an organized and professional manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Improve the safety and security of students, staff, and visitors by expanding surveillance coverage across the campus. (Target Group: All)	Principal, Technology Staff	School Year		Criteria: Criteria: Completion of Installation 10/16/25 - On Track

HARLETON J H

Goal 6. Provide well-maintained instructional and support facilities, while providing a safe, secure and disciplined but supportive learning environment for students and staff.

Objective 2. All students will be educated in learning environments that are safe, drug-free, conducive to learning, and stress healthy lifestyle choices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaches and physical education teachers will be trained to administer the appropriate components of the Fitness Gram to students, report results and promote healthy lifestyle habits. (Target Group: All)	Classroom Teachers, Principal(s)	Spring	(S)Local Funds	Criteria: Instill and promote healthy lifestyle habits Formative - Record of Fitness Gram participation 09/30/25 - On Track
2. Students will observe Red Ribbon Week and participate in Red Ribbon activities. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	October	(S)Local Funds	Criteria: Promote and instill healthy lifestyle habits Formative - Participation rate in activities 09/30/25 - On Track
3. Harleton Junior High will make available programs, school counseling services, and reporting mechanisms for students related to bullying. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	Daily	(S)Local Funds	Criteria: Conduct lessons for students throughout the year. Formative - Evaluation of discipline referrals, counseling referrals, reported referrals 09/30/25 - On Track
4. Harleton Junior High will monitor students' activities through use of personnel, video cameras, and computer tracking means when and where appropriate to ensure student safety and a healthy environment. (Target Group: All)	Classroom Teachers, Counselor(s), Principal(s)	Daily	(S)Local Funds	Criteria: Continued monitoring of security measures throughout campus. Formative - Incident reports, discipline referrals 09/30/25 - On Track
5. In order to promote an orderly learning environment, Harleton Junior High will implement a discipline management plan that provides guidelines for consequences by taking into account the offending behavior of the student as well as the number of offenses.	Board of Trustees, Classroom Teachers, Counselor(s), Principal(s), Superintendent	Daily	(S)Local Funds	Criteria: Monitoring of discipline statistics. Incident reports, referrals, teacher surveys

HARLETON J H

Goal 6. Provide well-maintained instructional and support facilities, while providing a safe, secure and disciplined but supportive learning environment for students and staff.

Objective 2. All students will be educated in learning environments that are safe, drug-free, conducive to learning, and stress healthy lifestyle choices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All)				09/30/25 - On Track
6. Implement a character education program that includes positive character traits and personal skills. (Target Group: 6th,7th ,8th)	Counselor(s), Parent Volunteers, Principal	yearly	(S)Local Funds	Criteria: Promote a positive school culture and instill pride in students. 08/22/24 - On Track
7. Harleton Junior High counselor will provide opportunity for students to meet with her as needed for support to target specific trends in mental health. (Target Group: All) (Strategic Priorities: 4)	Counselor(s), Principal(s)	Weekly	(S)Local Funds	Criteria: Criteria: Proactively mitigate campus mental health concerns Formative: Counselor schedules, Sign in sheets 08/22/24 - On Track
8. Harleton Junior High will provide access to one-on-one services through Texas T-CHAT program. (Target Group: All) (Strategic Priorities: 2,3,4)	Counselor(s), Principal(s)	Weekly	(S)Local Funds	Criteria: Criteria: counselor referrals Formative: sign in sheets, student appointment numbers 08/22/24 - On Track

HARLETON J H

- Goal 6.** Provide well-maintained instructional and support facilities, while providing a safe, secure and disciplined but supportive learning environment for students and staff.
- Objective 3.** The staff of Harleton Junior High will recognize and reward positive behaviors and traits of students in an effort to improve the overall climate and culture of the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The staff of Harleton Junior High will recognize and reward students with "positive office referrals" for good deeds and exemplary efforts not related to academic performance. (Target Group: All)	Classroom Teachers, Principal(s)	monthly	(S)Local Funds	Criteria: Promote a positive school culture and instill pride in students. Summative - Positive Office Referral data. 09/30/25 - On Track
2. The staff of Harleton Junior High will recognize a "student of the month" for exemplary academic and leadership efforts at monthly school board meetings. (Target Group: All)	Board of Trustees, Classroom Teachers, Principal(s), Superintendent	monthly	(O)Local Districts	Criteria: Promote a positive school culture and instill pride in students. Summative - nominations for student of the month 09/30/25 - On Track
3. The staff of Harleton Junior High will recognize exemplary efforts and character with "Positive Postcards" mailed home to parents of students. (Target Group: All)	Classroom Teachers, Principal(s)	monthly	(O)Local Districts	Criteria: Promote a positive school culture and instill pride in students. Summative - postcards mailed home 09/30/25 - On Track
4. The staff of Harleton Junior High will provide students with the opportunity to earn at least one student level incentive activity each semester of the school year. (Target Group: All)	Classroom Teachers, Principal(s)	each semester	(S)Local Funds	Criteria: Instill pride in students and promote a positive school culture. Summative - participation in student incentives. 09/30/25 - On Track

HARLETON J H

Mission

It is the MISSION of Harleton Junior High to prepare students to become college and career ready as they enter high school by ensuring that every student has access to quality instruction that enables them to become productive, competitive citizens globally, socially, economically, and educationally.

Vision

It is the VISION of Harleton Junior High to promote excellence in education by preparing students to become productive citizens as well as life-long learners. Each student will be provided the opportunity to reach his or her potential utilizing qualified, effective and caring teaching personnel with developmentally appropriate curriculum that emphasizes critical thinking. Community and staff relations will be enhanced through effective communication. All available financial resources will be utilized to achieve the campus mission.

Nondiscrimination Notice

HARLETON J H does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Discipline Referrals
Drop-out Rates
Failure Lists
Federal Program Guidelines
Highly Qualified Staff
Maintenance Records
Multi-Year Trends
Parent Participation
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Semester Exam Grades
Special Programs Evaluations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

Harleton Junior High Site Based Committee

Campus Improvement Plan 2025-2026

Name	Position	Signature
Melinda Ready	Principal	Melinda Ready
Ashley Ebarb	Counselor	Ashley Ebarb
Jennifer Hargett	Science Teacher	Jennifer Hargett
Bradley Faulkner	Teacher	Bradley Faulkner
Tammy Penhallegon	Math Teacher	T. Penhallegon
Jana Minor	Special Education Teacher	Jana Minor
Sonya Tidwell	Teacher	Sonya Tidwell
Cheryl Hardy	Teacher	Cheryl Hardy
Kyndall Hollon	Parent	Kyndall Hollon

HARLETON EL

Campus Improvement Plan

2025/2026

It's a great day to be a WILDCAT!



Meagan Walker, Principal
17240 Hwy 154, Harleton, TX 75651
903-777-4092
walkermeagan@harletonisd.net

Harleton ISD

Superintendent

Jay Ratcliff

Board of Trustees

Jacob Muehlstein

Kevin Evers

Harvey Fox

Brian Fitzgerald

Tim Skaggs

Ben Wilson

Pat McGill

HARLETON EL

Mission

Decisions will always be made based upon what is best for students.

Vision

HES is a family of learners.

Nondiscrimination Notice

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Harleton EL Site Based Decision Making Committee

Name	Position
Newman, Wendy	Business Representative/Community Member
Hearron, Shannon	District Nurse
BECK, DOUGLAS	Coach
Childress, Kelli	Teacher
Fitts, Melissa	Teacher
Russell, Caroline	Teacher
Willeford, Makayla	SPED teacher
Davis, Samantha	Paraprofessional
Walker, Meagan	Principal
Lowry, Rena	Assistant Principal
Ready Voyles, Kaitlyn	Parent
Treadwell, Sherry	School Staff

HARLETON EL

Goal 1. (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.

Objective 1. Harleton Elementary will monitor student progress and develop interventions to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate and review teacher and student surveys for a comprehensive needs assessment. Compile objectives based on the surveys (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Campus Site-based Teams, Principal(s)</p>	<p>Spring</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: SIP Meeting results The Campus Improvement Plan/Title I Schoolwide Plan serves as a working guide for the Principal and Instructional Staff to improve student achievement and behavior.</p> <p>Summative - The Campus Improvement Plan/Title I Schoolwide Plan serves as a working guide for the Principal and Instructional Staff to improve student achievement and behavior.</p>
<p>2. Review data to revise CIP to meet current needs. Data includes BOY, MOY, EOY diagnostics assessments, DMAC, STAAR Tests, Special Ed Reports, RTI reports, District Benchmark, Fluency reports, and Accelerated Reading reports. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2)</p>	<p>Core Subject Teachers, Principal(s)</p>	<p>BOY, MOY, & EOY</p>	<p>(F)Title I, (O)Local Districts</p>	<p>Criteria: Agenda-team meetings Sign-in Sheet Minutes Data from Programs listed</p> <p>Summative - Agenda-team meetings Sign-in Sheet Minutes Data from Programs listed</p>
<p>3. Continue to evaluate materials, textbooks, and programs to ensure ultimate instruction and maximum TEKS coverage and alignment with SWAG while incorporating higher level thinking skills. (Target Group: All) (Strategic Priorities: 1,2)</p>	<p>Campus Site-based Teams, Core Subject Teachers, Principal(s)</p>	<p>school year</p>	<p>(S)Instructional Materials Allotment (IMA), (S)Local Funds</p>	<p>Criteria: Faculty meetings 6 Weeks tests Grade Team meeting agendas</p> <p>Summative - Faculty meetings 6 Weeks tests Grade Team meeting agendas</p>

HARLETON EL

Goal 1. (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.

Objective 1. Harleton Elementary will monitor student progress and develop interventions to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Harleton Elementary grade level teams will analyze student performance data weekly, realign small-group and individual Tier II-instruction recipients as needed and provide technology-based enrichment for Tier I students. (Target Group: All) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)	school year	(F)Title I, (S)Local Funds	Criteria: Team Meeting Summaries RTI Meeting Notes Summative - Team Meeting Summaries RTI Meeting Notes
5. Teachers will utilize technology during instruction to engage students and create interactive lessons. (Target Group: All) (Strategic Priorities: 2)	Classroom Teachers	school year	(F)Title I, (L)Instructional Funds	Criteria: SWAGs Informal Observations TTESS Evaluations
6. Maintain an ESL Program for Grades K-5. Emphasize pre-teaching of vocabulary and writing instruction in the classroom and supported through a bilingual assistant. Reading teachers that work with ESL students will maintain ESL certification. Each ESL student will have access to translation device. (Title I SW Elements: 2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2)	Core Subject Teachers, Principal(s)	school year	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: StarLab and WinLab Logs, Progress Monitoring Logs
7. Teachers will monitor progress of economically disadvantaged students and implement interventions as needed to document student growth. (Title I SW Elements: 2.2,2.5) (Target Group: ECD) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	school year	(F)Title I, (S)Local Funds	Criteria: Data Meetings, Progress Monitoring Logs,
8. Provide support through specialized and supplemental intervention and dyslexia reading programs. Dyslexia instructor will maintain certification in implementation of Reading By Design dyslexia program. (Title I SW Elements: 2.2,2.5) (Target Group: Dys)	Classroom Teachers, Core Subject Teachers, Dyslexia specialist, Principal(s)	school year	(S)State Compensatory	Criteria: StarLab logs, Starlab Dyslexia Plans

HARLETON EL

Goal 1. (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.

Objective 1. Harleton Elementary will monitor student progress and develop interventions to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2)				
9. Implement enrichment opportunities through Content Mastery/StarLab/WINLab. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3.3,4,4.1,5.3)	Classroom Teachers, Core Subject Teachers, Director of Student Services, Principal(s), Teacher(s)	school year	(F)Title I	Criteria: Student progress monitoring.
10. Provide recognition/celebrations for high achievements in academics/attendance/citizenship. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Assistant Principal(s), Campus Office Staff, Classroom Teachers, Principal	Each 6 weeks	(S)Local Funds	Criteria: Documentation of celebrations, assemblies, or events.
11. All Smartboards will be replaced with updated interactive displays. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 4.1)	Business Manager, Director of Technology, Principal, Superintendent, Technology Staff	By spring	(F)Title I, (S)Local Funds	Criteria: Installation and use of boards within projected timeline

HARLETON EL

- Goal 1.** (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.
- Objective 2.** Harleton Elementary will support teachers in the implementation of strategies to determine educational gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Combine funds from Titles IIA, IID, and V into Title I to provide effective reform strategies to increase the amount and quality of learning time, to provide an accelerated curriculum, and to meet the needs of low-achieving and at-risk students through StarLab and WIN lab tutorials, and 50-minute tutorials during day (Title I SW Elements: 2.2,2.5) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4)	Principal(s)	Each six weeks	(F)IDEA Special Education, (F)Title I, (L)Instructional Funds, (O)Local Districts, (S)State Compensatory	Criteria: All students successfully complete grade level expectations and are promoted to the next grade level. Summative - All students successfully complete grade level expectations and are promoted to the next grade level.
2. Monitor absences and tardies. Conduct phone calls to parents and hold attendance conferences as needed, as well as provide attendance incentives for students. (Target Group: All)	Campus Office Staff, Director of Student Services, Principal(s)	weekly	(O)Local Districts, (S)State Compensatory	Criteria: Absences Log Tardy Slips Letters to Parents Skyward campus calls Summative - Absences Log Tardy Slips Letters to Parents Skyward campus calls
3. Utilize StarLab and WinLab tutorials, special education tutorials, DMAC reports to provide information upon which to base effective and timely additional assistance to students experiencing difficulties mastering achievement standards (Target Group: All,ECD) (Strategic Priorities: 2)	Classroom Teachers, Core Subject Teachers, Dyslexia specialist, Principal(s)	weekly	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment (IMA), (S)State Compensatory	Criteria: Paraprofessionals' Schedules Tutorial Schedules Resource Schedule Angel Network logs Summative - Paraprofessionals' Schedules Tutorial Schedules Resource Schedule Angel Network logs
4. Utilize the computer lab and content mastery labs to provide individualized	Asst. Principal of Student Services, Classroom Teachers,	weekly	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Schedules for Computer Lab and StarLab

HARLETON EL

- Goal 1.** (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.
- Objective 2.** Harleton Elementary will support teachers in the implementation of strategies to determine educational gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
academic reinforcement- teachers will coordinate lessons across subject areas and technology to bring real world examples to the learning and to allow for more exploration on concepts (Target Group: All,ECD) (Strategic Priorities: 2)	Core Subject Teachers, Principal(s)			Summative - Schedules for Computer Lab and StarLab
5. StarLab and WinLab instruction will monitor student progress through data analysis. Adjustments will be made in content and instructional strategies based upon data collected through assessments, observation and products. Subsequent lessons will be adjusted to address areas of deficiency noted in data. (Target Group: All,ECD,AtRisk,Dys) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Dyslexia specialist, Principal(s)	school year	(F)Title I	Criteria: Data will be collected weekly through running records and tutorial assessments in reading; and in observations and tutorial assessments in all other areas. Summative - Data will be collected weekly through running records and tutorial assessments in reading; and in observations and tutorial assessments in all other areas.
6. Data meetings will occur every 6 weeks to discuss and analyze curriculum checks and monitor student progress. (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Principal(s)	every 6 weeks	(F)Title I, (O)Local Districts, (S)State Compensatory	Criteria: Failure Report DMAC Reports Formative - Failure Report DMAC Reports
7. Implement tutorials using StarLab and content mastery to meet the requirements of House Bill 1416, an amendment to House Bill 4545. iReady online program will provide intervention activities for students based on diagnostic data at BOY, MOY, and EOY. (Title I SW Elements: 2.5) (Target Group: 4th,5th)	Classroom Teachers, Principal(s)	school year	(S)Local Funds	Criteria: Sign in Sheets Benchmarks
8. Continue Gifted and Talented program, as	Director of Student Services,	all year		Criteria: GT testing results,

HARLETON EL

- Goal 1.** (Student Achievement) Harleton Elementary School will establish a culture of high expectations and ensure academic excellence through engaging, purposeful and rigorous learning experiences that meet the unique needs of all students in order for them to reach their full potential.
- Objective 2.** Harleton Elementary will support teachers in the implementation of strategies to determine educational gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
well as implement enrichment activities in WinLab/StarLab for students that display qualifications. (Title I SW Elements: 2.5) (Target Group: GT) (ESF: 4.1,5.3)	Principal, Teacher(s)			diagnostic data, student work samples
9. 4th and 5th grade students who are identified as having gaps in the areas of phonics/phonemic awareness will have the opportunity to participate in end of day tutorials/intervention time. Instruction will target early phonics/phonemic awareness skills that might have been missed due to time out of school during Covid shut downs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,4th,5th) (Strategic Priorities: 2) (ESF: 3.3,5.4)	Principal(s), Teacher(s)	All year	(F)Title I	Criteria: Progress monitoring, checklists, diagnostic data

HARLETON EL

Goal 2. (School Safety) Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Objective 1. Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The PE teacher will conduct Fitnessgram assessments to determine the physical fitness of all KG-5 students. Students will participate in field days and basketball tournaments to enrich students' physical activity. (Target Group: All)	Classroom Teachers	Spring	(S)Local Funds	Criteria: Observation of exercises and documentation of amount Summative - Observation of exercises and documentation of amount
2. Require all staff to be trained in CPR and Stop the Bleed. (Target Group: All)	Principal(s)	Fall	(S)Local Funds	Criteria: Certification Summative - Certification
3. Safety drills will be practiced, monitored, documented, and reviewed with staff.(Title Comp. 10) (Target Group: All)	Core Subject Teachers, Custodial Staff, Principal(s)	school year	(L)Instructional Funds	Criteria: Calendar of scheduled events Summative - Calendar of scheduled events
4. Develop schedules and routines through CHAMPS in order for students to be monitored while in class and in transition. (Target Group: All) (Strategic Priorities: 2)	Principal(s)	school year	(S)Local Funds	Criteria: Observation of transitions and classrooms Summative - Observation of transitions and classrooms
5. Monitor the safety of the playground and all playground equipment, as well as playground fences and gates. (Target Group: All)	Custodial Staff, Principal(s)	monthly	(S)Local Funds	Criteria: Monthly inspections reported to the principal Summative - Monthly inspections reported to the principal
6. All visitors will sign in at the front office using the Raptor system. All visitors will be	Campus Office Staff	school year	(O)Local Districts	Criteria: Monitor of Visitors

HARLETON EL

Goal 2. (School Safety) Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Objective 1. Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
given a visitor pass that must be visible at all times while on campus. (Target Group: All) (Strategic Priorities: 2)				Summative - Monitor of Visitors
7. HES will ensure all exterior doors are kept locked during school hours. Weekly door checks will be conducted by the safety team. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2)	Asst. Principal of Student Services, Principal, Teacher(s)	Aug-May	(S)Local Funds	Criteria: Weekly door monitoring and documentation
8. Security camera installation in blind spot areas on campus, including playground . (Target Group: All)	Principal, Technology Staff	School year		Criteria: Completion of installation
9. Door buzzers/cameras installed on at least one door in intermediate building and one door exiting elementary going to PE building. This will ensure that students are not left outside unattended when moving among buildings and also ensure that intruders are not allowed in. (Target Group: All)	Principal, Technology Staff	School year		Criteria: Installing and use of buzzers/cameras.

HARLETON EL

Goal 2. (School Safety) Harleton Elementary will provide a quality learning environment that is positive, safe, and supportive

Objective 2. (Objective 2) Harleton Elementary will provide quality instruction and practice of self-care and hygiene.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school nurse will conduct classroom lessons and/or provide materials to teachers on how to teach students to follow health guidelines. Example: washing hands, sneezing into elbow, and other wellness and hygiene practices. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)	Classroom Teachers, Principal(s)	school year	(S)Local Funds	Criteria: Classroom observation
2. Instruct students in the use of the well and sick rooms located in the nurse's office. Students will understand what the nurse's office is used for. (Title I SW Elements: 2.4) (Target Group: All)	Campus Office Staff, Classroom Teachers, Principal(s)	school year	(S)Local Funds	Criteria: Nurse's log
3. Ensure classrooms are disinfected daily. Custodians will wipe down all surfaces with disinfectant daily. Custodians will use fogging machine to disinfect rooms when illness occurs. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 1)	Principal(s)	school year	(S)Local Funds	Criteria: Observation

HARLETON EL

Goal 3. (Community Partnerships) Harleton Elementary will maintain positive and productive partnerships with parents and our community to facilitate the success of all students.

Objective 1. Broaden opportunities for communication and cooperation among school, parents, and community to support student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents with timely information about the Title I Schoolwide Program, TEKS, STAAR, TELPAS, local benchmark tests, characteristics of dyslexia, the pre-referral and referral processes, modifications, and accommodations. Information will also be provided about technology available for classroom and home use. (Title 1 SW: 6) (Target Group: All) (Title I SW Elements: 1.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Core Subject Teachers, Curriculum/Special Programs Director, Directors, Harrison Co Special Ed Coop, Principal(s)	school year	(F)IDEA Special Education, (F)Title I, (S)Local Funds	Criteria: Needs Survey Summative - Needs Survey
2. Offer flexible opportunities for parents to meet with teachers such as digital message boards, Remind app, Class Dojo, HISD website, Skylert Message System, and Facebook page (Target Group: All) (Strategic Priorities: 2)	Principal(s)	school year	(F)Title I, (S)Local Funds	Criteria: Parent Conference log, EOY Parent Survey Summative - Parent Conference log, EOY Parent Survey
3. Provide opportunities for parents to be partners in the education of their child: SBDM Committee, ARD Committee, Volunteer Program, Parent Conferences, Phone Conferences – paying particular attention to those students who are at risk of failing in an academic area. (Target Group: All) (Strategic Priorities: 2)	Asst. Principal of Student Services, Parent Volunteers, Principal(s)	each 6 weeks	(F)Title I, (S)Local Funds	Criteria: Notices Agendas Minutes Sign-in Sheets Conference Notes Summative - Notices Agendas Minutes Sign-in Sheets Conference Notes
4. Invite all parents to attend an annual planning meeting for the Title I School-wide Program. (Target Group: PRE K) (Strategic Priorities: 2)	Curriculum/Special Programs Director	May	(S)Local Funds	Criteria: Notice, agenda, sign-in sheet, minutes Summative - Notice, agenda, sign-in sheet, minutes

HARLETON EL

Goal 3. (Community Partnerships) Harleton Elementary will maintain positive and productive partnerships with parents and our community to facilitate the success of all students.

Objective 1. Broaden opportunities for communication and cooperation among school, parents, and community to support student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Principal and Family Service Worker will provide training opportunities for Head Start parents regarding the importance of educational involvement, literacy training and child development. (Target Group: ECD)	Director of Student Services, Principal(s), Region 7 ESC	school year	(F)Title I, (S)Local Funds	Criteria: Parent Survey Schedule of parent involvement activities Parent Requests Summative - Parent Survey Schedule of parent involvement activities Parent Requests
6. Conduct Parent Family Engagement night. Parents will receive information concerning at home strategies and academic supports will be shared with all stakeholders in attendance. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Classroom Teachers, Principal(s)	school year	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Sign In Sheets, Parent Surveys
7. STAAR Kickoff family engagement party/informational meeting to equip parents and students with information and testing strategies to prepare for assessments. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3.1,3.4)	Assistant Principal(s), Classroom Teachers, Principal	school year	(F)Title I	Criteria: Meeting/Event attendance records, CNA data

HARLETON EL

Goal 4. (Teacher Support and Retention) Harleton Elementary school will attract, develop and retain world class educators committed to serving each student.

Objective 1. On-going staff development will assure that all students receive quality instruction from highly-qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to seek fully certified candidates with diverse backgrounds and experiences for all openings. (Target Group: All) (Strategic Priorities: 1)	Principal(s)	school year	(F)IDEA Special Education, (F)Title I, (S)Instructional Materials Allotment (IMA), (S)Local Funds, (S)State Compensatory	Criteria: Applications, resumes Summative - Applications, resumes
2. Provide opportunities for staff to attend appropriate content specific training to ensure maintaining a highly qualified staff – provide subs for vertical and horizontal communication between grade levels and subjects (Target Group: All) (Strategic Priorities: 1,2)	Principal(s)	school year	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory	Criteria: Sign-in Sheets Certificates Summative - Sign-in Sheets Certificates
3. Pair all new teachers with a mentor teacher. Plan weekly check ins with teams to provide guidance, modeling of lessons, and lesson preparation assistance as needed. (Target Group: All) (Strategic Priorities: 1,2)	Classroom Teachers, Principal(s)	school year	(F)Title IIA Principal and Teacher Improvement	Criteria: Meetings with Principal and Lead Teachers Sign-In Sheets Summative - Meetings with Principal and Lead Teachers Sign-In Sheets
4. Paraprofessionals will provide academic assistance to At-Risk, SPED, and general education students by providing in class support for small groups or 1:1 instruction. (Title I SW Elements: 2.6) (Target Group: All,SPED,AtRisk) (ESF: 3.3,5.4)	Classroom Teachers, Director of Student Services, Teacher(s)	All year	(F)IDEA Special Education, (F)Title I, (S)Local Funds	Criteria: Criteria: Student growth Formative: Progress reports, benchmarks, STAAR results

HARLETON EL

Goal 5. (Equity Plan and Board Goals) Harleton Elementary will strive to meet goals that have been set forth in the HISD Equity Plan and the HB 3 Board Goals.

Objective 1. (Objective 1) Educational learning gaps will be address the gap between economically disadvantaged and non economically disadvantaged students. The gap will be less than 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development based on teacher needs. Provide peer staff development opportunities in which teachers can share strategies or ideas with other staff members. (Title I SW Elements: 2.5) (Target Group: ECD) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	school year	(F)Title I	Criteria: Correlations drawn from new teacher and mentoring survey results; feedback from new teacher study circles.
2. Provide professional development to administrative staff to support teachers' understanding of the district's culturally diverse population (discipline, trauma based, cultural awareness, low SES, Emergent Bilingual, etc.) (Title I SW Elements: 2.5) (Target Group: ECD) (Strategic Priorities: 1)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	school year	(F)Title I	Criteria: Culturally Responsive Observation Results; School discipline data; feedback from the student study circles; feedback from the school based implementation evaluation.

HARLETON EL

Goal 5. (Equity Plan and Board Goals) Harleton Elementary will strive to meet goals that have been set forth in the HISD Equity Plan and the HB 3 Board Goals.

Objective 2. (Objective 2) HES will improve early literacy scores through the use of progress monitoring, small group instruction and phonetic instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DMAC data from 6 weeks assessments will be used to target TEKS that students have not yet mastered. This information will be used to create intervention groups for re-teaching. This will help to increase the percentage of students who will score Meets or above on STAAR testing. (Title I SW Elements: 2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Classroom Teachers, Principal(s)	school year	(S)State Compensatory	Criteria: STAAR Scores, iReady diagnostic data, DMAC data
2. 80% of PreK students will score grade level or above in Reading Readiness on the CLI Engage diagnostic assessment by the end of the school year. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2)	Classroom Teachers, Principal(s)	school year	(S)Local Funds	Criteria: CLI Engage Scores
3. 60% percent of Kindergarten students score Meets Benchmark or higher on the mClass diagnostic assessment. (Title I SW Elements: 2.5) (Target Group: K) (Strategic Priorities: 2)	Classroom Teachers, Principal(s)	school year	(S)Local Funds	Criteria: TPRI Scores
4. 70% of 1st and 2nd grade students meet the benchmark five categories of mClass or iReady diagnostic assessment. (Title I SW Elements: 2.5) (Target Group: 1st,2nd) (Strategic Priorities: 2)	Classroom Teachers, Principal(s)	school year	(S)Local Funds	Criteria: TPRI Scores

Title I Schoolwide Program Components

- **Component 1**

A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and student performance standards.

- **Component 2**

Schoolwide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of student performance; use effective methods and instructional strategies based on scientifically based research; include strategies to address the needs of all children; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

- **Component 3 Instruction by highly qualified teachers**

- **Component 4 High-quality, ongoing professional development**

- **Component 5 Strategies to attract high-quality highly qualified teachers**

- **Component 6 Strategies to increase parent involvement**

- **Component 7 Plans for assisting preschool children in the transition from early childhood programs to local elementary schools**

- **Component 8 Measures to include teachers in the decisions regarding the use of academic assessments**

- **Component 9**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance

- **Component 10**


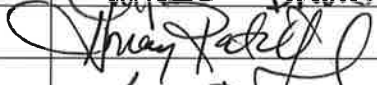
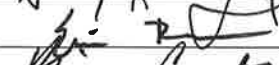



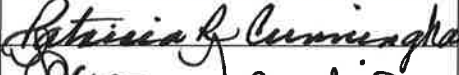

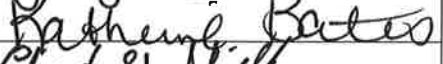
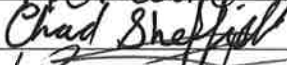


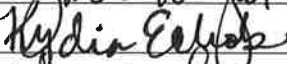
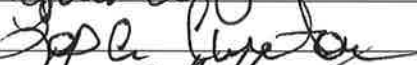



Coordination and integration occurs between federal, state, and local services and programs including NCLB, violence prevention, nutrition, housing, Head Start, adult education, vocational, technical education and job training programs

**Harleton Elementary SBDM Committee
Campus Improvement Plan 2025/2026**

Name	Position	Signature
Kaitlyn Ready	Parent	Kaitlyn Ready
Kelli Childress	Teacher	Kelli Childress
Melissa Fitts	Teacher	Melissa Fitts
DJ Beck	Coach	DJ Beck
Meagan Walker	Principal	Meagan Walker
Rena Lowry	Assistant Principal	Rena Lowry
Wendy Newman	Community Member	Wendy Newman
Samantha Davis	Paraprofessional	Samantha Davis
Sherry Treadwell	School Staff	Sherry Treadwell
Shannon Hearn	District Nurse	Shannon Hearn
Makayla Willeford	SPED rep	Makayla Willeford
Caroline Russell	Teacher	Caroline Russell

HHS Campus Improvement Team

Meeting Date: 8/18/2025

Name	Position	Signature
Brock, Crystal	Principal	
Ratcliff, Honey	Assistant Principal	
Droddy, Eric	Athletic Director, Parent	
Coulter, Brian	Teacher	
Hammack, Todd	Teacher, Coach	
Johnston, Dawn	Teacher	
Cunningham, Patricia	Teacher	
Townlin, Lacy	Parent	
Bates, Katherine	Administrative Assistant	
Sheffield, Chad	DAEP Director, Coach	
Strong, Kerry	ISS, Coach	
Wright, Gwen	Teacher	
Echols, Kydia	Teacher	
Cureton, Lesa	Librarian Aide, Grandparent	
Knopp, Heather	Teacher, OAP Director	
Smith, Tiffany	Cafeteria, Parent	
Moreno, Cristian	Teacher, Coach	

HARLETON H S

Campus Improvement Plan

2025/2026



Crystal Brock
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9037772711
brockcrystal@harletonisd.net

The following information will be used to conduct a comprehensive needs assessment:

- Texas Academic Performance Report
- School Report Card
- Progress Based Monitoring Data
- STAAR EOC Scores
- Faculty/Staff Needs Assessment
- Failure List
- Graduation Rates
- ACT/SAT/PSAT scores
- Previous Campus Plans
- Attendance Data
- Discipline Report

HARLETON H S

Mission

Empowering students to excel.

Vision

Harleton High School will provide a safe, nurturing environment where students feel valued and supported. Through positive relationships and data-driven instruction, teachers will empower students to achieve their college and career goals. Collaboration among staff, parents, and administration will guide decisions made in the best interest of all HHS students.

Nondiscrimination Notice

HARLETON H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Harleton HS Site-Based Decision Making Committee

Name	Position
Ratcliff, Honey	Assistant Principal
Brock, Crystal	Principal
Coulter, Brian	Teacher
Hammack, Todd	Teacher - Parent
Johnston, Dawn	Teacher
Cunningham, Patricia	Teacher
Townlin, Lacy	Parent
Bates, Katherine	Administrative Assistant
Sheffield, Chad	DAEP Director, Coach
Strong, Kerry	ISS, Coach
Wright, Gwen	Teacher
Echols, Kydia	Teacher
Cureton, Lesa	Librarian Aide, Grandparent
Knopp, Heather	Teacher, OAP Director
Smith, Tiffany	Parent

HARLETON H S

Goal 1. Harleton High School (HHS) will foster a culture of high expectations for all students and will establish a delivery system of a well-balanced curriculum in order for each student to exceed educational performance standards and graduate with a strong sense of self-worth.

Objective 1. Students will show individual progress on all state and local assessments in all core areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will identify student needs by using data and individual learning plans for all students with an emphasis on students with recognized deficiencies such as class failures, failure of state assessments, and learning disabilities. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	2025-2026	(F)IDEA Special Education, (L)Instructional Funds, (S)State Compensatory	Summative - Assessment results, individual learning progress
2. HHS will administer assessments every 6 weeks and use the results to plan and monitor instruction through meetings with the teachers and through classroom observations. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Classroom Teachers, Core Subject Teachers, Principal(s)	Each six weeks, 2025-2026	(L)Instructional Funds, (S)Local Funds, (S)State Compensatory	Summative - Assessment results, walk-throughs and observations, individual progress documentation
3. HHS will provide appropriate placement for all students who fail to master the TEKS or students who are in danger of losing credit through the assignment and scheduling of tutorials and/or the Edgenuity software. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	2025-2026	(L)Instructional Funds, (S)State Compensatory	Summative - Student report cards, student transcripts, student graduation plan
4. HHS will conduct student progress meetings with the teachers and the principal. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Classroom Teachers, Principal(s)	2025-2026	(L)Instructional Funds, (S)Local Funds	Summative - Report cards, meeting schedules, progress documentation
5. At HHS the principal and assistant principal will conduct classroom walk-throughs and will focus on evaluating engagement and student-centered instruction. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1,2,3)	Principal(s)	2025-2026	(S)Local Funds	Summative - Student report cards, student progress documentation, T-TESS documentation
6. At HHS, teachers will create a Year at a Glance (YAG) plan for each course to ensure all TEKS (Texas Essential Knowledge and Skills) are covered throughout the class. (Target Group: All,9th,10th,11th,12th)	Classroom Teachers	2025-2026	(S)Local Funds	Summative - YAGS, Student progress documentation,

HARLETON H S

Goal 1. Harleton High School (HHS) will foster a culture of high expectations for all students and will establish a delivery system of a well-balanced curriculum in order for each student to exceed educational performance standards and graduate with a strong sense of self-worth.

Objective 1. Students will show individual progress on all state and local assessments in all core areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,3)				
7. At HHS, teachers will focus on individualized instruction and progress in the classroom. (Target Group: All,SPED,GT,CTE,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Classroom Teachers, Principal(s)	2025-2026	(F)Career and Technology Education (CTE), (F)IDEA Special Education, (L)Instructional Funds, (S)Local Funds, (S)State Compensatory	Summative - YAGs, SWAGs, Observations, T-TESS documentation
8. At HHS, students will have the opportunity to take at least 12 hours of dual credit. Students will be eligible the summer following their freshman year if they meet college readiness standards. (Target Group: All,GT,CTE,9th,10th,11th,12th) (Strategic Priorities: 3)	Asst. Principal of Student Services, Principal(s)	2025-2026	(F)Career and Technology Education (CTE), (L)Instructional Funds, (S)Local Funds	Summative - Student Transcripts
9. HHS students will discuss and/or practice effective writing techniques frequently in English classes and implement them in all other courses to improve their writing skills. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2)	Classroom Teachers	2025-2026	(S)Local Funds	Summative - YAGs, SWAGs, Observations, English EOC results
10. HHS will utilize Edgenuity to provide a virtual environment for credit recovery. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Asst. Principal of Student Services, Principal(s)	2025-2026	(L)Instructional Funds, (S)Local Funds	Summative - Edgenuity end of year report
11. HHS will comply with HB1416 and create an accelerated learning plan for any student who did not pass the previous year STAAR assessments by: - providing 15 or 30 hours of supplemental instruction for students who did not meet state requirements on STAAR EOC prioritizing math and RLA. (Target Group: AtRisk) (Strategic Priorities: 2)		2025-2026		
12. HHS will focus on annual growth in the specific accountability areas of Algebra I and English II. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	2025-2026	(L)Instructional Funds	

HARLETON H S

- Goal 1.** Harleton High School (HHS) will foster a culture of high expectations for all students and will establish a delivery system of a well-balanced curriculum in order for each student to exceed educational performance standards and graduate with a strong sense of self-worth.
- Objective 2.** Students will show mastery of six weeks essential knowledge and skills by satisfactory performance on six weeks' cumulative assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core teachers at HHS will assess six weeks data to determine strengths and weaknesses of students and overall student progress. (Pre and Post tests, student portfolios, projects, etc.) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Classroom Teachers, Principal(s)	2025-2026	(L)Instructional Funds, (S)Local Funds	Summative - Six weeks reports. Data meeting documentation
2. Teachers will meet with the principal every six weeks to discuss student progress and TEKS mastery. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Classroom Teachers, Principal(s)	Each six weeks 2025-2026	(S)Local Funds	Summative - Six weeks data reports, six weeks campus report, student transcripts and report cards

HARLETON H S

Goal 1. Harleton High School (HHS) will foster a culture of high expectations for all students and will establish a delivery system of a well-balanced curriculum in order for each student to exceed educational performance standards and graduate with a strong sense of self-worth.

Objective 3. HHS will hire qualified and certified teachers for the classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will always attempt to recruit and hire quality teachers for all classroom positions. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 1)	Board of Trustees, Principal(s), Superintendent	2025-2026	(S)Local Funds	Summative - Teacher T-TESS evaluations, teacher contracts

HARLETON H S

Goal 2. Harleton High School will work with parents and the community to facilitate a parent involvement program that keeps parents informed and engaged.

Objective 1. Parents will be given opportunities to give input and be involved at HHS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Senior parent events will be hosted at the beginning and end of the school year. (Target Group: 12th) (Strategic Priorities: 3)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Meeting agendas, event programs, parent survey
2. All incoming freshmen and their parents/guardians will be given the opportunity to meet with the Principal and/or Assistant Principal to review their graduation plans and discuss endorsements, class offerings, and post-secondary plans. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3)	Asst. Principal of Student Services, Principal(s)	Summer 2025	(S)Local Funds	Summative - Student PGPs, Meeting schedule, parent survey
3. Open lines of communication will be established between teachers and parents and between administration and parents. (Email, phone, newsletters, Parent Squire app) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	2025-2026	(S)Local Funds	Summative - Contact reports, parent survey

HARLETON H S

Goal 2. Harleton High School will work with parents and the community to facilitate a parent involvement program that keeps parents informed and engaged.

Objective 2. HHS will have a variety of sources of communication with the parents and the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will utilize Parent Square to provide automated text messages/emails for important messages. (Target Group: 9th,10th,11th,12th) (CSFs: 5)	Director of Technology, Principal(s)	2025-2026	(S)Local Funds	Summative - Feedback from community, students, and staff
2. HHS will continue to use social media to share information with parents, students, and the community (Facebook, Instagram, etc.). (Target Group: 9th,10th,11th,12th) (CSFs: 5)	Asst. Principal of Student Services, Campus Office Staff, Classroom Teachers, Principal(s)	2025-2026	(S)Local Funds	Summative - Feedback from community, students, and staff
3. A monthly newsletter, specifically for our seniors, will be provided to highlight college, career, and military information along with scholarship deadlines. (Target Group: 12th) (Strategic Priorities: 3)	Asst. Principal of Student Services	2025-2026	(F)Career and Technology Education (CTE), (S)Local Funds	

HARLETON H S

Goal 2. Harleton High School will work with parents and the community to facilitate a parent involvement program that keeps parents informed and engaged.

Objective 3. Parents will feel welcome and supported at HHS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will focus on a positive reception for all visitors on campus. (Target Group: All,9th,10th,11th,12th)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Parent survey
2. A Meet the Teacher event will be conducted for all high school students prior to the first day of school. (Target Group: All,9th,10th,11th,12th) (CSFs: 5)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	August 2024	(S)Local Funds	Summative - Parent survey
3. A senior year kick-off event will be offered for seniors and their parents at the beginning of the school year to provide important information about the senior year of high school. (Target Group: 12th) (Strategic Priorities: 3)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	September 2024	(S)Local Funds	
4. A FAFSA Night will be hosted to support parents who need assistance with the financial aid process. (Target Group: 12th) (Strategic Priorities: 3)	Asst. Principal of Student Services	January 2025		

HARLETON H S

Goal 3. At Harleton High School, all students will demonstrate mastery of the technology proficiencies in the TEKS. The school will maintain and improve quality standards-based infrastructure throughout the district.

Objective 1. Teachers at HHS will incorporate technology into the instruction in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will maintain an instructional internet-based program for all classes to provide a way for students to complete credit recovery or accelerated instruction. (Target Group: All,9th,10th,11th,12th)	Asst. Principal of Student Services, Director of Technology, Principal(s), Technology Staff	2025-2026	(S)Local Funds	Summative - Student transcripts
2. HHS will increase engagement in the classroom by adding computer access for each classroom. (Target Group: All,9th,10th,11th,12th)	Classroom Teachers, Director of Technology, Principal(s), Technology Staff	2025-2026	(S)Instructional Materials Allotment (IMA), (S)Local Funds	Summative - Wifi access, Chromebooks
3. Chromebooks will be available for teachers to enhance classroom instruction. HHS currently has Chromebooks in all classrooms. (Target Group: All,9th,10th,11th,12th)	Classroom Teachers, Director of Technology, Principal(s), Technology Staff	2025-2026	(S)Instructional Materials Allotment (IMA), (S)Local Funds	Summative - Budget, observations, classroom inventory
4. Teachers will have access to use Google Classroom to communicate and instruct in their classrooms. (Target Group: 9th,10th,11th,12th)	Classroom Teachers, Principal(s)	2025-2026	(S)Local Funds	Summative - YAGs, SWAGs

HARLETON H S

Goal 3. At Harleton High School, all students will demonstrate mastery of the technology proficiencies in the TEKS. The school will maintain and improve quality standards-based infrastructure throughout the district.

Objective 2. Students will use technology on a daily basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Science teachers will have access to STEMscopes and Systems Go to enhance instruction and ensure standard-based lessons. (Target Group: All,9th,10th,11th,12th)	Classroom Teachers	2025-2026	(S)Instructional Materials Allotment (IMA), (S)Local Funds	Summative - YAG, SWAG, Observations
2. Teachers in all subject areas will have access to Discovery Education which provides digital textbooks, multimedia content, and professional development.	Classroom Teachers, Director of Technology, Principal(s)	2025-2026	(L)Instructional Funds, (S)Local Funds	
3. Digital history curriculum (studentsofhistory.org) will be purchased for US History, World Geography, World History, and Government to enhance instruction. (Target Group: All) (CSFs: 1)	Classroom Teachers	2025-2026	(L)Instructional Funds	

HARLETON H S

Goal 4. All students in special programs will meet or exceed individual expectations and goals established for them. Harleton High School will work to meet the needs of all students.

Objective 1. HHS will follow all IEPs and meet the needs of students in Special Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will follow all Individual Education Plans for each individual student identified as needing special education. (Target Group: SPED)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	2025-2026	(F)IDEA Special Education	Summative - IEPs, Modification and Accommodation documentation, student progress reports,

HARLETON H S

Goal 4. All students in special programs will meet or exceed individual expectations and goals established for them. Harleton High School will work to meet the needs of all students.

Objective 2. HHS will offer courses for Career and Tech credits and for certification.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students at HHS will have an opportunity to receive CTE (Career & Technology Education) credits, college credits, and industry-based certifications in various classes. (Target Group: CTE) (Strategic Priorities: 3)	Asst. Principal of Student Services, Classroom Teachers, CTE Personnel, Principal(s)	2025-2026	(F)Career and Technology Education (CTE), (S)Local Funds	Summative - Student transcripts
2. HHS will develop a CTE committee to meet and evaluate the secondary CTE program. Each year a survey will be conducted to evaluate student interest levels and possible new programs. (Target Group: CTE)	Asst. Principal of Student Services, CTE Personnel, Principal(s)	2025-2026	(F)Career and Technology Education (CTE)	Summative - Meeting minutes, transcripts

HARLETON H S

Goal 4. All students in special programs will meet or exceed individual expectations and goals established for them. Harleton High School will work to meet the needs of all students.

Objective 3. HHS will offer enrichment activities and courses for students identified as Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will provide enrichment activities for GT student in the classrooms. (Target Group: GT)	Classroom Teachers	2025-2026	(S)Local Funds	Summative - Student and parent survey, SWAGs
2. HHS will offer Honors courses in all core classes to meet the needs of GT students. (Target Group: GT)	Asst. Principal of Student Services, Core Subject Teachers, Principal(s)	2025-2026	(S)GT Funds	Summative - Student enrollment, SWAGs, YAGs, transcripts
3. HHS will offer opportunities for GT students to participate in Robotics, Rocketry, Job Shadowing, College Visits, UIL Competitions, and College Prep Courses. (Target Group: GT)	Asst. Principal of Student Services, Classroom Teachers, CTE Personnel, Principal(s)	2025-2026	(S)GT Funds, (S)Local Funds	Summative - Student participation list, parent and student surveys

HARLETON H S

Goal 4. All students in special programs will meet or exceed individual expectations and goals established for them. Harleton High School will work to meet the needs of all students.

Objective 4. At HHS, the faculty and staff will focus on providing appropriate instruction and support to all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The RTI program will provide consistent monitoring for at-risk students who are experiencing academic setbacks and are in need of intervention. (Target Group: All,AtRisk)	Asst. Principal of Student Services, Classroom Teachers	2025-2026	(S)Local Funds, (S)State Compensatory	Summative - Report cards, student progress documentation
2. Daily tutorials will be offered for all students who are in danger of failing or who are experiencing difficulty in the class. (Target Group: All,ECD,SPED,AtRisk,504)	Classroom Teachers	Daily 2025-2026	(S)Local Funds, (S)State Compensatory	Summative - Student progress documentation, student report cards, tutoring lists
3. Content mastery will be provided to supplement instruction for students who have a need for additional support. (Target Group: All)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	2025-2026	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	Summative - Content mastery lists, report cards, student transcripts
4. HHS staff will continue to train and develop skills for teaching the TEKS, communicating with students and parents, monitoring instruction and progress, accelerated instruction, dyslexia, special education, 504, RTI, ESL and GT. (Target Group: All,ECD,ESL,EB,SPED,GT,AtRisk,504)	Asst. Principal of Student Services, Classroom Teachers, Harrison Co Special Ed Coop, Principal(s)	2025-2026	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (L)Instructional Funds, (S)GT Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds, (S)State Compensatory	Summative - Teacher staff development records, certifications, teacher goals and goal documentation
5. Administration will assist staff in identifying and sharing effective classroom management and instructional strategies with peers.	Assistant Principal(s), Principal, Teacher(s)	2025-2026	(L)Instructional Funds, (S)Instructional Materials Allotment (IMA)	

HARLETON H S

Goal 4. All students in special programs will meet or exceed individual expectations and goals established for them. Harleton High School will work to meet the needs of all students.

Objective 5. Financial Math/Life 101 will be a mandatory class for all students to help prepare them for life after high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will learn about financial responsibilities such as taxes, applying for loans, student loans, interest rates, credit cards, etc in the Financial Math/Life 101 course. (Target Group: All,11th,12th)	Classroom Teachers, Principal(s)	2025-2026	(S)Instructional Materials Allotment (IMA)	
2. Students will also be given opportunities to learn about practical real-world responsibilities such as car maintenance, addressing envelopes, interview etiquette, etc. (Target Group: All,11th,12th)	Classroom Teachers, Principal(s)	2025-2026	(L)Instructional Funds	

HARLETON H S

Goal 5. Harleton High School will set a goal of maintaining a 97% daily attendance average for the 2025-2026 school year. The dropout rate will be less than 1% for all students and student groups on the campus. HHS will promote a positive learning environment for all students.

Objective 1. Attendance will be monitored daily, warning letters will be mailed to parents, and truancy will be addressed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The parents/guardians of students with attendance issues will be promptly given a warning letter when the issue arises. Parent conferences will be held after 5 unexcused absences and an intervention plan will be established. HHS will file truancy with the Harrison County court system when the issue becomes excessive. (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Attendance reports, warning letters, court documentation

HARLETON H S

- Goal 5.** Harleton High School will set a goal of maintaining a 97% daily attendance average for the 2025-2026 school year. The dropout rate will be less than 1% for all students and student groups on the campus. HHS will promote a positive learning environment for all students.
- Objective 2.** Attendance incentives will be used to encourage and promote daily attendance. Parents will be well informed on ADA and attendance laws.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance incentives will be given. Students who have perfect attendance will continue to be recognized at the Super Star Assembly and earn an end of year reward. (Target Group: All) (CSFs: 1)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Budget, Attendance reports
2. Truancy will be filed on students meeting truant criteria. (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Court documentation, attendance records
3. Warning letters will be sent to the parents/guardians of students when they meet the warning criteria. (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Copies of warning letters, attendance reports.
4. Students in danger of losing credit will be assigned Saturday school to make up missed hours and online curriculum (Edgenuity). (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	Every six weeks 2025-2026	(S)Local Funds	Summative - Saturday school attendance report, attendance reports, Edgenuity progress reports
5. The HHS tardy policy will be implemented to reinforce the importance of attending class on time. (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	Weekly 2025-2026	(S)Local Funds	Summative - Tardy report, detention lists, attendance reports

HARLETON H S

Goal 5. Harleton High School will set a goal of maintaining a 97% daily attendance average for the 2025-2026 school year. The dropout rate will be less than 1% for all students and student groups on the campus. HHS will promote a positive learning environment for all students.

Objective 3. HHS will provide a positive learning experience for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will assess school climate, work ethics, discipline management, and procedures for acknowledging accomplishments on campus. (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Classroom Teachers, Principal(s)	2025-2026	(S)Local Funds	Summative - Parent and student surveys
2. HHS will maintain a tiered discipline system for consistency and fairness. (Target Group: All)	Asst. Principal of Student Services, Principal(s)	2025-2026	(S)Local Funds	Summative - Discipline reports
3. Student success will be celebrated at Super Star assemblies each six weeks. Students will be recognized for academic excellence, perfect attendance, no discipline, no cellphone infractions, work ethic, etc. (Target Group: 9th,10th,11th,12th) (CSFs: 6)	Asst. Principal of Student Services, Campus Office Staff, Classroom Teachers, Principal(s)	each six weeks, 2025-2026	(S)Local Funds	Summative - assembly certificates, drawings for perfect attendance, no discipline, no tardies

HARLETON H S

Goal 5. Harleton High School will set a goal of maintaining a 97% daily attendance average for the 2025-2026 school year. The dropout rate will be less than 1% for all students and student groups on the campus. HHS will promote a positive learning environment for all students.

Objective 4. HHS will have a dropout rate of 1% or less.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will inform students of options (GED, credit recovery, scheduling options, early graduation). (Target Group: AtRisk)	Asst. Principal of Student Services, Principal(s)	2025-2026		Summative - Drop-out rate
2. Inform students about certification programs (welding, Quick Books, etc.) and Career and Technology programs (Health Science, Welding, Print Shop, Accounting, Engineering, Animal Science). (Target Group: AtRisk)	Asst. Principal of Student Services, CTE Personnel, Principal(s)	2025-2026	(L)Instructional Funds	Summative - CTE enrollment reports
3. Motivate students to get involved with extracurricular activities. (Target Group: AtRisk)	Asst. Principal of Student Services, Classroom Teachers, Principal(s)	2025-2026		

HARLETON H S

Goal 6. Motivational and team-building strategies will be used to encourage and support the staff to promote the recruitment and retention of highly qualified employees.

Objective 1. Create a positive and productive work environment and boost staff morale.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Motivational treats and notes will be given to the staff periodically during the year (Teacher Appreciation Week, Testing Week, Holidays). (Target Group: All) (Strategic Priorities: 1)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026	(S)Local Funds	Summative - Staff survey
2. Continue and improve upon highlighting teacher successes in and out of the classroom (Facebook, Website, Super Star Teacher, Teacher of the Year) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Asst. Principal of Student Services, Principal(s)	2025-2026		
3. A select group of teachers will work with the principal to assist in evaluating campus morale and provide ideas on how to promote campus positivity.	Assistant Principal(s), Asst. Principal of Student Services, Classroom Teachers, Principal	2025-2026		

HARLETON H S

Goal 6. Motivational and team-building strategies will be used to encourage and support the staff to promote the recruitment and retention of highly qualified employees.

Objective 2. Provide teachers with resources and learning opportunities that will assist them in meeting their needs and individual goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff meetings, trainings, readings, and discussions will be used throughout the year for continued individual growth among the staff. (Target Group: All)	Asst. Principal of Student Services, Curriculum/Special Programs Director, Principal(s)	2025-2026	(S)Local Funds	Summative - Staff survey, goal documentation, TTESS, Personnel files
2. The HHS staff will set goals and meet with the principal to discuss the progress towards these goals during the school year. TTESS will be used to monitor and evaluate. (Target Group: All)	Principal(s)	2025-2026	(S)Local Funds	Summative - TTESS, Goal documentation

HARLETON H S

Goal 6. Motivational and team-building strategies will be used to encourage and support the staff to promote the recruitment and retention of highly qualified employees.

Objective 3. The theme/motto, "It's a Great Day to be a Wildcat" will be implemented at HHS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our theme, "It's a Great Day to be a Wildcat!" will highlight what it means to truly be a Wildcat. (Target Group: All)	Asst. Principal of Student Services, Campus Office Staff, Curriculum/Special Programs Director, Principal(s)	2025-2026	(S)Local Funds	Summative - Staff Survey

HARLETON H S

Goal 7. Harleton High School will focus on improving performance on state and college readiness assessments.

Objective 1. All students will pass the STAAR EOC test required for graduation and show growth from year to year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Freshman Lab will be utilized to work with small groups and/or one-on-one with students in tested areas (Algebra I, Biology, English I, and US History). Focus will be on helping all students improve using the strategy of pulling from the top up. (Target Group: All) (CSFs: 1,2,4)	Asst. Principal of Student Services, Core Subject Teachers, Curriculum/Special Programs Director, Principal(s)	2025-2026		
2. Use assessment data from the previous year (benchmark scores), BOY assessment, and data collected every six weeks to identify student weaknesses and develop interventions plans. (Target Group: AtRisk) (CSFs: 1)	Asst. Principal of Student Services, Classroom Teachers, Curriculum/Special Programs Director, Principal(s)	2025-2026		
3. Economically Disadvantaged students will be monitored for academic need and intervention will be offered based on academic need. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Asst. Principal of Student Services, Classroom Teachers, Core Subject Teachers, Principal(s)	2025-2026	(L)Instructional Funds	Summative - Summative - ED student performance

HARLETON H S

Goal 7. Harleton High School will focus on improving performance on state and college readiness assessments.

Objective 2. HHS will offer learning opportunities for students and teachers to improve ACT/SAT/TSIA-2 scores.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will offer at least one student learning opportunity for ACT/SAT preparation (boot camps, tutorials). (Target Group: All) (CSFs: 1)	Asst. Principal of Student Services, Curriculum/Special Programs Director, Principal(s)	2025-2026	(L)Instructional Funds, (S)Local Funds	Summative - ACT/SAT scores
2. Upper level core teachers will work together to assess ACT/SAT data and find ways to incorporate interventions in the classroom. (Target Group: All) (CSFs: 1,2)	Core Subject Teachers, Principal(s)	2025-2026		Summative - ACT/SAT data

HARLETON H S

Goal 7. Harleton High School will focus on improving performance on state and college readiness assessments.

Objective 3. HHS will increase the number of students who show college, career, or military readiness to 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The TSIA (College Readiness Exam) will be offered on the HHS campus at least 4 times a year. (Target Group: All) (CSFs: 1)	Asst. Principal of Student Services, Principal(s)	2025-2026	(S)Local Funds	Summative - TSI participation counts
2. Free TSI study guides will be provided to interested students at the beginning of the school year. Students will also be informed of various online tools that can be used to study for the assessment. (Target Group: All) (CSFs: 1)	Principal(s)	2025-2026		
3. Office staff will track student progress towards TSI completion. (Target Group: 9th,10th,11th,12th)	Asst. Principal of Student Services, Campus Office Staff, Principal	2025-2026		
4. Students will be given the opportunity to obtain industry-based certifications through Career and Technology Education courses. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Principal(s), Classroom Teachers, Principal	2025-2026	(F)Career and Technology Education (CTE)	
5. Students who have not shown college readiness by their senior year will be enrolled in a math and/or reading remediation course provided by Texas College Bridge. (Target Group: 12th) (Strategic Priorities: 2)	Assistant Principal(s), Principal(s)	2025-2026		

HARLETON H S

Goal 8. HHS will provide and promote a climate that is safe for students, faculty, parents, and community.

Objective 1. HHS will be proactive in maximizing campus safety in order to ensure the best possible learning environment for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HHS will follow District Emergency Procedures and Crisis Management Plan. All staff will have access to proper emergency procedural guidelines posted in their classroom. (Target Group: 9th,10th,11th,12th) (CSFs: 6)	Campus Office Staff, Classroom Teachers, Principal(s)	2025-2026		Summative - Drills, safety audits
2. HHS will follow guidelines on mandatory school drills and exercises to prepare district students and employees for responding to an emergency. (Target Group: 9th,10th,11th,12th)	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026		Summative - Safety audits, drill documentation
3. At HHS, we will actively monitor campus grounds/buildings by being present and watching cameras.	Asst. Principal of Student Services, Campus Office Staff, Classroom Teachers, Principal(s)	2025-2026		
4. All visitors will have to provide a state identification that will be processed by the RAPTOR system.	Campus Office Staff	daily, 2025-2026		
5. All students who drive on campus will be required to provide a valid driver's license, current insurance, and receive a parking permit.	Asst. Principal of Student Services, Campus Office Staff, Principal(s)	2025-2026		Summative - parking permit data, parking lot checks
6. All campus entrances will remained locked throughout the day. Students and faculty will use ID badges to enter the building. All visitors must be granted entry and check in through the high school/central office.	Asst. Principal of Student Services, Business Manager, Campus Office Staff, Director of Technology, Principal(s), Superintendent	2025-2026		Summative - Daily use of doors
7. At HHS, a Behavior Threat Assessment team will be established to systematically identify, assess, and manage concerning behaviors to mitigate potential threats. (Target Group: All)	Assistant Principal(s), Classroom Teachers, Principal, Special Ed Teachers	2025-2026	(S)Local Funds	

HARLETON H S

Goal 9. Harleton High School will monitor the mental health of our students. Staff will aim to identify the social and emotional needs of our students and provide support for those needs

Objective 1. Administration and staff will monitor risk factors (frequent discipline, attendance, grades, significant life changes, etc.) to assist in identifying students who may be struggling with mental health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be informed on the referral process for T-CHAT which is a virtual counseling tool provided free of charge. (Target Group: 9th,10th,11th,12th)	Asst. Principal of Student Services, Classroom Teachers, Principal	2025-2026		
2. Presentations will be incorporated throughout the year that focus on making the right choices and character. (Target Group: 9th,10th,11th,12th)	Asst. Principal of Student Services, Principal	2025-2026		

Resources

Resource	Source
Career and Technology Education (CTE)	Federal
IDEA Special Education	Federal
Instructional Funds	Local
GT Funds	State
Instructional Materials Allotment (IMA)	State
Local Funds	State
State Compensatory	State

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Discipline Referrals
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Graduation Records
Highly Qualified Staff
Maintenance Records
Multi-Year Trends
Parent Participation
PEIMS Reports
Report Card Grades
Semester Exam Grades
Special Programs Evaluations
Staff Development
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

HARLETON ISD

District Improvement Plan

2025/2026

It is a Great Day to Be a Wildcat

2024-2025 District Rating by the Texas Education Agency
B



Jay Ratcliff
17000 SH 154, Harleton, TX 75651
936-615-3556
ratcliffjay@harletonisd.net

HARLETON ISD

Mission

HISD is committed to building a community of learners dedicated to academic achievement, personal growth and social responsibility.

Vision

We are committed to providing a safe environment where every student can thrive academically, socially, and emotionally.

Nondiscrimination Notice

HARLETON ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Summary of the Comprehensive Needs Assessment Process

The Comprehensive Needs Assessment for the development of the 2023-2024 District Improvement Plan (DIP) is a continuation of the work from previous years, and includes input from several stakeholder groups, including the needs of the campuses, parent, family, community, and business representatives, and the District Site-Based Decision-Making Committee. Guidance is provided by the Harleton ISD Superintendent and Board of Trustees.

While the Comprehensive Needs Assessment is an ongoing process, the goals, objectives, and strategies have been updated to reflect new and changing needs in response to the pandemic caused by the coronavirus. Strategies will be revised and updated as new needs arise. Timely and meaningful consultation with all required stakeholders is achieved through a variety of formats, including:

- Site-based meetings held periodically throughout the year, as specified by district policy
- Formal and informal feedback
- Surveys
- Quarterly reviews of benchmark data
- School board meetings

Harleton Independent School District utilizes the Multiple Measures of Data model provided by Dr. Victoria Bernhardt which incorporates both quantitative and qualitative data at both the district and campus levels, and emphasizes the following four areas:

- Who are we? (Demographics)
- How well do we do business? (Perceptions)
- How are our students doing? (Student Achievement)
- What are our procedures, methods, and practices? (Processes and Programs)

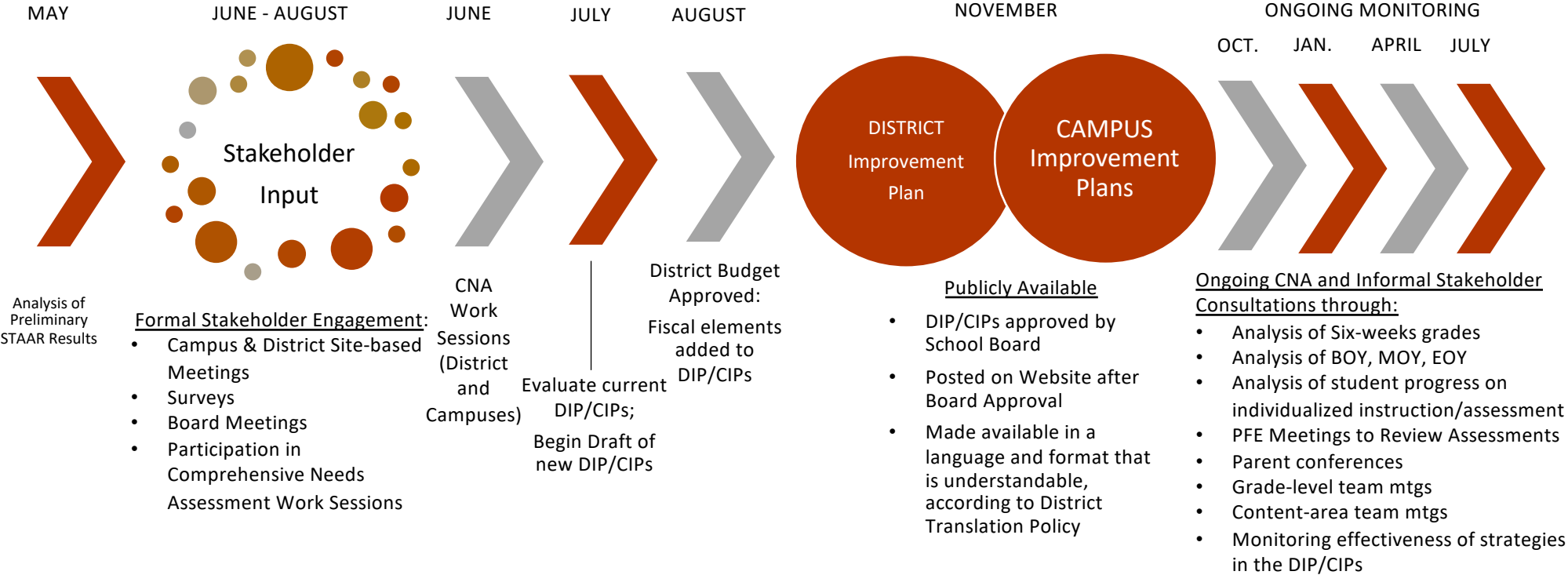
Through an analysis of the data, and utilizing a root cause analysis protocol, strengths, needs, and root causes are identified. Strategies are then developed based on the identified root causes. Finally, stakeholders use a voting method to prioritize strategies with the most potential for having a positive impact on student outcomes.

The purpose of this process is to provide a clear vision, leadership, and guidance for the district and to support all campuses in Harleton ISD in providing quality and equitable opportunities for all students.

The District Improvement Plan is available as hard copy at the District Administration Building, and electronically on the district website at Harleton ISD website. **The plan is in English and made available in Spanish upon request.**

The following timeline is used to develop, monitor, review, revise, and evaluate the ongoing process of the Comprehensive Needs Assessment and evaluate the plan for effectiveness.

Comprehensive Needs Assessment Timeline





Harleton

Independent School District

Jay Ratcliff
Superintendent

**Harleton ISD
Evaluation
District Strategic Planning
July 10, 2025**

8:30– Breakfast and Welcome & Purpose of CNA

8:45 – Small Group Discussions – Safety, Culture, Leadership, Staff
Effectiveness & Retention, Technology

9:45 – Break

10:00 – Small Group Discussion – Academics, SEL, Curriculum, PFE

11:00 -- Share Strengths and Prioritize Area of Improvement

Create Strategies for Problem Statements

Prioritizing Strategies

12:00 – Lunch and Next Steps

It's a great day to be a Wildcat!

Crystal Brock, High School Principal
PO Box 710, Harleton, TX 75651
903-777-2711 Fax: 903-777-
2778

Melinda Ready, Jr. High Principal
PO Box 610, Harleton, TX 75651
903-777-3010 Fax: 903-777-3009

Meagan Walker, Elementary Principal
PO Box 400, Harleton, TX 75651
903-777-4092 Fax: 903-777-2782

CNA Meeting Sign In Sheet
July 10, 2025

PRINT NAME	TITLE	SIGNATURE
1 Brian Coulter	English teacher	Brian Coulter
2 Melinda Reedy	Principal	Melinda Reedy
3 Maxayla Willeford	Sped teacher	Maxayla Willeford
4 Melissa Fitts	Kindergarten teacher	Melissa Fitts
5 Kevin Jones	School Safety	Kevin Jones
6 Honey Ratcliff	HS Asst Principal	Honey Ratcliff
7 [Signature]	PEIMS	Dusty M. Coleman
8 [Signature]	Principal	[Signature]
9 Jana Minor	Special Ed	[Signature]
10 Rhonda Player	Art HS	Rhonda Player
11 Rena Lowmy	Assistant Principal	Rena Lowmy
12 Shelley Brown	Tech	Shelley Brown
13 Tina Cox	Business Manager	Tina Cox
14 [Signature]	Tech	[Signature]
15 Bree Stripling	Tech	[Signature]
16 Jay Ratcliff	Admin	[Signature]
17 Kelli Childress	Kinder HES	[Signature]
18 Meagan Walker	Principal HES	Meagan Walker
19 Traci Jones	Curr.	Traci Jones
20 Mike Harper	Director Maint & Trans.	[Signature]

Please attach any supporting document/materials to this form.



GUIDING QUESTIONS

FOCUS GROUP #1

STUDENT WELLNESS, SEL, & MENTAL HEALTH

1) What % of students are At-Risk of dropping out?

2) How do At-Risk Graduates compare to the state?

3) What programs and services are available to support students identified as "At-Risk?"

4) What concerns do students express? (See results from student surveys, student forums, informal feedback to teachers, counselors, staff, etc.)

5) What programs are in place to build skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making?

5) What counseling resources are available for students? For staff? Are social workers available to support students and families?

6) Are mental health support services available at school communicated to staff, students, parents, guardians, and caregivers?

7) What plans are in place to facilitate open communication, training, and support for staff as they adapt to new job demands (e.g., learning new technology, use of virtual platforms, remote instruction, etc.)?

8) Have the proper steps been taken to ensure environmental infection control (i.e., cleaning and disinfection) of buildings? For buses?

10) Do all school nurses, health aides/assistants, and designated staff have access to PPE for the administration of health services?



GUIDING QUESTIONS

FOCUS GROUP #2

STUDENT ACHIEVEMENT & DEMOGRAPHICS

- 1) In what areas are demographics changing the most?
- 2) In which content areas are students performing the highest?
- 3) In which content areas are students performing the lowest?
- 4) How do the "At Masters Grade Level" percentages compare to the region and state?
- 5) Which student groups are showing progress?
- 6) How are Bilingual/ESL students performing compared to the region and state?
- 7) What are the differences in the attendance rate among student groups?
- 8) How does the Mobility of students compare to the state average?
- 9) How does the percentage of students by Instructional Program compare to the state?
- 10) How does the Retention Rate compare to the state average?



GUIDING QUESTIONS

FOCUS GROUP #3

CURRICULUM, INSTRUCTION, & ASSESSMENT

- 01) How are the district's curriculum and resources made available to staff? How are staff new to the district trained in using the district curriculum?
- 2) What processes are in place to ensure teachers understand how the curriculum is vertically and horizontally aligned?
- 3) How are pacing guides used to ensure tested concepts are taught prior to the state assessment?
- 4) What do data reveal about the level of cognitively challenging and engaging instruction in the classroom?
- 5) How are teachers trained and supported using effective classroom and behavior management strategies to create a positive learning environment?
- 6) How are teacher teams using data to plan for curriculum, instruction, and assessment in Tier I classrooms?
- 7) How are sheltered instruction strategies for English learners provided and monitored?
- 8) What high-impact strategies are used for Tier 2 interventions?
- 9) How are Tier 2 & 3 (or MTSS) interventions monitored and evaluated for effectiveness?
- 10) Do student report card grades align with performance on levels of state assessments?



GUIDING QUESTIONS

FOCUS GROUP #4

SCHOOL SAFETY, CULTURE, & CLIMATE

1) How does someone report a threat? Who regularly monitors the anonymous reporting system?

2) What concerns do students express? (see student survey results, if available)

3) Which student groups have the greatest number of discipline infractions? What do trends reveal? (compare discipline reports for multiple years)

4) What supports are available for students with a history of discipline issues?

5) For which student groups is there a lack of staff to mirror student demographics?

5) How does the district (or campus) convey its vision and mission to the community?

6) What traditions exist that communicate pride for the learning community? Do they promote widespread student participation? Are they inclusive or exclusive?

7) How does the percentage of students At/Above the Criterion for ACT/SAT compare to the state?

8) How does the percentage of students in Advanced/Dual-Credit Courses compare to the state average?

9) Do students feel challenged at a high level in the classroom? (see student survey results, if available)

10) What barriers exist for ALL student groups to participate in enrichment and extra-curricular activities?



GUIDING QUESTIONS

FOCUS GROUP #6

STAFF EFFECTIVENESS, RECRUITMENT, & RETENTION

- 1) What are the greatest needs for training according to Teacher Professional Development Surveys?
- 2) What systems of support are available for teachers and staff to grow professionally? How is the availability of these resources communicated to staff?
- 3) How are teachers social and emotional needs (mental health) being supported?
- 4) How does the district encourage teacher leadership development, or provide career advancement opportunities?
- 5) How are new teachers and paraprofessionals inducted and mentored?
- 6) How should professional development days be scheduled (and included in the district calendar) to provide ongoing, job-embedded support?
- 7) What is the turnover rate for teachers? How does it compare to the state?
- 8) How do the average years of experience of teachers and administrators compare to the state?
- 9) Which content areas or special program areas are the most difficult to obtain or keep certified teachers?
- 10) What strategies are in place to recruit and retain high quality educators?



GUIDING QUESTIONS

FOCUS GROUP #7

TECHNOLOGY

- 1) What technology is available for teachers? Other staff?
- 2) What technology is available for student use?
- 3) What are the expectations for the use of technology at the district and/or campus levels?
- 4) What barriers reduce the use of technology?
- 5) How is technology used to support instruction and learning?
- 6) What training and support are provided for teachers and staff on integrating technology into instruction?
- 7) How are best practices shared with teachers and staff?
- 8) How are technology-based instructional materials evaluated for appropriateness and accuracy?
- 9) What plans are being made for technology upgrades in 1-5 years?
- 10) How are technology software and hardware purchases coordinated and supported?



GUIDING QUESTIONS

FOCUS GROUP #8

LEADERSHIP

4) How are special programs (State Comp Ed, Title I, RTI, CTE, Special Education, G/T, Dyslexia, etc.) evaluated annually for program effectiveness? How are adjustments made to programs based on what data reveal?

5) How are common planning times (or PLCs) structured and what are the expectations of content area/grade-level teams?

	Grade Levels	Content Area	Program Support (RTI, Special Education, G/T, Dyslexia, etc.)
Common Planning Period	Daily		
Weekly Planning Time	Scheduled		
Professional Development Days for Planning			
After School			
Additional Planning Days (summer, Saturdays, etc.)			

2025 CNA Notes

1. Targeted Small Group Instruction

Identify students just below mastery and provide focused intervention in small groups during WIN, RTI, or enrichment times.

2. Data-Driven Instructional Planning

Use assessment data (benchmarks, unit tests, CBAs) to reteach specific TEKS that students struggled with, adjusting lesson plans accordingly.

3. Spiral Review and Daily Warm-Ups

Incorporate daily STAAR-style questions and review of previously taught TEKS to build retention and confidence.

Weakness for Leadership is the lack of a Curriculum Director.

Mentorship Strategies

- 1) Pair new staff with experienced mentors
- 2) Set up regular mentor-mentee meetings
- 3) Let mentees observe their mentors teaching

1. Communication

- **Send monthly newsletters (paper and email) highlighting 1-2 resources each month**
- **Post reminders on social media, Remind, and the school website**
- **Include resources in teacher newsletters or Google Classroom streams**

2. Visual Promotion on Campus

- **Continue to put up flyers and QR code posters in high-traffic areas (cafeteria, office, nurse station, counselor's office, bathrooms)**
- **Use digital signage if available**

3. Parent & Family Engagement

- Present resources at open house, meet the teacher night, and family events
- Set up a wellness resource table at all school events with brochures and contact info
- Send home a resource magnet or card at the beginning of the year

Technology

Area to strengthen: Smartboard replacements

Strategies-

Money is our limitation!

1. Research funding sources/grants/re-working budget
2. Prioritizing needs (power access) and technology resources
3. Prioritizing highest need areas and supplying those areas first (student need and teacher/campus usage)-This could be done through surveys/walkthroughs

Safety

Area to Strengthen-Facilities

Strategies

1. Conduct facility assessment (surveys, walkthroughs)
2. Prioritize safety
3. Parent Involvement (inviting community into schools so that they are more aware of needs)

Achievement/Demographics

Area to Strengthen-Mastery Level

Strategies

1. Reviewing data and making adjustments accordingly
2. Offering more enrichment activities
3. Focusing on growth for ALL students

Curriculum, Instruction, Assessment Strategies:

Strength: Progress monitoring and data collection

Weakness: Sharing more ideas of effective classroom management

1. Having teachers share classroom management strategies that are working with the rest of the staff in faculty meetings.
2. New Teacher Mentorship
3. Observing other staff members to increase options for handling student behavior

Parent Family Engagement

Strength: Parents have several ways to be informed

Weakness: Educating community on STAAR (Opting Out)

- 1. Communicating the benefits of participating in state testing for the Wildcats that we love - there are tests in the real world: drivers license, nursing, welding, college, etc**
- 2. Helping parents understand that these tests are required for high school graduation, so not participating prior to that sets students up for failure.**
- 3. Sharing with parents ways to advocate for public education in ways that are not detrimental to our district - i.e. - Raise Your Hand Texas**

Achievement/Demographics

Strength: Mastery Level compared to the region and state

Weakness: Increasing our mastery level within the district (competing with ourselves)

- 1. Increasing the familiarity with the expectations, changes in the tests, question types, delivery, etc.**
- 2. Sharing resources that other districts have utilized and proven beneficial.**
- 3. Incorporating a review of the previous years' tests with students who passed so that they can see areas where they can grow. (Remediation is done for those who failed, but to improve mastery, we also need to be more intentional about doing this with those who passed.)**

HARLETON ISD Site Base

Name	Position
Ratcliff, Jay	Superintendent
Cox, Tina	Business Manager
Brown, Blake	District DMAC Site Administrator
Brock, Crystal	Campus Administrator
Jones, Traci	District Manager
Jones, Kevin	Technology
Ready, Melinda	Campus Administrator
Harper, Mike	Maintenance and Transportation
Walker, Meagan	Campus Manager
Ratcliff, Honey	Campus Administrator
Wilson, Brandy	parent
Minor, Jana	Special Education Teacher
Ebarb, Ashley	Teacher
Howeth, Lori	Business Representative
Brown, Shelly	District Representative
Coulter, Brian	Teacher
Willeford, Makayla	Teacher of Special Education
Fitts, Melissa	Teacher
Player, Rhonda	Teacher
Lowry, Rena	Assistant Principal
Coleman, Dusty	Peims Director
Stripling, Bree	Technology
Childress, Kelli	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS Reports

Demographics Strengths

Taken from the 2023-2024 TAPR Report

The percent of Economically Disadvantaged students (52.9%) is below the state average (62.3%).

The percent of English Learners (1.4%) is significantly below the state average (24.4%).

The percent of At-Risk students (32.5%) is below the state average (53.2%).

Average class sizes are smaller than the state average in almost all grades:

Elementary:

Kindergarten District=19.3 State=18.4

Grade 1 District=14.7 State=18.8

Grade 2 District=16.3 State=19.1

Grade 3 District=20.7 State=19.4

Grade 4 District=14.7 State=19.4

Grade 5 District=20.0 State=20.9

Grade 6 District=12.3 State=19.2

Secondary:

English/Language Arts District=9.8 State=16.3

Foreign Languages District=11.3 State=18.8

Mathematics District=11.1 State=17.5

Science District=13.3 State=18.5

Social Studies District=14.0 State=18.8

Demographics Weaknesses

Taken from the 2023-2024 TAPR Report

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

The Retention Rate is higher than the state average in elementary:

- Kindergarten (3%); State (1.3%)
- Kindergarten Special Education (10.0%); State (3.9%)
- Grade 1 (2.4%); State (2.1%)
- Grade 2 (2.2%); State (1.3%)
- Grade 3 (8.1%); State (0.7%)

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
Drop-out Rates
Graduation Records

Student Achievement Strengths

The overall student performance rate is at or above state performance levels.
Strong attendance rate.
Dropout rate is 0%.
100% of students are on the Foundation H.S. Program (DLA) Graduation Plans.
Masters Grade levels in HJH

Student Achievement Weaknesses

Comprehensive Needs Assessment

Based on the 23-24 TAPR report, there is a sharp decrease between meets and masters on the STAAR test.

Student Achievement Needs

There is a need to provide early exposure to various career opportunities with emphasis on the necessary and recommended educational requirements.

There is a need to provide additional support for students who are need of intervention.

Student Achievement Summary

Students in Harleton ISD perform well overall. However, there are gaps between the Economically Disadvantaged student group and the All Students group. More support is needed for the Economically Disadvantaged students and their families.

School Culture and Climate

School Culture and Climate Data Sources

Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

Students feel safe. (87%)
Students feel like they have someone to talk to. (82%)
Students feel staff encourages them to do their best. (80%)

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

Support for staff in SEL training.

School Culture and Climate Needs

There is a need to communicate the reasons for the rules and expectations.
Using a pre- and post-survey in early fall and before testing "season" would be helpful.

School Culture and Climate Summary

Overall, students feel safe, encouraged, and that they have someone they can go to if they have problems or need help.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

The district has an experienced staff. The average years of experience=14 years; state average = 11 years.
HISD teachers with 10 years or less experience=29%; state=56%.
Turnover rate for Teachers is less than the state average. HISD=8%; state average=21%.

Staff Quality, Recruitment and Retention Weaknesses

Only 8.5% of staff have Master's Degree; state=25%.
Average years of experience of Principals (3.8 years) is lower than the state average (6.1 years).

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

There is a need to review extended education opportunities for staff.
There is a need to highlight our classrooms in order to draw attention to our district.

Staff Quality, Recruitment and Retention Summary

Harleton ISD has a quality and experienced staff. Increasing the tenure of principals in the district is an area of growth.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data

Curriculum, Instruction and Assessment Strengths

TEKS Resource System is utilized for curriculum and alignment resources.
DMAC and TFAR are utilized for benchmarks and data analysis.

HISD STAAR results are well above state average in all grade levels and subject areas.

Higher percentages above state average are obtained for Approaches and most Meets Grade Level Standard.

Curriculum, Instruction and Assessment Weaknesses

The percentage of District STAAR results above state average is not as high for the Masters Grade Level Standard as it is for the Approaches and Meets Grade Level Standards.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

There is a need to analyze why the percentage above state average is not as high for the Masters Grade Level Standard.
There is a need to target Math HOT skills due to Staar data.
All math tests masters level
district 17% state 19%

Curriculum, Instruction and Assessment Summary

HISD student performance is significantly higher than the state averages in all grade levels and content areas.

Family and Community Involvement

Family and Community Involvement Data Sources

Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

Parents, Families, and the Community are involved in HISD activities.
PFE is active and effective.
Information is communicated in multiple ways.
Parents are provided information on how to access resources from home.

Family and Community Involvement Weaknesses

There is a lack of training opportunities for families on how to support learning at home.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

There is a need to provide training for parents and families on how to support their child's learning at home.
There is a need to find additional ways for effective communication.
There is a need to provide incentives for parents to participate in training programs.

Family and Community Involvement Summary

HISD has great support from the parents, families, and the community. More training opportunities are needed to give parents the ability to better support the learning of their children. Strategies are needed to support families of the Economically Disadvantaged student group.

School Context and Organization

School Context and Organization Strengths

Open communication.
Staff feels supported.
HISD makes data driven decisions.

School Context and Organization Weaknesses

There is a lack of program evaluations,
There is a lack of monitoring of our goals.

School Context and Organization Needs

Vertical Alignment should be implemented in reading and math.

School Context and Organization Summary

Comprehensive Needs Assessment

HISD will assess our curriculum and programs.

Technology

Technology Data Sources

Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Technology Strengths

The number of technology devices are greater than 1-to-1.
Technology devices are two years old or newer.
Infrastructure
There is wifi in all classrooms with adequate bandwidth.
Staff have adequate devices.

Technology Weaknesses

There is a perceived lack of available student devices.
Recent cyber attacks on other schools has caused HISD to need to better prepare for cyber attacks.

Technology Needs

There is a need to provide clear communications regarding the availability of technology devices.
There is a need to provide additional technology training for staff.
There is a need to prepare against a possible cyber attack.

Technology Summary

Comprehensive Needs Assessment

Harleton ISD has very good availability to technology devices and wifi access.
Staff will benefit from additional training for technology integration and how to access online resources.

Other

Other Strengths

Facilities Strengths

Air purifiers are provided throughout the district.
Sanitizing practices are in place.

School Safety

A safety team has been established and a plan written.
School guardians have been trained.

Other Weaknesses

There is not enough covered outdoor spaces.

Other Needs

There is a need to replace old doors.

Other Summary

HISD is continuing to provide safety safety features.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Discipline Referrals
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Graduation Records
Highly Qualified Staff
Maintenance Records
Multi-Year Trends
Parent Participation
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Semester Exam Grades
Special Programs Evaluations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide teachers with the ability to utilize the TEKS Resource System to aide in instructional planning. The system will also aide instructional staff in the development of higher-ordered lessons and the design of engaging work for students. (Title I SW Elements: 2.4,2.5) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,3) (ESF: 1.2,4,4.1,5,5.1,5.3)</p>	Principal(s), Superintendent	Monthly, as needed.	(F)Title I, (L)Instructional Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds, (S)State Compensatory	<p>Criteria: Usage reports of TEKS Resource System</p> <p>Formative - Principals will ensure that teachers are utilizing the TEKS Resource System by checking Six Weeks at Glance (SWAGs)plans on a weekly basis.</p>
<p>2. A teacher-developed assessment will be given and disaggregated each six weeks in order to determine and monitor strengths and weaknesses of students and to ensure that all populations tested will meet the state standard on STAAR subject areas. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3)</p>	Classroom Teachers, Principal(s)	Each six weeks	(L)Instructional Funds, (S)Local Funds	<p>Criteria: Assessment results</p> <p>Formative - Teachers will develop six weeks tests. Campus principals will provide to the superintendent disaggregated data along with plans for improvement within one week after receiving assessment results.</p>
<p>3. Continue the use of a 3-tiered Response to Intervention (RTI) program, maintained through DMAC abd Success Ed, to serve students who are experiencing difficulties succeeding without interventions. The district and each campus will continually evaluate the effectiveness of this program and the strategies utilized and will make changes or revisions as needed. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 4,4.1)</p>	Asst. Principal of Student Services, Classroom Teachers, Counselor(s), Principal(s), Superintendent	Ongoing	(F)IDEA Special Education, (L)Instructional Funds, (S)State Compensatory	<p>Criteria: RTI Reports Data Meetings Reports</p> <p>Summative - Minutes of RTI meetings.</p>
<p>4. The District will contract with Region 7 Educational Service Center to provide support for teachers and instructional staff. Teachers and paraprofessionals will attend professional development during the course of the school</p>	Business Manager, Principal(s), Superintendent	On-Going	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free,	<p>Criteria: Region 7 participant report. Parent communication logs.</p> <p>Summative - Region 7 participant</p>

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
year that focuses on subject area knowledge, instructional strategies, working with students with special needs, improving home/school communication, students from poverty, and assessment of student performance. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1.1,3.4,4.1)			(F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)GT Funds, (S)Local Funds, (S)State Compensatory	report. Parent communication logs.
5. Campuses will provide accelerated instruction to students at-risk of failing a class or one or more of the state assessments. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.1)	Asst. Principal of Student Services, Counselor(s), Principal(s), Superintendent	Monthly	(S)State Compensatory	Criteria: Tutorial schedule Rosters/sign-in sheets Summative - Documentation forms from tutorial teachers and sign-in sheets for Content Mastery classes.
6. Continue to provide instructional aides in critical areas to assist teachers as needed in an effort to provide assistance to individual or small groups of students. (Title I SW Elements: 2.4,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 2.1,3.1)	Business Manager, Classroom Teachers, Harrison Co Special Ed Coop, Principal(s), Superintendent	Monthly	(F)IDEA Special Education, (F)Title I, (F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)State Compensatory	Criteria: List of aides/assignments Summative - Documentation of instructional aide assignments and activities.
7. Identify and provide GT certification training for all staff who are not certified in this area. State requires 6 hour update to remain current. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 1) (ESF: 5)	Principal(s), Region 7 ESC, Superintendent	Ongoing	(S)GT Funds	Criteria: Staff Development Reports Staff Development Evaluations Summative - Certificates for all district teachers showing GT certifications.
8. Core teachers will work to increase our mastery level within the district (competing with ourselves) 1. Increasing the familiarity with the	Asst. Principal of Student Services, Classroom Teachers, Counselor(s), Principal(s), Superintendent	End of first six weeks	(L)Instructional Funds, (S)Local Funds	Criteria: Mastery Level on STAAR exams Summative - A summary of each

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Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>expectations, changes in the tests, question types, delivery, etc. 2. Sharing resources that other districts have utilized and proven beneficial. 3. Incorporating a review of the previous years' tests with students who passed so that they can see areas where they can grow. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3)</p>				<p>teacher's SLO will be monitored each six weeks by the campus principal. A year-end summary will be presented to the superintendent.</p>
<p>9. Ensure campuses are addressing Drop-out prevention and college/career readiness options with students. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 3) (ESF: 3.1)</p>	<p>Asst. Principal of Student Services, Counselor(s), Principal(s)</p>	<p>Each Six Weeks</p>	<p>(F)Title I, (L)Instructional Funds, (S)Local Funds</p>	<p>Criteria: Graduation Plans Summative - The superintendent and campus principals will meet each six weeks to discuss these issues.</p>
<p>10. Campus principals will document classroom walk-throughs. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,5.2)</p>	<p>Principal(s)</p>	<p>Weekly</p>	<p>(S)Local Funds</p>	<p>Criteria: Walkthrough reports Summative - DMAC reports showing walk-throughs completed.</p>
<p>11. Campus principals will meet with teachers each six weeks to discuss data analysis, including: attendance, student performance, student discipline reports, curriculum planning, campus & classroom needs. The campus principal should lead instructional staff in the development of Professional Learning Communities where teachers are able to analyze data in order to make decisions concerning instruction. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 5.3)</p>	<p>Classroom Teachers, Principal(s)</p>	<p>Each Six Weeks</p>	<p>(S)Local Funds</p>	<p>Criteria: Documentation of meetings. Summative - Agendas from six weeks meetings with instructional staff. Principal reports to the superintendent of campus analysis and plans for improvements.</p>

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Campuses will work to maintain an attendance rate of at least 97%. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Asst. Principal of Student Services, Campus Office Staff, Classroom Teachers, Principal(s)	Ongoing	(S)Local Funds	Criteria: Attendance Reports Summative - Six weeks attendance reports
13. The High School campus will offer Life 101/Financial Math. This course will provide students with practical life math skills and support basic life on one's own skills (i.e., fill out resume, open bank account, etc.) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Asst. Principal of Student Services, CTE Personnel, Principal(s)	Ongoing	(F)Career and Technology Education (CTE), (L)Instructional Funds, (S)Local Funds	Criteria: Skyward Reports Summative - The HS course manual will reflect the addition of the Life 101/Financial Math course.
14. The High School campus will offer Art and Theater Arts I, II, III and IV to students. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1)	Asst. Principal of Student Services, Principal(s)	Ongoing	(L)Instructional Funds, (S)Local Funds	Criteria: Skyward Reports of Class Size Summative - The HS course manual will reflect the addition of Art I & II.
15. The High School campus will continue to offer Certified Nursing Assistant (CNA) course for students wanting to pursue a career in the Health Services field. This course will be a dual-credit course in partnership with Panola College and Jefferson Nursing Home. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4.1)	Asst. Principal of Student Services, Principal(s)	Ongoing	(F)Career and Technology Education (CTE), (S)Local Funds	Criteria: Skyward Reports of Class Size Summative - The HS course manual will reflect the addition of the CNA program.
16. The Engineering program will continue with participation in the Systems Go Rocketry program. (Title I SW Elements: 1.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4.1)	Principal(s)	Ongoing	(F)Career and Technology Education (CTE), (S)GT Funds, (S)Local Funds	Criteria: Skyward Reports of Class Size Summative - Inclusion of the Rocketry class in the HS course

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Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 1. HISD will achieve excellent equitable outcomes for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				manual.
17. Harleton ISD will provide students with the opportunity to participate in the Wildcat Honors Track. This track will allow students to take Honors courses in all core subject areas. (Title I SW Elements: 1.1,2.4) (Target Group: All,ECD,ESL,AtRisk) (Strategic Priorities: 3) (ESF: 4.1)	Asst. Principal of Student Services, Core Subject Teachers, Principal(s), Superintendent	Ongoing	(S)Local Funds	Criteria: Skyward Reports Summative - Master course schedule will reflect participants in the Wildcat Honors Track.
18. All campuses will have a tutorial, remediation, or acceleration time built into their schedules and will incorporate daily STAAR-style questions and review of previously taught TEKS to build retention and confidence. (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3)	Asst. Principal of Student Services, Counselor(s), Principal(s), Superintendent	Ongoing	(F)IDEA Special Education, (F)Title I, (S)State Compensatory	Criteria: Tutorial Schedules List of Students Summative - Documentation will be kept of all tutorial times including student participation and instructional strategies utilized.

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 2. Technology hardware and software will be provided to support 100% of the Technology TEKS standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will continue to integrate technology into the curriculum and instruction on a daily basis. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1)	Director of Technology, Librarian/Media Service, Principal(s), Superintendent, Technology Staff	Daily	(L)Instructional Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: Walkthrough reports Summative - Principals will check lesson plans on a weekly basis. Walkthrough observation reports.
2. The District will contract with Region 7 ESC to provide professional development opportunities to instructional staff in technology literacy and integration of technology in classroom instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,5.1)	Business Manager, Director of Technology, Principal(s), Superintendent	Monthly	(F)Title IIA Principal and Teacher Improvement, (L)Instructional Funds, (S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: List of contracted services with ESC7. PD report from ESC7. Formative - Sign in sheets for local trainings. Region 7 EOY reports for training.
3. Continue the rotation and replacement plan for the maintenance and upgrading of district technological hardware. Actions that could be taken to assist are: 1, Research funding sources/grants/re-working budget 2. Prioritizing needs (power access) and technology resources 3. Prioritizing highest need areas and supplying those areas first (student need and teacher/campus usage)-This could be done through surveys/walkthroughs (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2)	Director of Technology, Principal(s), Technology Staff	Ongoing	(S)Local Funds	Criteria: Inventory Reports Summative - Budget plans for technology will be presented to the superintendent.
4. Continue the use of Skyward Student Information System and gradebook program. This program also works to provide parents with real-time information about student performance. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Director of Technology, Technology Staff	Ongoing	(S)Local Funds	Criteria: Log of parent conferences Formative - The Skyward program will be functional and accessible.

HARLETON ISD

Goal 1. Ensure all students obtain 21st Century Skills needed for college, a career/future employment, or to enter the military.

Objective 3. The Total Credit for CCMR Criteria will increase to 90% on the next accountability report.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. HISD Administration will monitor CCMR for every student and conduct conferences with students when needed. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5)	Assistant Principal(s), Principal	Throughout the year	(S)Local Funds	Criteria: CCMR report score

HARLETON ISD

Goal 2. Recruit and retain highly qualified employees at all levels.

Objective 1. Turnover rate for teachers will be less than 20% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to offer the insurance stipend to all employees of up to \$1000 each year. This will be evaluated on a yearly basis. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Business Manager, Superintendent	Annually	(S)Local Funds	Criteria: Pay Scale Summative - Teacher retention rates. Approved budget.
2. The District will recognize years of service (5, 10, 15, 20, 25, etc.) in education and will provide these employees with a reward at the end of year staff meeting. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Superintendent Secretary	Annually in May	(S)Local Funds	Criteria: List of service awards Summative - List of awards and requisition of service awards to the superintendent by March.
3. The District will purchase each employee a "spirit" item in the Fall semester to wear or take to athletic and academic events. (Target Group: All) (Strategic Priorities: 1)	Superintendent Secretary	Annually in August	(S)Local Funds	Criteria: Invoice Summative - Invoice for order of items.
4. The District will provide employees with an appreciation meal three times during the school year (beginning of school, Christmas break, and at the end of school). (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Superintendent, Superintendent Secretary	August, December, May	(S)Local Funds	Criteria: P.O.'s Summative - Invoices for meals.
5. The District will seek to serve all students with teachers that are certified in the courses that they are teaching. Any teacher not certified must have a written plan describing how certification will be obtained. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Principal(s), Superintendent, Superintendent Secretary	Ongoing	(S)Local Funds	Criteria: Certification records Summative - A list of non-certified personnel will be delivered to the superintendent by August 28, 2020, along with the plans for gaining certification for these employees.
6. The District will utilize a hiring committee	Principal(s), Superintendent	Ongoing	(S)Local Funds	Criteria: Committee list

HARLETON ISD

Goal 2. Recruit and retain highly qualified employees at all levels.

Objective 1. Turnover rate for teachers will be less than 20% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
made up of teachers and administrators when possible to interview prospective hires. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)				Summative - A list of hiring committee members will be submitted to the superintendent.
7. Each campus principal will develop and implement a Mentoring/Induction program for new employees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Principal(s)	Annually in August	(S)Local Funds	Criteria: Schedule of mentoring activities Summative - A summary of the mentoring/induction program activities will be submitted to the superintendent annually in June.
8. The District will form partnerships with surrounding universities and teacher preparation programs in order to recruit new teachers to the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Ongoing	(S)Local Funds	Criteria: List of partnerships Summative - Principals will obtain contact information for preparation program students when needed.
9. The District will provide teachers and paraprofessionals opportunities to attend professional development that promotes high quality teaching and the development of skills to teach the TEKS, to improve communication with and involvement of parents, to monitor instruction for mastery, and to develop strategies for special areas including accelerated instruction, dyslexia, special education, ESL, GT, and College Readiness. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1)	Teacher(s)	Monthly	(L)Instructional Funds, (S)Local Funds	Criteria: Professional Development reports from ESC7
10. The District will pay for the testing of any teacher who takes and passes the ESL	Business Manager, Superintendent	Each semester	(F)Title III Bilingual / ESL	Criteria: List of ESL certifications obtained

HARLETON ISD

Goal 2. Recruit and retain highly qualified employees at all levels.

Objective 1. Turnover rate for teachers will be less than 20% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
certification examination. This is to ensure that each grade level has a teacher certified to instruct ESL students. (Title I SW Elements: 2.4,2.5) (Target Group: ESL) (Strategic Priorities: 1,2)				
11. Administration will support teachers increase effective classroom management by 1. Having teachers share classroom management strategies that are working with the rest of the staff in faculty meetings. 2. Observing other staff members to increase options for handling student behavior (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,3.2,5.1)	Assistant Principal(s), Classroom Teachers, Counselor(s), Principal	ongoing	(L)Instructional Funds	Criteria: Decreased discipline referrals Staff surveys

HARLETON ISD

Goal 3. Provide an optimal learning climate in a safe environment while maximizing the use of current facilities.

Objective 1. Increase perceptions of having a positive school climate by 10% in the 2023-2024 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Health Advisory Committee (SHAC) will meet 4 times a year during the year to assess and evaluate the food and nutrition program, the health education program, the sex education program, the mental health program, SEL, and the wellness program for the district. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1)	Principal(s), SHAC Committee, Superintendent	4 times a year	(S)Local Funds	Criteria: Notice of Meeting(s) Agendas Minutes Sign-in Sheets Summative - A copy of the agendas and minutes from the SHAC meetings will be provided to the superintendent.
2. The District will review the Emergency Management Plan. Findings from the review will be used for revision to the Emergency Operating Procedures Manual. (Title I SW Elements: 1.1) (Target Group: All)	Campus Site-based Teams, Directors, Principal(s), SHAC Committee, Superintendent	Ongoing	(S)Local Funds	Criteria: Manual completed Formative - A copy of the revised Emergency Operating Procedures Manual will be presented to the superintendent.
3. The district will follow state guidelines for conducting emergency drills including each campus practicing emergency drills at least one time per month. Drills will cover different emergency situations throughout the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Principal(s)	Monthly	(S)Local Funds	Criteria: Drill Logs Summative - Each campus will document monthly drills and send a copy of that report to the superintendent.
4. The Board will continue to plan for the maintenance and improvements of the District's facilities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Board of Trustees, Business Manager, Superintendent	Ongoing	(S)Local Funds	Criteria: Budget Report of Expenditures Summative - Adopted budget
5. Each campus will develop a Student Code of Conduct which reflects the discipline management policies that will be employed on	Campus Site-based Teams, Principal(s)	Annually by August 31	(S)Local Funds	Criteria: Skyward Reports Summative - Campuses will

HARLETON ISD

Goal 3. Provide an optimal learning climate in a safe environment while maximizing the use of current facilities.

Objective 1. Increase perceptions of having a positive school climate by 10% in the 2023-2024 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
each campus. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3,3.4)				present their Student Handbooks and Student Code of Conduct to the Board for review at the July or August Board meeting.
6. The Board will continue to recognize Student of the Month from each campus at the monthly Board meeting. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Classroom Teachers, Principal(s)	Monthly	(S)Local Funds	Criteria: List of students Board minutes Summative - Each campus will maintain a list of the students of the month for the year.
7. ParentSquare will be used by the District in order to notify parents in times of emergency. (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Business Manager, Director of Technology, Superintendent	Ongoing	(S)Instructional Materials Allotment (IMA), (S)Local Funds	Criteria: Parent Square Reports Summative - Listing of messages sent from each campus in the Parent Square system.
8. The District will continue to provide a counselor or an Assistant Principal of Student Services at each campus to provide guidance to students and programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2)	Business Manager, Superintendent	Ongoing	(F)Title VI, Part B Rural/Low Income, (S)Local Funds	Criteria: Documentation of Meetings Summative - Meeting agendas, documentation of parent notifications
9. The SHAC will address sexual abuse issues according to district policy BQ(LEGAL). The committee will provide information concerning child sexual abuse and action steps for victims seeking and obtaining help and counseling. The committee will make sure that students are aware of the 1-800# located on the posters in	SHAC Committee	Ongoing	(S)Local Funds	Criteria: SHAC reports Summative - The Student Handbooks from each campus will reflect these issues.

HARLETON ISD

Goal 3. Provide an optimal learning climate in a safe environment while maximizing the use of current facilities.

Objective 1. Increase perceptions of having a positive school climate by 10% in the 2023-2024 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
each campus to report any sexual abuse or harassment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3)				
10. Campus administrators will maintain a record of positive contacts to parents and students throughout the year. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Principal(s)	Ongoing	(S)Local Funds	Criteria: Contact logs Summative - Positive Contact logs will be kept and submitted to the superintendent.

HARLETON ISD

Goal 4. Increase parent, family, and community engagement in the active learning of students and to build school involvement and pride.

Objective 1. Increase parent, family, and community engagement by 10% during the 2023-2024 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus principal will develop a monthly calendar that will inform stakeholders of upcoming events. (Target Group: All)	Principal(s)	Monthly.	(O)Local Districts	Criteria: Monthly calendars available.
2. Each campus will encourage parental involvement through the use of Parent and Open House nights. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Campus Site-based Teams, Classroom Teachers, Principal(s)	Each Semester	(S)Local Funds	Criteria: Notice of Meeting Agendas Sign-in sheets Summative - # of meetings held
3. Each campus will have a Site-based Decision Making Committee comprised of teachers, auxiliary personnel, parents, business leaders, and community members. The SBDM will be charged with assessing the campus climate and programs, as well as, providing an avenue for communications with the community. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3)	Campus Site-based Teams, Parent Volunteers, Principal(s)	Ongoing	(S)Local Funds	Criteria: List of Committee Members Notice of Meeting(s) Agendas Minutes Sign-in sheets Summative - Agendas from SBDM meetings will be collected and presented to the superintendent.
4. The High School will hold a conference with each student and their parents during the summer months to ensure that each student's educational plans are clear and effective. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,8th,9th,10th,11th) (Strategic Priorities: 3)	Asst. Principal of Student Services, Principal(s)	Each summer	(S)Local Funds	Criteria: Student 4-Year Plans completed. Summative - Principal will have documentation of all student/parent conferences.
5. Develop a series of "on demand" resources for parents focused on strategies to facilitate and enhance their child's learning at home. Add these resources to newsletters or media posts. (Target Group: ECD,AtRisk)	Counselor(s), Principal(s), Technology Staff	Two each semester.	(S)State Compensatory	Criteria: Parent Training Series available on district website.

HARLETON ISD

Goal 4. Increase parent, family, and community engagement in the active learning of students and to build school involvement and pride.

Objective 1. Increase parent, family, and community engagement by 10% during the 2023-2024 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. Campuses will have parent support groups (i.e., WIN Committee, PTO) that will meet periodically throughout the school year. Campus administration will use this group as an avenue for communication of campus goals and activities. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)</p>	Principal(s)	Once per semester.	(O)Local Districts	Criteria: Notice of Meeting(s) Agendas Sign-in Sheets Minutes
<p>7. Communication with parents, students, and the community will be provided in various forms, including ParentSquare, email, the District webpage, Facebook, Twitter, Remind, Skyward messages, marquees, etc. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2)</p>	Principal(s), Technology Staff	Monthly	(O)Local Districts	Criteria: Reports of communications posted.

HARLETON ISD

Goal 5. Operate a balanced budget to maintain fiscal responsibility and transparency.

Objective 1. Maintain a fund balance of at least three months operating expenses and maintain a Superior rating from the state's FIRST financial accountability system at all times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The superintendent and business manager will ensure that the District fund balance is invested appropriately. (Target Group: All)	Business Manager, Superintendent	Monthly	(S)Local Funds	Criteria: Finance report Formative - Monthly Financial report to the Board of Trustees
2. The District will hire an independent auditor to conduct a financial audit annually. (Target Group: All)	Business Manager, Superintendent	By January 31st each year	(S)Local Funds	Criteria: Finance report Summative - Board minutes will reflect that the Board has approved the contracting of the independent auditor.
3. The District will continue to work with internal controls so that no material weaknesses will be evident in the fiscal audit. (Target Group: All)	Business Manager, Superintendent	Monthly	(S)Local Funds	Criteria: Finance report Formative - Monthly budget reports
4. The District will work in cooperation with the Harrison County Tax Collector's office to ensure that the tax collection rate is greater than or equal to 96%. (Target Group: All)	Business Manager	Monthly	(S)Local Funds	Criteria: Finance report Summative - By January 31st each year, the District will contact the Tax Collector's office to inquire about the tax collection percentage and recommend a course of action to the superintendent.
5. The District will utilize the services of tax attorneys to seek to gain an increase in the collection of delinquent taxes. (Target Group: All)	Business Manager, Superintendent	Monthly	(S)Local Funds	Criteria: Finance report Summative - Overall tax collections report for the fiscal year

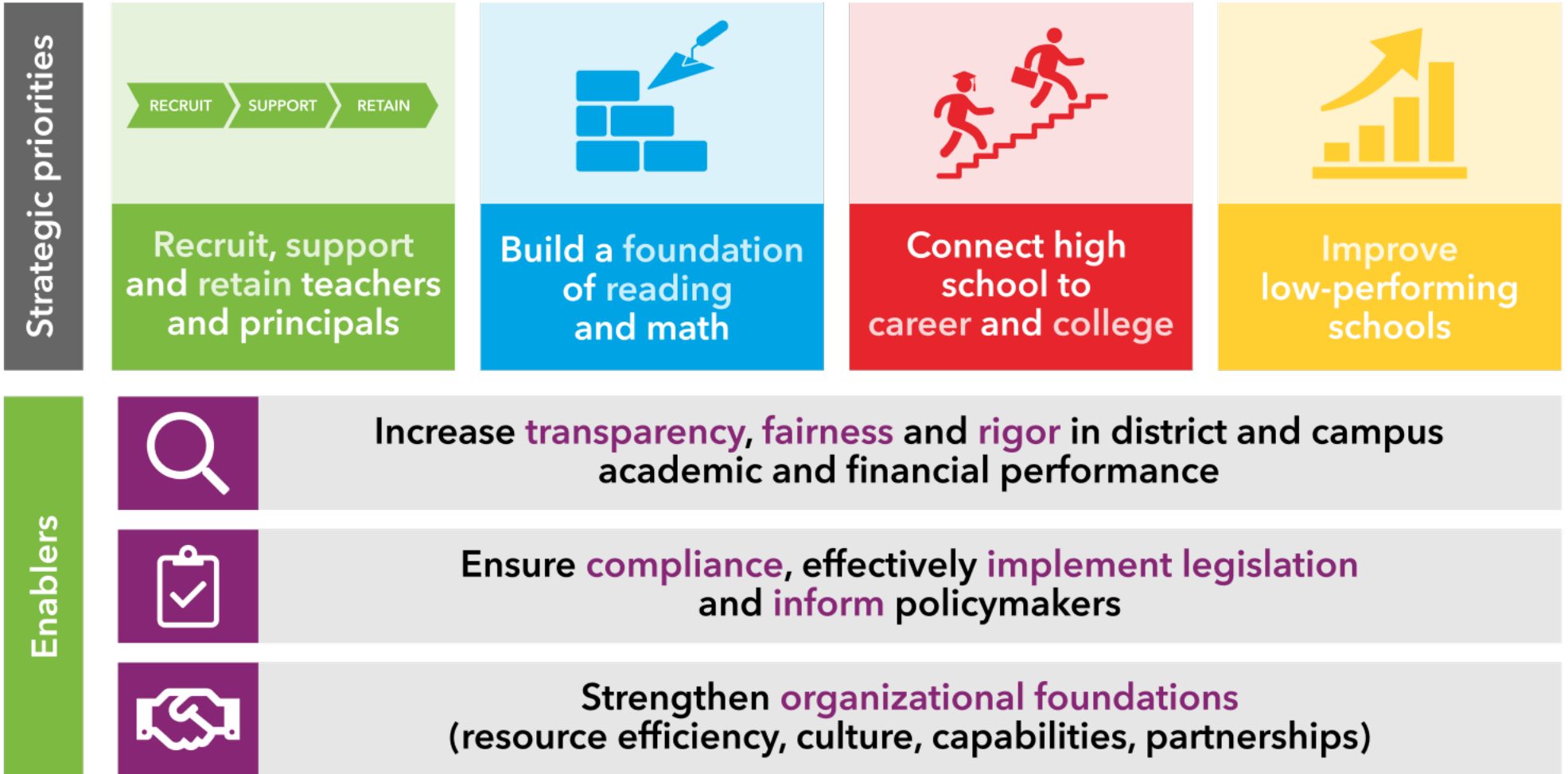
HARLETON ISD

Goal 5. Operate a balanced budget to maintain fiscal responsibility and transparency.

Objective 1. Maintain a fund balance of at least three months operating expenses and maintain a Superior rating from the state's FIRST financial accountability system at all times.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Federally funded grants will be submitted for Title funds, as well as, other funding opportunities that apply. (Title I SW Elements: 1.1) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,504) (Strategic Priorities: 2)	Region 7 ESC, Superintendent	As required	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income, (L)Instructional Funds, (S)GT Funds, (S)State Compensatory	Criteria: List of grants Formative - Copies of the grants will be given to the superintendent as they are completed.
7. The District will conduct a Business Case Efficiency Audit with Ideal Impact, to measure efficiency in order to effectively cut costs where available. (Target Group: All)	Business Manager, Directors, Principal(s), Superintendent	November 2022	(S)Local Funds	Criteria: Audit report Formative - Findings will be presented to the Board to determine if any strategies can be implemented for cost savings.
8. The District will utilize Ascender Software to increase efficiency and effectiveness of district operations. (Target Group: All)	Business Manager, Superintendent	Ongoing	(S)Local Funds	Criteria: Finance report Formative - Monthly analysis of budget

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*



Date: 08/26/2025
 List Number: 302397045
 Customer Number: 4202324

For: Harleton School (#4202324)

Created by: Kim Clynych
Email: clynchkim@harletonisd.net

List Number: 302397045
List Name: September book order

List Summary

69 Items	\$1,453.85
29 Pre-orders:	\$563.77
Subtotal:	\$1,453.85

September book order

69 items | Sorted by Title

Item	!	Price	Qty.	Total
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49 miles alone by Richards, Natalie D (#2699JE4) — **\$11.52** 1 **\$11.52**
Paperback — Sourcebooks Fire, 2024

Backpacking through the Utah desert with only a GPS satellite phone for emergencies, cousins Katie and Aster leave behind their smashed GPS phone after encountering a woman claiming to be in danger who then disappears, and the two set out to save her unaware they are being tracked by a killer.

Dewey: **-Fic-**; Audience: **Young Adult**; Interest Level: **YA**
 From the publisher: **Grades 8-12; Ages 14-18**
 From Booklist: **Grades 10-12; Kirkus: Ages 14-18; PW: Ages 14-up**

Tags: **Family** **Mental Health** **Thriller**

Asgardians. 1,Odin (Asgardians, Book 1) by O'Connor, George (#2040DE9) — **\$22.87** 1 **\$22.87**
FollettBound Glued — First Second, 2024

In this epic new saga about the Norse gods, warrior god Odin, chief of Aesir, travels the Nine Worlds in search of knowledge and discovers that nothing is learned without sacrifice.

Dewey: **741.5**; Audience: **Middle School**; Interest Level: **5-8**
AR 4.5 MG 1 554953EN
 From the publisher: **Ages 10-14**
 From Kirkus: **Ages 11-13; SLJ: Gr 5-Up**

Tags: **Graphic Novels** **Mythology**

Barbara Park's Junie B. Jones and the stupid smelly bus : the graphic novel (Junie B. Jones Graphic Novels, Book 1) by Venable, Colleen A. F (#2123LH4) — **\$21.64** 1 **\$21.64**
FollettBound Sewn — Random House, 2025

A young girl describes her feelings about starting kindergarten and what she does when she decides not to ride the bus home.

Dewey: **741.5**; Audience: **Lower Elementary**; Interest Level: **K-3**
 From the publisher: **Grades 1-4; Ages 6-9**
 From Booklist: **Grades 2-4; Kirkus: Ages 6-9; SLJ: K-Gr 2**

Tags: **Favorite Characters** **Graphic Novels**

Big Nate. Attack of the cheez funk breath! (Big Nate Graphic Novels) by Peirce, Lincoln (#2487CG2) — **\$21.64** 1 **\$21.64**
FollettBound Glued — Andrews McMeel Publishing, 2025

"Snack-loving sixth-grader Nate Wright always has his hands full--of Cheez Doodles! But those delicious orange curls make his breath stink, and when he tries to quit them cold turkey, poor Nate's a hot mess. And that's not the end of his problems. Out of nowhere, Nate gets dumped by his best buddy Francis. He strikes out at the school dance. And a close encounter at the beach with a spiky-haired look-alike has everyone seeing double. Can our favorite troublemaker turn the funk back into fun?"--Provided by publisher.

Dewey: **741.5**; Audience: **Upper Elementary**; Interest Level: **3-6**
AR 2.9 MG 1 554200EN
 From the publisher: **Grades 2-6; Ages 8-12**

Tags: **Graphic Novels** **Humor**

Boo! Hiss! by Marko, Cyndi (#1936SX3) — **\$17.39** 1 **\$17.39**
FollettBound Sewn — Aladdin, 2022

Item	Price	Qty.	Total
<p>"When a boisterous family moves into their old, old house, Ghost and Snake devise a scary and slithery plan to make the family leave until they realize having a noisy, barking, laughing family around isn't so bad"--OCLC.</p> <p>Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3; Reading Level: 1.7</p> <p>From the publisher: Grades 1-4; Ages 6-9</p> <p>From Kirkus: Ages 6-8; SLJ: Gr 1-3</p>			
<p>The Christmas Sweater by Brett, Jan (#2551FH2)</p> <p>Hardcover — G.P. Putnam's Sons Books, 2025</p> <p>Available for pre-order. This item is scheduled for release on November 25, 2025.</p> <p>Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3</p> <p>From the publisher: Grades Pre-K/K-3; Ages 4-8</p> <p>From Kirkus: Ages 4-8; PW: Ages 4-8</p> <p>Tags: Holiday Stories Pet Stories</p>	— \$19.60	1	\$19.60
<p>Coach (Track, Book 5) by Reynolds, Jason (#2279GJ4)</p> <p>Hardcover — Atheneum, 2025</p> <p>Available for pre-order. This item is scheduled for release on October 14, 2025.</p> <p>Dewey: -Fic-; Audience: Middle School; Interest Level: 5-8</p> <p>Tags: African American Realistic Fiction Sports Fiction</p>	— \$17.74	1	\$17.74
<p>The day the crayons made friends by Daywalt, Drew (#2747YG4)</p> <p>Hardcover — Philomel, 2025</p> <p>"Duncan's crayons . . . have disappeared once more. But this time they've gone out into his room to make friends. From Red Crayon who fulfills his dream of driving a firetruck, to Blue Crayon, who meets a fashion doll desperately in need of a head, to fan favorite Esteban, who is off to tame a teddy bear (or as he would call it, a wild beast), each crayon has an exciting story to share about the new objects they've met and the new adventures they've had"--Publisher.</p> <p>Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3</p> <p>From the publisher: Grades Pre-K/K-3; Ages 4-8</p> <p>From Kirkus: Ages 4-7</p> <p>Tags: Favorite Characters Friendship Stories</p>	— \$19.60	1	\$19.60
<p>Dog Man. Big Jim believes (Dog Man, Book 14) by Pilkey, Dav (#2509VH2)</p> <p>FollettBound Glued — Graphix, an imprint of Scholastic, 2025</p> <p>Available for pre-order. This item is scheduled for release on November 11, 2025.</p> <p>"When the mischievous Space Cuties From Space return, our caped crusaders--Dog Man (aka Scarlet Shedder), Commander Cupcake, and Sprinkles--along with Mecha Molly, discover that the city has changed and nothing is how it should be. Can Big Jim's positivity and innocence help our heroes? Will Dog Man, Big Jim, Grampa, and Molly have the courage to trust each other and save the day? How does the past help shape the future? And who is the chosen one?"-- Provided by publisher.</p> <p>Dewey: 741.5; Audience: Upper Elementary; Interest Level: 3-6</p> <p>Tags: Graphic Novels Humor Science Fiction</p>	— \$19.99	5	\$99.95
<p>Dream (Wish (Farrar, Straus and Giroux), Book 2) by O'Connor, Barbara (#2453CG0)</p> <p>Hardcover — Farrar Straus Giroux, 2025</p> <p>Publisher temporarily out of stock. This item is scheduled to be available on August 26, 2025.</p> <p>Determined to buy a new guitar to win a songwriting contest, eleven-year-old Idalee searches for a hidden family treasure to help her achieve her dreams only to discover the music was in her all along.</p> <p>Dewey: -Fic-; Audience: Middle School; Interest Level: 5-8</p> <p>AR 4.5 MG 6 554679EN</p> <p>From the publisher: Ages 8-12</p> <p>From Booklist: Grades 4-7; Kirkus: Ages 9-12; SLJ: Gr 4-6</p> <p>Tags: Fantasy Friendship Stories Relationship Skills</p>	— \$17.74	1	\$17.74
<p>Float (Graphix) Book Series [2-item series] (#A796561)</p> <p>Contains items available for pre-order. Some items in this set are not yet available; we'll ship them to you upon release.</p>			
<p>Float.--Volume 1 (Float (Graphix), Book 1) by Marchant, Kate (#2462VJ2)</p> <p>FollettBound Glued — Graphix, an imprint of Sc, 2025</p> <p>"Alaskan teenager Waverly Lyons is trading in her parka</p> <p>Dewey: 741.5; Audience: Young Adult; Interest Level: YA</p> <p>From Kirkus: Ages 13-17; SLJ: Gr 7-Up</p>	— \$26.00	1	\$26.00

Item	!	Price	Qty.	Total
Tags: Graphic Novels Float, Volume 2 (Float (Graphix), Book 2) by Marchant, Kate (#2463AJ6) FollettBound Glued — Graphix, 2026 Available for pre-order. This item is scheduled for release on August 7, 2026. Dewey: 741.5 ; Audience: Young Adult ; Interest Level: YA Tags: Graphic Novels	—	\$26.00	1	\$26.00
Freakiest trip ever! (Middle School and Other Disasters, Book 6) by Coven, Wanda (#2262FH0) Hardcover — Simon Spotlight, 2025 When a talented new witch starts at Broomsfield Academy, she and Heidi spark a magical competition that spirals out of control during a field trip to a museum. Dewey: -Fic- ; Audience: Middle School ; Interest Level: 5-8 From the publisher: Grades 3-7; Ages 8-12 Tags: Fantasy Humor School Stories	—	\$14.95	1	\$14.95
Goodnight, Crayons by Daywalt, Drew (#2352WH3) Hardcover — Philomel Books, 2025 Available for pre-order. This item is scheduled for release on November 4, 2025. Dewey: -E- ; Audience: Lower Elementary ; Interest Level: K-3 From the publisher: Grades Pre-K/K-3; Ages 4-8 Tags: Basic Concepts Favorite Characters Imagination Stories	—	\$9.99	1	\$9.99
Holly Jolly Kitty-Corn (Kitty-Corn) by Hale, Shannon (#2329SH2) Hardcover — Abrams Books for Young Re, 2025 Available for pre-order. This item is scheduled for release on September 23, 2025. Dewey: -E- ; Audience: Lower Elementary ; Interest Level: K-3 From the publisher: Grades Pre-K/K-3; Ages 4-8 From Kirkus: Ages 3-7 ; SLJ: Gr 1-4 Tags: Friendship Stories Holiday Stories Imagination Stories	—	\$19.60	1	\$19.60
Horse Breeds Book Set [8-item set] (#A771879)				
American miniature horse (Horse Breeds) by Wilson, Libby (#2322CH1) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of American miniature horses and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1 ; Audience: Upper Elementary ; Interest Level: 3-6 AR 4.3 MG .5 554757EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities	—	\$25.00	1	\$25.00
American paint horses (Horse Breeds) by Sanderson, Whitney (#2321WH0) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of American paint horses and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1 ; Audience: Upper Elementary ; Interest Level: 3-6 AR 4.3 MG .5 554758EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities	—	\$25.00	1	\$25.00
American quarter horse (Horse Breeds) by Sanderson, Whitney (#2321YH5) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of American quarter horse ponies and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1 ; Audience: Upper Elementary ; Interest Level: 3-6 AR 4.3 MG .5 554759EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities	—	\$25.00	1	\$25.00

Item	!	Price	Qty.	Total
<p>Appaloosa (Horse Breeds) by Sanderson, Whitney (#2321ZH2) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of Appaloosa horses and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1; Audience: Upper Elementary; Interest Level: 3-6 AR 4.5 MG .5 554760EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities</p>	—	\$25.00	1	\$25.00
<p>Arabian (Horse Breeds) by Sanderson, Whitney (#2322AH7) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of Arabian horses and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1; Audience: Upper Elementary; Interest Level: 3-6 AR 4.7 MG .5 554756EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities</p>	—	\$25.00	1	\$25.00
<p>Clydesdale (Horse Breeds) by Sanderson, Whitney (#2322BH4) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of Clydesdale horses and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1; Audience: Upper Elementary; Interest Level: 3-6 AR 4.2 MG .5 554761EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities</p>	—	\$25.00	1	\$25.00
<p>Shetland pony (Horse Breeds) by Bell, Samantha (#2321UH6) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 Presents a short study of Shetland ponies and describes where they came from, how they are different from other breeds, and how they are used. Dewey: 636.1; Audience: Upper Elementary; Interest Level: 3-6 AR 4 MG .5 554762EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities</p>	—	\$25.00	1	\$25.00
<p>Thoroughbred (Horse Breeds) by Bell, Samantha (#2321VH3) Hardcover (library binding) — Kids Core, an imprint of Abdo Publishing, 2026 A brief introduction to Thoroughbred horses, discussing their characteristics, personality, training, and more. Dewey: 636.1; Audience: Upper Elementary; Interest Level: 3-6 AR 4.3 MG .5 554763EN From the publisher: Grades 2-5; Ages 7-10 Tags: Animals Includes Back Matter Includes Extension Activities</p>	—	\$25.00	1	\$25.00
<p>The House Saphir by Meyer, Marissa (#2934KG7) Hardcover — Feiwel & Friends, 2025 Available for pre-order. This item is scheduled for release on November 4, 2025. Dewey: -Fic-; Audience: Young Adult; Interest Level: YA From the publisher: Ages 14-18 From PW: Ages 14-up Tags: Classic Retellings Fantasy Folklore Romance</p>	—	\$19.60	1	\$19.60
<p>The humble pie (Food Group) by John, Jory (#2457WHX) Hardcover — HarperCollins, 2025 Available for pre-order. This item is scheduled for release on November 4, 2025. Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades Pre-K/K-3; Ages 4-8 Tags: All About Me Cooking & Food Imagination Stories Personification (Literary Device)</p>	—	\$19.60	1	\$19.60
<p>Hurricane heist (Sherlock Society, Book 2) by Ponti, James (#2256YH9)</p>	—	\$18.67	1	\$18.67

Item	I	Price	Qty.	Total
<p>Hardcover — Aladdin, 2025</p> <p>A hurricane unearths a decades-old mystery when a bell captain's body is discovered at a historic Miami Beach hotel, leading twelve-year-old Alex and the other members of the Sherlock Society to uncover the truth behind a long-lost million-dollar jewel heist.</p> <p>Dewey: -Fic-; Audience: Middle School; Interest Level: 5-8 From the publisher: Grades 3-7; Ages 8-12 From Kirkus: Ages 9-13</p> <p>Tags: Adventure Friendship Stories Humor Mystery</p>				
I Love Horses Book Set [4-item set] (#A730757)				
<p>American paint horses (I Love Horses) by Coupe, Jessica (#2622TF2) Hardcover (library binding) — Lightbox Learning Inc., 2025</p> <p>Introduces young readers to American paint horses.</p> <p>Dewey: 636.1; Audience: Lower Elementary; Interest Level: K-3</p> <p>Tags: Animals</p>	—	\$23.04	1	\$23.04
<p>American quarter horses (I Love Horses) by Coupe, Jessica (#2622UFX) Hardcover (library binding) — Lightbox Learning Inc., 2025</p> <p>Introduces young readers to American quarter horses.</p> <p>Dewey: 636.1; Audience: Lower Elementary; Interest Level: K-3</p> <p>Tags: Animals</p>	—	\$23.04	1	\$23.04
<p>Morgan horses (I Love Horses) by Coupe, Jessica (#2622VF7) Hardcover (library binding) — Lightbox Learning Inc., 2025</p> <p>Introduces young readers to morgan horses.</p> <p>Dewey: 636.1; Audience: Lower Elementary; Interest Level: K-3</p> <p>Tags: Animals</p>	—	\$23.04	1	\$23.04
<p>Tennessee Walking Horses (I Love Horses) by Coupe, Jessica (#2622WF4) Hardcover (library binding) — Lightbox Learning Inc., 2025</p> <p>An introduction to Tennessee Walking Horses that covers the history of the breed and describes their physical traits, temperament, and unique talents.</p> <p>Dewey: 636.1; Audience: Lower Elementary; Interest Level: K-3</p> <p>Tags: Animals</p>	—	\$23.04	1	\$23.04
<p>I'm trying to love germs by Barton, Bethany (#2539AC5) Hardcover — Viking, 2023</p> <p>Text and illustrations present a humorous introduction to germs and bacteria.</p> <p>Dewey: 579.3; Audience: Lower Elementary; Interest Level: K-3; Reading Level: 3.0 AR 4.3 LG .5 554711EN From the publisher: Grades Pre-K/K-3; Ages 4-8 From Booklist: Preschool-Grade 3; Kirkus: Ages 5-8; SLJ: K-Gr 3</p> <p>Tags: All About Me Human Body/Physiology</p>	—	\$18.67	1	\$18.67
<p>I Survived the Dust Bowl, 1935 (I Survived, Book 25) by Tarshis, Lauren (#2397KHX) FollettBound Glued — Scholastic, 2026</p> <p>Available for pre-order. This item is scheduled for release on November 7, 2025.</p> <p>Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 3-7; Ages 8-12</p> <p>Tags: Depression Historical Fiction Survival Stories U.S. History</p>	—	\$16.94	1	\$16.94
<p>I survived the Japanese tsunami, 2011 (I Survived, Book 12) by Ball, Georgia (#2360UH1) FollettBound Glued — Graphix, an imprint of Scholastic, 2025</p> <p>In 2011, while visiting his father's hometown in Japan shortly after his death, Ben finds himself and his family being swept away by a terrible tsunami that leaves him stranded and alone in a strange country, far from home.</p> <p>Dewey: 741.5; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 3-7; Ages 8-12</p> <p>Tags: Adventure Asia Natural Disasters</p>	—	\$22.37	2	\$44.74

Item	!	Price	Qty.	Total
<p>Interrupting Chicken Saves the Nutcracker by Stein, David Ezra (#2470HH7) Hardcover — Candlewick Press, 2025 Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades Pre-K/K-3; Ages 4-8 From Booklist: Preschool-Grade 3; Kirkus: Ages 3-7 Tags: Favorite Characters Holiday Stories Humor</p>	—	\$18.67	1	\$18.67
<p>The Last Kids on Earth and the Destructor's Lair (Last Kids On Earth, Book 10) by Ballier, Max (#2528GH8) Hardcover — Viking Books for Young, 2025 Available for pre-order. This item is scheduled for release on November 4, 2025. Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 3-7; Ages 8-12 Tags: Adventure Fantasy Survival Stories</p>	—	\$14.95	1	\$14.95
<p>Luka Doncic (Hardwood Greats: Pro Basketball's Best Players) by Bach, Greg (#2868DC0) Hardcover (library binding) — Mason Crest, 2024 A biography of NBA player Luka Doncic, discussing his childhood, personal life, and career in basketball. Dewey: 796.223; Audience: Young Adult; Interest Level: YA From the publisher: Grades 7-12 Tags: Basketball Biography Multicultural Sports</p>	—	\$27.95	2	\$55.90
<p>Magic of the wizard dragon (Branches: Dragon Masters, Book 29) by West, Tracey (#2921HG0) FollettBound Sewn — Scholastic, Inc., 2025 Zoltan the wizard has transformed into a Wizard Dragon and plans to free the evil wizard Maldred, and the dragon wizards and their dragons must come up with a way to stop him before it is too late. Dewey: -Fic-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades 1-3; Ages 6-8 Tags: Fantasy</p>	—	\$16.94	1	\$16.94
<p>Meet Bryce Young (Lerner Sports: Sports VIPs) by Goldstein, Margaret J (#2711GF0) Hardcover (library binding) — Lerner Publications, 2025 "Carolina Panthers quarterback Bryce Young was drafted with the first overall pick in 2023. Discover how Young won the Heisman Trophy in college and his success in the National Football League"--Provided by publisher. Dewey: 796.332; Audience: Upper Elementary; Interest Level: 3-6 AR 4.7 MG .5 551001EN Tags: African American Biography Football</p>	—	\$30.65	2	\$61.30
<p>Midnight on the Moon Graphic Novel (Magic Tree House, Book 8) by Osborne, Mary Pope (#2632MH3) FollettBound Sewn — Random House BFYR, 2025 Dewey: 741.5; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades 1-4; Ages 6-9 Tags: Graphic Novels FREE Teaching Resources available for download.</p>	—	\$19.09	1	\$19.09
<p>The Minecraft encyclopedia (Video Game Encyclopedias) by Madsen, Riley (#2325ZH8) Hardcover (library binding) — Encyclopedias, an imprint of Abdo Reference, 2026 "Gives readers an in-depth introduction to Minecraft, the sandbox game that has remained popular around the world for more than a decade. Readers will learn more about the game's origins, the varied landscapes that players are able to explore, and the many ways that gamers can play Minecraft"--OCLC. Dewey: 794.8; Audience: Middle School; Interest Level: 5-8 From the publisher: Grades 3-9; Ages 8-14 Tags: Games & Gaming Includes Back Matter Includes Timelines</p>	—	\$37.00	1	\$37.00
<p>Mirror, Mirror --Return to Snow White (Whatever After, Book 17) by Mylnowski, Sarah (#2129FG0) Hardcover — Scholastic, 2025 Available for pre-order. This item is scheduled for release on October 7, 2025. Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 3-7; Ages 8-12 Tags: Classic Retellings Fairy Tales Fantasy</p>	—	\$16.81	1	\$16.81

Item	!	Price	Qty.	Total
<p>Partypooper (Diary of a Wimpy Kid, Book 20) by Kinney, Jeff (#2311KH8) FollettBound Glued — Amulet Books, 2025</p> <p>Available for pre-order. This item is scheduled for release on October 21, 2025.</p> <p>Celebrate with Greg, his family, and more as Greg throws an epic birthday party for himself.</p> <p>Dewey: -Fic-; Audience: Middle School; Interest Level: 5-8 From the publisher: Grades 3-7; Ages 8-12</p> <p>Tags: Holiday Stories Humor Realistic Fiction</p>	—	\$19.99	4	\$79.96
<p>Pete the Cat's cool new ride (Pete the Cat) by Dean, Kim (#2310WH9) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2025</p> <p>"Pete the Cat just got some new wheels. Beep, beep, beep! And as he's grooving down the street, he bumps into one friend, two friends, three! When they pile up in the car, Pete can't keep count and wonders if there is room for everyone. In his fifteenth hardcover picture book, Pete the Cat learns that there's always more room for friends"--Provided by publisher.</p> <p>Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades Pre-K/K-3; Ages 4-8</p> <p>Tags: Basic Concepts Favorite Characters Pet Stories Picture Book Things That Go</p>	—	\$19.60	1	\$19.60
<p>Rainbow Fish and the Great Escape (Rainbow Fish) by Pfister, Marcus (#2263MH8) Hardcover — NorthSouth Books, 2025</p> <p>Available for pre-order. This item is scheduled for release on October 7, 2025.</p> <p>Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades Pre-K/K-2; Ages 4-8</p> <p>Tags: Animal Stories Favorite Characters Fish & Marine Life</p>	—	\$19.57	1	\$19.57
<p>Ravenguard A Ravenfall Novel (Ravenfall, Book 4) by Josephson, Kalyn (#2608CH2) Hardcover — Delacorte Press, 2025</p> <p>Available for pre-order. This item is scheduled for release on September 9, 2025.</p> <p>Dewey: -Fic-; Audience: Middle School; Interest Level: 5-8 From the publisher: Age 10</p> <p>Tags: Adventure Fantasy</p>	—	\$17.74	1	\$17.74
<p>Rocket Arm by Green, Tim (#2515BH7) Hardcover — HarperCollins, 2025</p> <p>Available for pre-order. This item is scheduled for release on September 23, 2025.</p> <p>Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 3-7; Ages 8-12</p> <p>Tags: Football Realistic Fiction Sports Fiction</p>	—	\$18.67	1	\$18.67
<p>Skandar and the spirit war (Skandar, Book 5) by Steadman, A. F. (#2256KH7) Hardcover — Simon & Schuster Books for Young Readers, 2025</p> <p>"The Island is at war. Skandar, now an outlaw, is in hiding after Rex Manning revealed a game-changing secret at the Chaos Cup. But as Rex prepares to invade the Mainland, the Islanders are not sure who to trust. With one of Skandar's closest friends now fighting for the enemy, Skandar must build new alliances-- including an uneasy truce with Kenna. To defeat Rex, Skandar and his friends will need to look back to the origins of the Island and harness the full power of their elemental magic. Can Skandar become the leader he needs to be to save the Mainland, and the heart of the Island itself?"-- Amazon.</p> <p>Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 3-7; Ages 8-12</p> <p>Tags: Adventure Fantasy Self-Awareness</p>	—	\$18.67	1	\$18.67
<p>Stinetingers 4 : 3 chilling tales by the master of scary stories (Stinetingers, Book 4) by Stine, R. L. (#2452YG4) Hardcover — Feiwel and Friends, 2025</p> <p>Publisher temporarily out of stock. This item is scheduled to be available on August 26, 2025.</p> <p>Three kids experience spine-chilling horrors in the small town of Hollow Hills.</p> <p>Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Ages 8-12</p> <p>Tags: Horror Scary Stories Story Collections</p>	—	\$17.74	1	\$17.74

Item	Price	Qty.	Total
<p>Stormclan's folly by Hunter, Erin (#2344VH3) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2025 Publisher temporarily out of stock. This item is scheduled to be available on August 26, 2025. "Stripestar and Galestar decide to leave the forest and seek new land for their Clan. But they are soon faced with the reality of life without StarClan's guidance, sending them down a path of peril, loss, and despair. Can these cats find the way forward without StarClan, or are they doomed to a grim fate that will echo for generations to come?"--Provided by publisher. Dewey: -Fic-; Audience: Middle School; Interest Level: 5-8 From the publisher: Grades 3-7; Ages 8-12 Tags: Animal Stories Fantasy Favorite Characters</p>	— \$21.46	1	\$21.46
<p>The Story of Gumluck and the Dragon's Eggs Book Two (Gumluck the Wizard, Book 2) by Rex, Adam (#2718WH8) FollettBound Sewn — Chronicle Books, 2025 Available for pre-order. This item is scheduled for release on October 16, 2025. Dewey: -E-; Audience: Lower Elementary; Interest Level: K-3 AR 3.6 MG 1 552864EN From the publisher: Grades 1-4; Ages 6-9 From Booklist: Grades 1-4; Kirkus: Ages 8-10 Tags: Early Chapter Book Fantasy</p>	— \$17.54	1	\$17.54
<p>Super pug (Branches: Diary Of A Pug, Book 13) by May, Kyla (#2361AH2) FollettBound Sewn — Scholastic Inc., 2025 When Bub plays a superhero in a firesafety commercial, he doesn't feel very super about his acting, but when there is a real fire emergency, can Super Bub save the day? Dewey: -Fic-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades Pre-K/K-2; Ages 5-7</p>	— \$16.94	1	\$16.94
<p>Texas Longhorns (College Football Teams (Apex)) by Moon, Derek (#2836EHX) Hardcover (library binding) — Apex, 2026 Dewey: 796; Audience: Middle School; Interest Level: 5-8 From the publisher: Grades 3-4; Ages 8-15 Tags: Football Includes Back Matter Sports</p>	— \$33.04	1	\$33.04
<p>Texas Longhorns (College Football Teams (Apex)) by Moon, Derek (#2847MHX) FollettBound Glued — Apex, 2026 Dewey: 796; Audience: Middle School; Interest Level: 5-8 From the publisher: Grades 3-4; Ages 8-15 Tags: Football Includes Back Matter Sports</p>	— \$21.11	1	\$21.11
<p>Troubling tonsils! (Jasper Rabbit Creepy Tales) by Reynolds, Aaron (#2262QH0) Hardcover — Simon & Schuster Books for Young Readers, 2025 Jasper Rabbit tells the eerie tale of Charlie Marmot, whose decision to keep his tonsils after surgery leads to creepy, mysterious events. Dewey: -Fic-; Audience: Lower Elementary; Interest Level: K-3 From the publisher: Grades 1-4; Ages 6-9 From Kirkus: Ages 6-9; PW: Ages 6-9 Tags: Animal Stories Early Chapter Book Humor Scary Stories</p>	— \$13.99	3	\$41.97
<p>Tyreek Hill (Modern Legends of the Turf) by Bach, Greg (#2977GH7) Hardcover (library binding) — Mason Crest, 2026 Available for pre-order. This item is scheduled for release on September 15, 2025. Dewey: 796; Audience: Young Adult; Interest Level: YA Tags: Biography Football Sports</p>	— \$26.95	2	\$53.90
<p>War games by Gratz, Alan (#2369NH8) Hardcover — Scholastic, 2025 Available for pre-order. This item is scheduled for release on October 7, 2025. Dewey: -Fic-; Audience: Upper Elementary; Interest Level: 3-6 From the publisher: Grades 4-7; Ages 9-12 From PW: Ages 9-12</p>	— \$18.67	1	\$18.67

Item

! Price Qty. Total

Tags: Europe Historical Fiction Sports Fiction World War II

69 items: \$1,453.85

Mower Replacement Plan – Three-Year Trade-In Cycle

As part of our equipment maintenance and replacement plan, we continue to follow a three-year trade-in schedule for our commercial mowers. This schedule has proven to be both cost-effective and efficient, allowing us to keep our equipment under warranty while minimizing long-term repair and maintenance costs.

This year, we are proposing to trade in two mowers — one that has reached its third year of service and another that is six years old. By doing so, we maintain reliable, up-to-date equipment that supports our grounds crew in keeping district properties safe, functional, and well-maintained.

We will be purchasing two new **Commercial, 60-inch Exmark Mowers, with 29HP Kawasaki Engines** at Government Pricing.

The pricing details are as follows:

- **Original Retail Price for 2 New Mowers:** \$33,949.00
- **Government Discounted Price:** \$27,159.20
- **Trade-In Value for Our Two Mowers:** \$8,500.00
- **Final Cost Difference:** **\$18,659.00**

After comparing multiple quotes, **Outdoor Power** in Longview continues to offer the best price for our district.

By adhering to this three-year trade-in schedule, we ensure that our mowers remain under full warranty coverage, reduce downtime due to mechanical issues, and make the most of our depreciation schedule. This approach allows the district to maintain high-quality groundskeeping standards while being fiscally responsible with taxpayer funds.

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 126 are based almost exclusively on legislation from the 89th Regular Legislative Session. Please note that documents provided in the legal framework are not adopted by the board.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB), House Bills (HB), or House Concurrent Resolutions (HCR) from the 89th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

TASB Policy Service hosted and recorded a webinar to review the content of Update 126. That recorded webinar is available with your Update 126 materials on Policy Online.

AE(LEGAL)

EDUCATIONAL PHILOSOPHY

HB 2 updated the existing goals of education and added an additional two.

AF(LEGAL)

INNOVATION DISTRICTS

The ability for a district to exempt itself from certain laws through a District of Innovation plan was impacted by SB 12, HB 2, and HB 6. SB 571 amended and redesignated the requirements related to termination of a district's designation as a District of Innovation.

AG(LEGAL)

HOME-RULE DISTRICTS

SB 571 amended the language at Education Code 12.0271 and redesignated material from Education Code 22.085 and 22.092. Changes to the legal framework have been made accordingly.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

An Appeal and Revision section has been added to reflect changes in 19 Administrative Code 97.1002.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

A section addressing the Performance of Students Receiving Special Education Services has been added to reflect changes from HB 2.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

The section on Intervention Programs has been amended to reflect changes from HB 2.

AIE(LEGAL)

ACCOUNTABILITY: INVESTIGATIONS

SB 571 added a reason the commissioner is authorized to conduct a special investigation.

B(LEGAL)

LOCAL GOVERNANCE

The section B table of contents has been revised to add the new code BT, Prohibition on Diversity, Equity, and Inclusion Activities.

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

Registration as a Sex Offender has been added under Ineligibility in response to HB 3629, which prohibits an individual who must register as a sex offender from serving as a trustee.

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BBB(LEGAL) BOARD MEMBERS: ELECTIONS

The board may adopt a resolution to change the length of terms of trustees no later than December 31, 2030, and may change its election date to the November uniform election date in accordance with HB 3546.

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

Electioneering may not be conducted within 20 feet of a parking space designated for curbside voting in accordance with HB 521.

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

Revisions throughout are due to adopted amendments to 19 Administrative Code 61.1 related to board member training.

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

A section relating to access to information by board members under the Public Information Act has been added pursuant to HB 4310.

BE(LEGAL) BOARD MEETINGS

SB 413 requires the recording of all board meetings. SB 413 also added language regarding inclusion in board meeting minutes of each board member's vote on any item and a requirement to post on the district's website any resolution adopted by the board. HB 1522 changed the required posting time for board agendas from 72 hours to 3 business days.

BE(LOCAL) BOARD MEETINGS

Several recommended revisions have been made to this policy on board meetings. SB 12 prompted new language at Meeting Place and Time indicating that board meetings will be held outside of typical work hours. Language at Notice to Members has been adjusted to reflect HB 1522, which requires board agendas to be posted for three business days, rather than 72 hours, before the meeting. This recommended revision appropriately adjusts when the notice of the meeting will be provided to board members.

At Deadline, the recommended revisions are also in response to HB 1522. We offer for your consideration language requiring that agenda items be submitted 10 calendar days before a meeting. This deadline would provide the district sufficient time to compile items and post an agenda by the statutory deadline. If the district would like to adjust the deadline, please contact your policy consultant.

SB 413 requires roll call voting, so the language at Record Vote has been revised accordingly. A paragraph in the Minutes section has been removed, as the statement is true for all district records and it is not necessary to separately address retention in this policy. Please refer to CPC(LOCAL) and your district's record retention procedures.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

BEC(LEGAL) BOARD MEETINGS: CLOSED MEETINGS

Trustees may now address matters of cybersecurity and critical infrastructure facilities in closed meetings, in accordance with HB 3112.

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BED(LEGAL) BOARD MEETINGS: PUBLIC PARTICIPATION

HB 5238 amended the offense of disruption of a meeting to include virtual meetings and electronic disturbances like hacking.

BED(LOCAL) BOARD MEETINGS: PUBLIC PARTICIPATION

Recommended revisions comply with the SB 12 requirement that public comment occur at the beginning of board meetings.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

BF(LEGAL) BOARD POLICIES

A Compliance section has been added pursuant to SB 12's requirement that districts must implement and comply with policies the district is required to adopt.

BJA(LEGAL) SUPERINTENDENT: QUALIFICATIONS AND DUTIES

Provisions regarding required certifications to TEA have been added to this policy. Information on the do-not-hire registry are in accordance with HB 2. SB 12 requires board approval of the superintendent's certification relating to diversity, equity, and inclusion prohibitions. A section on Testimony Before the SBOE has also been added pursuant to SB 12.

BJB(LEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT

Notice of vacant positions must now be posted five, rather than 10, school days before the date on which a district fills the position according to HB 2.

BT(LEGAL) PROHIBITION ON DIVERSITY, EQUITY, AND INCLUSION ACTIVITIES

This new policy code addresses SB 12's prohibition on diversity, equity, and inclusion activities. Definitions and prohibited activities and certification requirements are included.

C(LEGAL) BUSINESS AND SUPPORT SERVICES

The section C table of contents has been updated to reflect revised subtopics for CJA, now named Background Checks and Required Reporting, and CLE, now named Required Displayed. A new code CQD, on Artificial Intelligence, has also been added.

CBA(LEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

A section has been included to reflect that HB 2 added an allotment for basic costs of \$106 for each student. At New Instructional Facility Allotment, HB 2 and HB 120 add a renovated portion of an instructional facility to the definition of a new instructional facility.

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

HB 103, HB 3526, and SB 843 all relate to bond databases. Extensive revisions throughout comport with these new laws. HB 4395 required the addition of an Electronic Submission and Delivery subsection under Attorney General Review and Approval.

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

HB 1522 requires specific notices to be provided when the board will discuss or adopt the budget, and HB 1453 allows districts to approve an interest and sinking (I & S) rate that exceeds the rate to maintain the

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same level of maintenance and operations revenue and pay debt service under specific conditions. Sections have been added to address these requirements. A deletion at Voter-Approval Tax Rate is due to HB 2. SB 1502 restricts a district's ability to approve disaster pennies. At Proposition, SB 1025 requires a proposition that increases a tax to include the statement "THIS IS A TAX INCREASE."

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

Contingent on a constitutional amendment, SB 4 will raise the homestead exemption to \$140,000. SB 23, also contingent on a constitutional amendment, raises the disabled and elderly exemption to \$60,000. HB 2742 amends the requirements around split payments for districts that collect their own taxes and eliminates Tax Code 31.04(c). Other revisions have been made for clarity.

CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

SB 2900 repealed the JETI Oversight Committee, so related language in the Governor Action on Application section has been removed. HB 1620 repealed Tax Code 313.007, which was found in the Texas Economic Development Act section.

CE(LLEGAL) ANNUAL OPERATING BUDGET

Language at Authorized Expenditures has been updated to reflect changes from HB 2.

CFEA(LLEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS

The Professional or Other Dues section has been amended to address HB 2 changes for salary deductions.

CH(LLEGAL) PURCHASING AND ACQUISITION

SB 1173 changes the competitive procurement threshold from \$50,000 to \$100,000.

Please note: In many districts' CH(LOCAL), the purchasing authority of the superintendent is established. This is a different threshold from what has been changed statutorily. For that reason, CH(LOCAL) is not included in this update. Please review your CH(LOCAL) and, if any revisions are necessary, please contact your policy consultant.

CHE(LLEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

HB 210 creates a criminal offense for a vendor to bid or contract with the district if it has a close relationship with a trustee. A new section called Prohibited Activities by Vendors has been created to reflect this change. SB 33 adds to the prohibition against using taxpayer resource transactions for abortion-related expenses.

CHF(LLEGAL) PURCHASING AND ACQUISITION: PAYMENT PROCEDURES

Language has been added to reflect an exception to the Exception for bona fide disputes between a district and vendor for purposes of prompt payment in construction projects, in accordance with HB 3005.

CJ(LLEGAL) CONTRACTED SERVICES

A section on Severance Pay has been added to address HB 762, which restricts severance agreements for independent contractors. The provisions also apply to employees, as reflected in policy DEA.

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CJ(LOCAL) CONTRACTED SERVICES

Recommended new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or diversity, equity, and inclusion (DEI) duties under SB 12. Violations will result in termination of the contract.

CJA(LEGAL) CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic of this code, previously Criminal History, has been renamed Background Checks and Required Reporting. SB 571 transferred Education Code 22.085 to Chapter 22A and redesignated it as 22A.157. That change is reflected at Disqualifying Conviction and District Responsibility to Ensure Compliance. Extensive new sections on Requirement to Report Service Provider Misconduct and Consent for Release of Records and Preservice Affidavit have been added pursuant to SB 571.

CJA(LOCAL) CONTRACTED SERVICES: BACKGROUND CHECKS AND REQUIRED REPORTING

The subtopic name has been adjusted to Background Checks and Required Reporting to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

CK(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT

SB 57 changes at the Responsibilities subsection under Safety and Security Committee reflect the need to recommend accommodations for a student with an IEP or 504 plan. Additional changes from SB 57 are reflected in the Meetings subsection. HB 33 and HB 121 both speak to Sheriff-Led School Safety Meetings, which apply differently depending on the size of the county. A section about Public Information Officer for Emergency Communications has been added based on new requirements in HB 33. A clerical error in a citation as well as codes that were redesignated during the legislative session have been corrected.

CKA(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

Revisions throughout are in compliance with HB 33, HB 2, and HB 121.

CKC(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

At Emergency Response Map and Walk-Through, the requirement to provide a map to the Department of Public Safety has been included in compliance with HB 121. Changes in the Emergency Operations Plan section are due to changes from HB 33, HB 131, SB 57, and HB 121. SB 57 made significant changes to Education Code 37.1086, as reflected in the Recommendations and Guidelines for Individuals with Disabilities or Impairments section. The requirement to provide information to parents about safe firearm storage three times per year pursuant to HB 121 is in the Safe Firearm Storage section. At Confidential Information under the Texas Disaster Act, the language has been amended to reflect changes from HB 132.

CKD(LEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES

The Automated External Defibrillators section has been amended to include, amongst other changes, an Inspection subsection that is required under SB 865. The Cardiac Emergency Response Plan has also been amended to meet the requirements of that bill. A section on Airway Clearance Devices has been added pursuant to HB 549.

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CKE(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Retired and reserve police officers are addressed in the Armed Security Officer Required section pursuant to HB 1458. Language regarding the expiration and renewal of good cause exceptions to the armed security officer requirement is included from HB 121. HB 121 also necessitated additional language in the Alternative Standard section.

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Language has been added pursuant to HB 33, which requires law enforcement agencies to have a Public Information Officer for Emergency Communications. Reserve police officers, as allowed in HB 1458, are similarly addressed in a new section. In accordance with HB 33, an Active Shooter Incident subsection has been added under Required Policies, along with a section requiring Access to a Breaching Tool and Ballistic Shield. A section on Donation of Surplus Law Enforcement Equipment to a School District has been included pursuant to HB 1851. Law enforcement agencies are authorized to acquire and possess epinephrine delivery systems, and that section has been updated due to changes in SB 1619. HB 4504 from the 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citations throughout.

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

Language at Board Regulations has been revised to reflect that uniformed school marshals may now open carry a firearm on campus pursuant to SB 870. HB 4504 from the 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citations throughout.

CL(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

HB 2 creates a requirement for districts to report facility usage to TEA.

CLB(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: MAINTENANCE

A section on Fire Safety Inspection Reports has been included to reflect that SB 1177 requires fire safety inspections to include inspections of automated external defibrillators (AEDs) and that fire safety reports be filed at the campus level.

CLE(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS

The subtopic name has been adjusted to Required Displays to more accurately describe the contents at this code. A section heading for Flags has been added for clarity. SB 10's requirements regarding conspicuously displaying the Ten Commandments have been added.

CLE(LOCAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: REQUIRED DISPLAYS

The subtopic name has been adjusted to Required Displays to more accurately describe the contents of the legal framework at this code. No changes have been made to the local text, and the district has not been charged for this revision.

CMD(LLEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

19 Administrative Code 67.1003(i), which became effective June 8, 2025, relates to district entitlement to state aid regardless of whether the district uses the amount provided during the school year, and has been included here. Extensive additions regarding open education resource instructional materials has

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been added pursuant to 19 Administrative Code 67.1004, which also became effective June 8, 2025. SB 13 allows instructional material and technology allotment funds to be used for costs associated with complying with Education Code 33.023, which is set out more fully in EFB, and is referenced here. Beginning in the 2026-27 school year, districts may not adopt or use instructional material included on the list of rejected instructional materials maintained by the SBOE, and that has been included at Prohibited Expenditures. New provisions regarding commissioner's rules relating to the Instructional Materials and Technology Allotment have been added in accordance with 19 Administrative Code 67.1001, which became effective June 8, 2025. Changes at Requisitions, Use, and Distribution have been made pursuant to HB 2.

CNA(LEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

A section on Special Transportation Services has been added after HB 2 amended Education Code 48.151(g).

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

School buses are required to be equipped with three-point seat belts by 2029 in accordance with SB 546. Language to that effect has been added, including required reports that must be submitted to TEA if a board determines that the district's budget does not permit the district to purchase a bus equipped with the required seat belts.

COB(LEGAL) FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS

SB 314 applies beginning with the 2026-27 school year, which necessitated a section on Prohibition on Certain Additives.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

SB 12 creates a deadline for updating board information online and adds annual updating to TEA. Those changes are reflected in the Required Trustee Information subsection. Rule changes also necessitated an update to a citation in the Required Website Postings section. Additional required postings listed come from SB 12 and SB 13.

CQB(LEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

HB 150 moves cybersecurity duties from the Department of Information Resources (DIR) to Texas Cyber Command. Both HB 150 and HB 1500 amend the requirements relating to training. HB 1500 also changes who takes cybersecurity training. HB 150 provides a definition of "cybersecurity incident." Finally, HB 5331 affects contracts for cybersecurity insurance.

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Recommended revisions comply with HB 150, which moves cybersecurity training requirements from the Department of Information Resources to the Texas Cyber Command and includes details about notifications for cybersecurity incidents in addition to security breaches.

CQD(LEGAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new code includes information relating to artificial intelligence (AI) based on new laws from SB 1964 (regulating the use of AI by governmental entities), HB 149 (regulating the use of AI), and HB 150 and HB 1500 (addressing training related to AI).

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QQD(LOCAL) TECHNOLOGY RESOURCES: ARTIFICIAL INTELLIGENCE

This new recommended policy addresses artificial intelligence training requirements based on HB 150 and HB 1500, as well as the use of artificial intelligence by district employees and students.

CRD(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Qualifying districts that discontinued participation in TRS-ActiveCare may elect to participate based on HB 3126.

CS(LEGAL) FACILITY STANDARDS

The date of the International Energy Conservation Code is no longer relevant and has been removed.

CSA(LEGAL) FACILITY STANDARDS: SAFETY AND SECURITY

HB 121 puts an expiration date on the HB 3 good cause exception relating to Safety and Security Requirements for Facilities, so the requirement to renew the exception at least every five years has been included, in addition to a subsection on Security Review. The requirement to have at least one breaching tool and one ballistic shield available for use at each campus has also been included. SB 1620 necessitated a citation adjustment.

SB 8 from the Second Special Session becomes effective December 4, 2025. In addition to providing definitions, it requires districts to designate each multiple-occupancy private space for use only by individuals of one sex and to take every reasonable step to ensure an individual does not enter the wrong private space. SB 8 also provides for investigations by the attorney general, private causes of action, and civil penalties.

CSA(LOCAL) FACILITY STANDARDS: SAFETY AND SECURITY

SB 8 from the Second Special Session prompted the inclusion of a section on Designation and Use of Private Spaces. The superintendent is directed to designate private spaces in accordance with law and to develop regulations to ensure compliance.

CV(LEGAL) FACILITIES CONSTRUCTION

The procurement threshold for contracts has increased to \$100,000. HB 1620 required a citation adjustment. SB 687 adds land surveyors to the statute pertaining to architects and engineers.

CV(LOCAL) FACILITIES CONSTRUCTION

As reflected in CH(LEGAL), the competitive purchasing threshold established in law has changed from \$50,000 to \$100,000. The language at Construction Contracts is recommended for revision here to refer to the legal threshold rather than a specific dollar amount. Policy BJA(LOCAL) establishes the superintendent's delegation authority; therefore "or designee" is recommended for deletion at Project Administration.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

Please note: The superintendent's authority to approve construction contracts is reflected with a dollar amount in many districts' CV(LOCAL) that matched the previous competitive purchasing threshold. We have not revised the provisions reflecting the superintendent's authority to approve construction contracts. If the board wishes to update the superintendent's authority to approve contracts, please contact your policy consultant.

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DBA(LLEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS

Under Notice to Parents, HB 2 requires the superintendent to use, if available, the model notice provided by TEA. HB 2 also prohibits using a District of Innovation plan to exempt from the notice requirement. Teacher certification requirements were impacted heavily by HB 2, which required additional language at Professional Personnel. HB 2 also impacted the School District Teaching Permit section. SB 865 amends the requirement for cardiopulmonary resuscitation (CPR) certifications, which has been updated at CPR and AED Certification.

DBAA(LLEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

Revisions throughout are due to SB 571. New language reflects additional offenses included in the crimes prohibiting employment with the district and removes the victim age requirement.

DBD(LLEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A section on Personal Services Performed by Administrators, often referred to as "moonlighting," has been added to reflect changes from HB 3372.

DBD(LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CONFLICT OF INTEREST

A new recommended section on Personal Services Performed by an Administrator includes language relating to administrator work from HB 3372.

DC(LLEGAL) EMPLOYMENT PRACTICES

HB 2 amends Education Code 11.1513 to change the requirement for posting of vacancies from 10 days to five days. HB 2 also requires an employment policy relating to daily rate of pay, which is found in DEC(LOCAL).

DEA(LLEGAL) COMPENSATION AND BENEFITS: COMPENSATION PLAN

The Increase in Basic Allotment and Maintenance of Salary sections have been deleted after HB 2 repealed those provisions. A section on Severance Pay has been added based on HB 762. Under TRS Surcharge for Rehired Retirees, the No Recovery of Costs subsection has been deleted pursuant to HB 2. The Temporary Exception subsection has been deleted as that provision has expired.

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Extensive revisions throughout this policy reflect changes from HB 2.

DEC(LLEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

A subsection addressing the option for classroom teachers to use noncurrent use of Family Medical Leave has been added pursuant to HB 2. A section on Daily Rate of Pay has also been added pursuant to HB 2.

DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

HB 2 prompted recommended revisions to include Daily Rate of Pay under the Definitions section, as well as a section regarding Concurrent Use of Paid Leave during Family and Medical Leave for classroom teachers.

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The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

DF(LLEGAL) TERMINATION OF EMPLOYMENT

SB 12 adds sanctions through the State Board for Educator Certification for encouraging a child to withhold evidence. SB 571 renumbered the provisions regarding the do-not-hire registry and expanded the misconduct included. SB 571 also changes the offenses requiring termination, which is reflected here. Based on SB 12, sections addressing Prohibition on DEI and Prohibited Classroom Instruction have also been included.

DFBA(LLEGAL) TERM CONTRACTS: SUSPENSION/TERMINATION DURING CONTRACT

SB 571 renumbered the statute and changed timelines for principals to report misconduct to the superintendent.

DFBB(LOCAL) TERM CONTRACTS: NONRENEWAL

Based on SB 12, engaging or assigning diversity, equity, and inclusion duties, as well as instructional activities prohibited by law, are recommended for inclusion in the list of reasons a term contract employee may be nonrenewed. The item related to disability and the ability to perform the essential functions of the job has been amended for clarity.

DFD(LLEGAL) TERMINATION OF EMPLOYMENT: HEARINGS BEFORE HEARING EXAMINER

A section on Dismissal of hearings before a hearing examiner has been included to reflect changes in HB 2.

DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Under Contract Abandonment, a subsection on Sanctions Prohibited has been included pursuant to HB 2. The Good Cause subsection has been removed as the rule it is based on conflicts with provisions in HB 2. Revisions in the Mitigating Factors section are due to rule changes found in 19 Administrative Code 249.17 that were published on May 18, 2025. Revisions in Required Report to SBEC, Investigation, and Report by Principal are due to SB 571.

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

In response to SB 11, new provisions are included to address the option of a board to adopt a policy designating a time for prayer and reading of the Bible or other religious text. The new law requires the board to take a vote on whether to permit this activity within six months of the legislation's effective date. Since the law was effective on September 1, the board would need to take a vote prior to March 1, 2026. [See also FNA(LLEGAL), below.]

Also, a section on Right to Engage in Religious Speech or Prayer has been included pursuant to SB 965.

DGA(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES: FREEDOM OF ASSOCIATION

HB 2 tasks TEA with providing services for a classroom teacher and prohibits districts from interfering.

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DGBA(LEGAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

All of the revisions in this policy reflect applicable changes from SB 12. Substantially similar revisions are being made to the grievance policies at FNG, regarding student and parent complaints, and GF, regarding public complaints.

DGBA(LOCAL)

PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE COMPLAINTS/GRIEVANCES

All recommended revisions to this local policy on employee complaints stem from the applicable portions of SB 12.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

DGC(LEGAL)

EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

SB 920 necessitated a revision related to immunities under Administration of Medication. HB 6 led to the addition of the section on Immunity for Disciplinary Actions.

DH(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT

Provisions regarding Duty to Report have always been in FFG(LEGAL) but have been duplicated here to ensure prominent placement and understanding. Sections on Retaliation Against Grievant and Social Transitioning have been included pursuant to SB 12. In the Low-THC Cannabis section, storage has been added pursuant to HB 46.

DH(LOCAL)

EMPLOYEE STANDARDS OF CONDUCT

The recommended revision to the text at Weapons Prohibited – Exceptions reflects changes under SB 706 regarding reciprocity with a handgun license from another state. Sections on Prohibited Classroom Instruction or Activities; Prohibited Diversity, Equity, and Inclusion Duties; and Social Transitioning are recommended for inclusion pursuant to SB 12. At Relationships with Students, the recommended revision addresses the requirement under SB 571 regarding notice of suspected misconduct by an educator or district service provider.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

DHB(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

Substantial revisions throughout this code are required pursuant to SB 571. Revisions relating to Solicitation of a Romantic Relationship are due to rule changes at 19 Administrative Code 249.3.

DHC(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Substantial revisions throughout reflect changes from SB 571.

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DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions at Cybersecurity are due to HB 150. A new section on Artificial Intelligence Training is included in accordance with HB 3512. A new section for Mathematics Achievement Academies is included to reflect changes in HB 2. Information relating to CPR has been included pursuant to SB 865.

DP(LLEGAL) PERSONNEL POSITIONS

Changes relating to school psychologists result from HB 2598. All other revisions are due to SB 571.

EA(LLEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES

Revisions at College, Career, and Military Readiness Plans as well as at Website Posting are due to HB 2.

EEP(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new legal framework document contains the SB 12 legal requirements for Disclosure of Instructional Plans.

EEP(LOCAL) INSTRUCTIONAL ARRANGEMENTS: LESSON PLANS

This new local policy includes recommended language from SB 12 on instructional plans and course syllabi.

EFA(LLEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

A subsection on Notice of Entitlement to Review Materials has been added pursuant to SB 12. Provisions at Parent Request for Instructional Material Review, including Mandatory Review on Petition by Group of Parents, have been added based on a new rule at 19 Administrative Code 67.69.

EFA(LOCAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

In accordance with SB 12, a section on Parent Request for Instructional Material Review is recommended for inclusion. The policy requires the superintendent to develop administrative regulations to ensure that parents or guardians can request review of instructional materials individually or through a petition process with other parents.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

EFB(LLEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

The School Library section has been deleted based on the 5th Circuit decision in *Little v. Llano County* and new provisions in SB 13 related to removal of library materials during challenges. The remaining revisions regarding the procurement of library materials are also in response to SB 13.

EHA(LLEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM

Changes to Videotape or Recording to include "or contractor" are from SB 12.

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EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

A subsection on Parent Consent within the Human Sexuality Instruction section has been added due to SB 12. A cross-reference to EEP(LEGAL) has been added at Scope and Sequence and Instructional Materials for clarity after SB 12 revisions.

EHAC(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

A change relating to substituting AP courses has been added at Personal Financial Literacy, pursuant to HB 27. Nutrition and Wellness information has also been included, based on SB 25.

EHB(LEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

Removal of the definitions of dyslexia and related disorders and changes at Screening, Testing, and Identification and at Talking Book Program Notification are all based on HB 2.

EHBA(LEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

HB 2 prompted new language related to specialized technical assistance at Interventions and Sanctions as well as the removal of a parenthetical at State-Supported Living Center referring to state schools.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

SB 2 prompted the addition of a Students Not Enrolled in District section, which contains full and individual initial evaluation requirements. The language at Psychological Examinations was repealed by HB 2 and has been removed. A new section at Children with Visual Impairments and revisions at Eligibility and Reevaluations and at Visual and Auditory Impairments are also due to HB 2.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Language at Intellectual Disability and Developmental Delay Information has been added as a result of HB 1188. All other revisions have been made pursuant to HB 2.

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

HB 2 prompted revisions at Residential Placement as well as at Grant for Community-Based Support Services.

EHBAF(LEGAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The term "contractor" has been added at Parent Consent Not Required due to SB 12. The definition of "self-contained" has been deleted and that term has been replaced with "special educational classroom" throughout in accordance with HB 2. A definition of "special education classroom or other special education setting" has been added.

EHBAF(LOCAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

The enclosed revisions are recommended to update language regarding special education classrooms in accordance with HB 2 and to update the timeframe for reporting suspected misconduct or child abuse as required by SB 571.

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EHBC(LLEGAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

The Use subsection under Compensatory Education Allotment has been deleted due to HB 2, which repealed Education Code 48.104(k). The provision on Virtual School Network has also been deleted, as it was repealed by SB 569. Amendments at At-Risk Student are due to SB 991. The Accelerated Instruction Program section has been deleted due to the repeal of Education Code 28.006(g) and (g-1) by HB 2.

EHBCA(LLEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

HB 2 prompted the addition of language at High-Impact Tutoring Providers.

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Revisions at Exceptions and Waivers under the Bilingual and ESL Programs section are due to HB 2.

EHBF(LLEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

Revisions at Certification Subsidy are due to HB 2. A section on Applied Sciences Pathway Program has been added pursuant to HB 20.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Revisions throughout are due to HB 2.

EBBH(LLEGAL) SPECIAL PROGRAMS: OTHER SPECIAL POPULATIONS

Revisions throughout are pursuant to HB 2.

EBBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

A section on Gifted and Talented Week has been added pursuant to HCR 64.

EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

A note referencing the Texas Virtual School Network (TXVSN) has been removed pursuant to a repeal by SB 569. Language added at the FAST Program section is from HB 2, and other revisions to that section are due to SB 1786.

EHDE(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Substantial additions to this legal framework document have been made related to Virtual and Hybrid Courses due to SB 569. Provisions related to the TXVSN have been removed, also due to SB 569.

EIA(LLEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

SB 12 prompted amended language at Progress Reports and Conferences.

EIA(LOCAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

Recommended revisions reflect the SB 12 requirement that each parent of a student be afforded the opportunity for at least two in-person conferences with the student's teacher per year. At Academic Dishon-

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esty, language is recommended that indicates the use of artificial intelligence without permission constitutes academic dishonesty.

EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

SB 2314 prompted amendments at High School Diploma as well as an additional section on Direct Admissions Data Sharing Election. Revisions in the Endorsements section are due to HB 2.

EK(LLEGAL) TESTING PROGRAMS

Amended language at Benchmark Assessment Instruments is due to terminology changes found in SB 1418. College Preparation Assessments revisions were prompted by HB 2.

EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions at Accountability Testing are due to rule changes found at 19 Administrative Code 101.4002.

EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT

Substantial revisions throughout are due to HB 2.

EKD(LLEGAL) TESTING PROGRAMS: MATHEMATICS ASSESSMENT

The Mathematics Diagnosis section has been removed since Education Code 28.007 was repealed by HB 2. A section on Mathematics Instruments has been added based on the same bill.

EL(LLEGAL) CAMPUS OR PROGRAM CHARTERS

The Failure to Discharge or Refuse to Hire section has been amended based on SB 571.

EMB(LLEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

Revisions throughout are due to SB 12.

F(LLEGAL) STUDENTS

The section F table of contents has been revised to update the subtopic name for policy code FOB from Out-of-School Suspension to Suspension since that code now houses provisions on in-school and out-of-school suspension. In addition, the subtopic for policy code FNCE has been updated from Personal Telecommunications/Electronic Devices to Personal Communication Devices/Electronic Devices.

FA(LLEGAL) PARENT RIGHTS AND RESPONSIBILITIES

A section on Right to Select School has been added pursuant to HB 2495. A statement prohibiting boards from adopting rules or policy regulating home schools has been added due to HB 2674. All other revisions have been made because of SB 12, including the addition of a Policy on Parental Engagement section. A district's policy on parental engagement must provide for an internet portal through which parents may submit comments to administrators and the board, require the board to prioritize public comments by presenting those comments at the beginning of the meeting, and require board meetings to be held outside of typical work hours.

FA(LOCAL) PARENT RIGHTS AND RESPONSIBILITIES

This new local policy is recommended for inclusion in the district's manual to address the SB 12 requirement to establish a parent portal on the district's website, through which parents may submit comments to administrators or the board.

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FD(LLEGAL)

ADMISSIONS

A section on Parental Child Safety Placement has been added pursuant to SB 226. The section on Foreign Military Force Parent has been added due to HB 2757.

FEA(LLEGAL)

ATTENDANCE: COMPULSORY ATTENDANCE

Revisions and citation changes at Accelerated, Intervention, and Compensatory Programs are due to HB 2. Under Excused Absences for Compulsory Attendance Determinations, attending a released time course has been added pursuant to SB 1049. SB 207 made clear that Health-Care Appointments includes appointments with mental health professionals, which has been added. HB 367 added specific requirements relating to Serious or Life-Threatening Illness and the form that the district must use for this purpose.

FEB(LLEGAL)

ATTENDANCE: ATTENDANCE ACCOUNTING

A new section on Emergency or Crisis has been added pursuant to SB 569.

FED(LLEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 4504 from the 2023 88th Regular Legislative Session necessitated an update to the Code of Criminal Procedure citation relating to expunction of records.

FEF(LLEGAL)

ATTENDANCE: RELEASED TIME

This new legal framework document reflects the requirements around released time courses in SB 1049.

FEF(LOCAL)

ATTENDANCE: RELEASED TIME

New recommended language reflects SB 1049 requirements regarding released time courses.

FFA(LLEGAL)

STUDENT WELFARE: WELLNESS AND HEALTH SERVICES

Substantial revisions throughout are due to SB 12.

FFAC(LLEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 9 permits employees, including nurses, to administer nonprescription medication to a student without receiving additional documentation from that student's health care provider if the parent consents. Revisions at Administering Medication reflect those changes. SB 1619 required adding a definition of epinephrine delivery system and replacing "epinephrine auto-injector" with "epinephrine delivery system" throughout the policy. New Concussion Response Policy and Academic Accommodations sections were added in response to SB 2398. A citation error has been corrected at Maintenance and Administration of Medication for Respiratory Distress.

FFAC(LOCAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

A recommended revision at Medication Provided by Parent has been made due to SB 920, which now allows school employees, including nurses, to administer nonprescription medication in accordance with legal requirements.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

Please note: Contact your policy consultant if this policy needs adjustments to address provisions regarding athletic trainers, epinephrine, or respiratory distress medication.

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FFB(LLEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A new item 6 at Threat Assessment and Safe and Supportive Schools Team has been added due to HB 2. Revisions to the General Team Composition subsection under Membership have been made pursuant to HB 6. All other revisions are due to HB 121.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

As required by HB 2, a provision is recommended for inclusion addressing the required notification that must be provided to teaching staff when a threat is made against the campus.

FFEA(LLEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

Additional text at Higher Education Counseling has been included due to HB 2. The citation adjustment at Automatic Admission is due to rule redesignation to 19 Administrative Code 78.2001.

FFEB(LLEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

Changes have been made at Consent to Examinations, Tests, and Treatment and a cross-reference to materials regarding parental consent for psychological and psychiatric exams, tests, and treatment has been added in response to changes made by SB 12.

FFF(LLEGAL) STUDENT WELFARE: STUDENT SAFETY

A section on Notice of Suspected Criminal Offense has been added due to SB 12. All other revisions and additions have been made pursuant to SB 571.

FFF(LOCAL) STUDENT WELFARE: STUDENT SAFETY

HB 2 prompted recommended revisions to this local policy regarding notifying a parent of a student with whom an employee or service provider is alleged to have engaged in misconduct.

FFG(LLEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Definition changes are due to HB 1106, HB 1151, and SB 571. Reports of suspected abuse or neglect must now be made within 24, rather than 48, hours pursuant to SB 571. SB 571 additionally defined the law enforcement agencies to which such a report may be made at Abuse and Neglect Involving School Personnel and Those Responsible for Care. A section on Civil Liability has been included due to HB 4623. Citation changes at SBEC Disciplinary Action have been made pursuant to SB 571. The new 24 hour reporting requirement from SB 571 is also reflected in the Reporting Policy section.

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

A recommended change at Reporting Child Abuse or Neglect reflects that SB 571 requires reporting within 24 hours of learning of the facts giving rise to suspicion of abuse or neglect of a child. The revision to item 1 at Making a Report also comes from SB 571.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FFH(LLEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

A section on Civil Liability has been added pursuant to HB 4623.

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FL(LEGAL) STUDENT RECORDS

A section on Vital Statistics Records has been added due to changes in HB 229. Under Disclosure with Consent, a reference to FFA has been added for clarity in light of SB 12 requirements. SB 12 also prompted changes relating to Access by Parents. A new section on My Texas Future Admissions Data Sharing has been added to reflect changes in SB 2314. A section on Records Requests Under Education Savings Account Program has been added pursuant to SB 2.

FM(LEGAL) STUDENT ACTIVITIES

A cross-reference to FFAC has been included to ensure clarity around the rules surrounding concussions from SB 2398. Revisions in Parental Notice and Consent are due to SB 12. SB 401 prompted additional information at Participation by Homeschooled Students.

Please note: Information and a survey was emailed to districts in July regarding homeschool student participation in UIL activities. Districts that responded they were opting out of permitting homeschool students to participate in UIL activities received a draft of FD(LOCAL) with that opt-out language; a cross reference to FD(LOCAL) was placed at FM(LOCAL) for those same districts. Please contact your policy consultant if you have questions.

FNA(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

The word "encouraged" has been deleted under Prayer at School Activities pursuant to SB 11. A section on Designated Time for Prayer and Religious Reading has been included in alignment with SB 11.

In response to SB 11, new provisions are included to address the option of a board to adopt a policy designating a time for prayer and reading of the Bible or other religious text. The new law requires the board to take a vote on whether to permit this activity within six months of the legislation's effective date. Since the law was effective on September 1, the board would need to take a vote prior to March 1, 2026.

FNAB(LEGAL) STUDENT EXPRESSION: USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

A section on Student Clubs has been added pursuant to SB 12.

FNCD(LEGAL) STUDENT CONDUCT: TOBACCO USE AND POSSESSION

Revisions to this code are due to SB 2024.

FNCE(LEGAL) STUDENT CONDUCT: PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

Extensive revisions throughout are due to HB 1481. In addition, the subtopic for this policy code has been updated from Personal Telecommunications/Electronic Devices to Personal Communication Devices/Electronic Devices.

FNCG(LEGAL) STUDENT CONDUCT: WEAPONS

SB 1596 repealed short-barrel firearms as a prohibited weapon in the Penal Code, so that provision has been deleted.

FNG(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

A section on Notice to Teacher or Employee has been added pursuant to HB 2. The provisions at Disruption have been removed at this code but remain in BED(LEGAL). All other revisions are due to SB 12.

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FNG(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Substantial revisions to this student and parent complaint policy are recommended to reflect requirements in SB 12 and other legal requirements reflected in the legal framework at this code.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FO(LEGAL)

STUDENT DISCIPLINE

Requirements relating to discipline for first-time vape offenses and information about parental involvement policies for school disciplinary placements have been added pursuant to HB 6. A section on Determination of Antisemitism has been added due to SB 326. Substantial revisions in the section on Campus Behavior Coordinators and the Parent Involvement Policy are due to HB 6. A section called No Restriction of Recess or Physical Activity has been added pursuant to SB 25. Inclusion of contractors in Video-tapes and Recordings is due to SB 12.

FO(LOCAL)

STUDENT DISCIPLINE

Minor edits are recommended to the language regarding Video and Audio Monitoring that make such monitoring permissive and clarify what should happen when video and audio recording equipment is in use.

FOA(LEGAL)

STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

Extensive revisions throughout this legal framework are due to HB 6.

FOB(LEGAL)

STUDENT DISCIPLINE: SUSPENSION

Revisions throughout are due to HB 6, including changes regarding both in- and out-of-school suspension, necessitating a change to the policy subtopic name.

FOC(LEGAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

HB 1422 changed the victim age relating to the crime of voyeurism from younger than 14 to younger than 18. All other revisions are pursuant to HB 6.

FOD(LEGAL)

STUDENT DISCIPLINE: EXPULSION

The section on Consideration of Virtual Education as Alternative to Expulsion is included pursuant to SB 569. All other revisions are due to HB 6.

FODA(LEGAL)

EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

A citation adjustment has been made at Court-Ordered Placement after HB 6 repealed Education Code 37.007(d).

FOE(LEGAL)

STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT

A subsection called Single Incident has been added under Emergency Placements due to changes from HB 6.

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FOF(LLEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

HB 6 amended Education Code 37.001(b-1), and a slight revision under ARD Committee Required has been made as a result.

FP(LLEGAL) STUDENT FEES, FINES, AND CHARGES

The section on TXVSN has been retitled Hybrid or Virtual Course with language revised in accordance with SB 569. Attorney general guidance regarding Authorized Fees has also been added.

GBA(LLEGAL) PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

In the Information That Must Be Disclosed section, a subsection on Personal Services Contract has been added pursuant to HB 3372. A citation at Student Victim Information has been revised based on SB 571. Employee Victims has been amended based on revisions in SB 2601. Language has been added at Cybersecurity Information pursuant to HB 3112. HB 150 Cyber Command revisions prompted language and citation changes in the Texas VIRT Information section. SB 1540 adds election officials to the list of individuals who have the option to restrict access to some personal information. Additional language is included in Board Member and Employee Personnel Information due to SB 370.

GBAA(LLEGAL) ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION

Changes throughout are due to HB 4219.

GC(LLEGAL) PUBLIC NOTICES

A section on Digital Newspaper has been added due to SB 1062.

GF(LLEGAL) PUBLIC COMPLAINTS

Revisions throughout are the result of SB 12.

GF(LOCAL) PUBLIC COMPLAINTS

All recommended revisions to this local policy on public complaints stem from the applicable portions of SB 12.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Additional language at Refusal of Entry or Ejection of Unauthorized Persons has been included pursuant to SB 2929.

GKA(LOCAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Language regarding handguns is recommended for revision due to SB 706.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

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GNB(LLEGAL)

**RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION
SERVICE CENTERS**

The revisions relating to special education service group and dyslexia are due to HB 2.

GRAA(LLEGAL)

**STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW
ENFORCEMENT AGENCIES**

Citation revisions are due to HB 6 and to correct a formatting issue.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes **moved text**.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

Meeting Place and Time

Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]

The notice for a Board meeting shall reflect the date, time, and location of the meeting.

Regular Meetings

Regular meetings of the Board shall normally be held on the second Tuesday of each month at 7:00 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.

Special or Emergency Meetings

The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.

The Board President shall call an emergency meeting when it is determined by the Board President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Deadline

The deadline for submitting items for inclusion on the agenda is the ~~seventh~~10th calendar day before regular meetings and the ~~seventh~~10th calendar day before special meetings.

Preparation

In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.

Notice to Members

Members of the Board shall be given notice of regular and special meetings at least ~~72 hours~~three business days prior to the scheduled ~~time~~date of the meeting and at least one hour prior to the time of an emergency meeting.

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

~~Voting~~ Record Vote

Voting on any item shall be ~~by voice~~ a record vote ~~or~~ by show of hands or roll call, as directed by the Board President. Any member may abstain from voting on an item, and a member's vote or failure to vote shall be recorded upon that member's request in the minutes. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

~~The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.~~[See CPC regarding retention of records.]

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time

limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Limit on Participation

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment

Public comment shall occur at the beginning of the meeting. [See FA]

Regular Meetings

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.

~~Public comment shall occur at the beginning of the meeting.~~

Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed five minutes per meeting.

Meeting Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may ~~make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting~~ adjust the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

Board's Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

Employment Assistance Prohibited

No District employee shall assist a contractor or agent of the District or of any other school district in obtaining a new job if the employee knows, or has probable cause to believe, that the contractor or agent engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative file does not violate this prohibition.

No District contractor or agent shall assist an employee, contractor, or agent of the District or of any other school district in obtaining a new job if the contractor or agent knows, or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition.

[See also DC for prohibitions relating to employees.]

Prohibited Classroom Instruction or Activities

A District contractor is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB(LEGAL)]. Violation of this policy shall result in termination of the contract. A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

Prohibition on Diversity, Equity, and Inclusion

A contract is subject to termination if the District contractor intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

A District contractor shall be permitted to appeal this action in accordance with GF(LOCAL).

[See BT(LEGAL)]

CONTRACTED SERVICES
~~CRIMINAL HISTORY~~BACKGROUND CHECKS AND REQUIRED REPORT-
ING

CJA
(LOCAL)

Emergencies

In an emergency due to a health or safety concern, a reasonably unforeseeable situation, or other exigent circumstance, the District employee who is in charge of the facility shall be authorized to determine whether an employee of a contracting or subcontracting entity who does not have the required criminal history record information (CHRI) review or who has a disqualifying conviction will be permitted to enter a District facility.

If allowed to enter the facility, the employee of the contracting or subcontracting entity shall be accompanied by a District employee at all times.

The U.S. and Texas flags shall be prominently displayed in each classroom to which a student is assigned during the time that the pledges of allegiance to those flags are recited.

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the [Department of Information Resources Texas Cyber Command](#); and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach and Cybersecurity Incident Notifications Upon discovering or receiving notification of a breach of system security or a [security](#) [cybersecurity](#) incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities [and provide any other notices](#) in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the artificial intelligence (AI) training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the AI training requirements.

Use in District

Employees and students shall be permitted to explore AI and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security.

A student shall only use AI tools with teacher permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct and policy. [See EIA(LOCAL), FFH, FFI, and the FO series]

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

**Designation and Use
of Private Spaces**

The Board shall ensure that the Superintendent, or appropriate staff as determined by the Superintendent, designates private spaces in accordance with law.

The Superintendent shall develop administrative regulations to ensure compliance with law and policy regarding the use of private spaces in District facilities.

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above ~~\$50,000~~ **the competitive purchasing threshold established in law**. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above ~~\$15,000~~ **\$15,000**, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent ~~or designee~~.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

Note: For conflicts of interest and gifts and gratuities related to federal grants and awards, see CB and CBB.

~~Disclosure—~~
~~General Disclosure —~~
General Standard

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Specific Disclosures

Substantial Interest

The Superintendent shall file an affidavit with the Board President disclosing a substantial interest, as defined by Local Government Code 171.002, in any business or real property that the Superintendent or any of his or her relatives in the first degree may have.

Any other employee who is in a position to affect a financial decision involving any business entity or real property in which the employee has a substantial interest, as defined by Local Government Code 171.002, shall file an affidavit with the Superintendent; however, the employee shall not be required to file an affidavit for the substantial interest of a relative.

Interest in Property

The Superintendent shall be required to file an affidavit disclosing interest in property in accordance with Government Code 553.002.

Annual Financial
Management
Report

The Superintendent, as the executive officer of the District, shall provide to the District in a timely manner information necessary for the District's annual financial management report.

[See BBFA]

Gifts

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]

Endorsements

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

Sales

An employee shall not use his or her position with the District to attempt to sell products or services.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

DBD
(LOCAL)

**Nonschool
Employment**

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Private Tutoring

An employee shall disclose in writing to his or her immediate supervisor any private tutoring of District students for pay.

**Personal Services
Performed by an
Administrator**

An administrator, as defined in law, shall not receive any financial benefit for the performance of personal services except as permitted by and in accordance with law.

An administrator, other than a Superintendent or an assistant superintendent, who wishes to seek Board approval to perform personal services permitted by law shall submit that request to the Superintendent in accordance with administrative regulations.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Daily Rate of Pay

The “daily rate” of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee’s annual salary by the number of duty days in the employee’s contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or

recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Local Leave

Each employee shall earn three paid local leave days per school year in accordance with administrative regulations.

Local leave shall be noncumulative.

Local leave shall be used according to the terms and conditions of state personal leave; however, the average daily rate of pay of a substitute for the employee's position shall be deducted for each day of local leave taken, whether or not a substitute is employed. [See State Personal Leave, above]

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Appeal An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Family and Medical Leave

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, **except as provided below.**

Note:—See DECA(LEGAL) for provisions addressing

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

Twelve Month FMLA Exception Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Reasons

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFFA]
10. Reduction in force because of a program change. [See DFFB]
11. The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
12. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
13. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
14. Failure to meet the District's standards of professional conduct.
15. Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime

involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]

16. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
17. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
18. Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job, [with or without reasonable accommodation](#).
19. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, or the community, impairs or diminishes the employee's effectiveness in the District.
20. Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
21. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
22. A significant lack of student progress attributable to the educator.
23. Behavior that presents a danger of physical harm to a student or to other individuals.
24. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
25. Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
26. Falsification of records or other documents related to the District's activities.
27. Falsification or omission of required information on an employment application.
28. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

29. Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment.
30. Failure to maintain licensing and certification requirements, including the completion of required continuing education hours, for the employee's assignment.
31. Failure to complete certification or permit renewal requirements, or failure to fulfill the requirements of a deficiency plan, under an Emergency Permit or a Temporary Classroom Assignment Permit.
32. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
33. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
34. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]
35. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.
- ~~34-36.~~ Any reason constituting good cause for terminating the contract during its term.

Recommendations
from Administration

Administrative recommendations for renewal or proposed nonrenewal of term contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

Superintendent's
Recommendation

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal.

The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

Notice of Proposed
Nonrenewal

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal at a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

Request for Hearing

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.

Hearing Procedures

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process [has been followed](#):

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with ~~the DIA series~~.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with ~~the DIA series~~.
3. Complaints concerning retaliation ~~relating~~[related](#) to discrimination and harassment shall be submitted in accordance with ~~the DIA series~~.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications [and on the District's website](#).

~~Guiding Principles~~ Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate [campus or District administrator](#) who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

~~Direct
Communication with
Board Members~~
~~Employees shall not
be prohibited from
communicating with
a member of the
Board regarding
District operations~~
~~Formal Process
communication
between an
employee and a
Board member
would be
inappropriate
because of a
pending hearing or
appeal related to the
employee~~
Filing
Deadlines

If an employee has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the employee must file a complaint within 15 business days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

An employee may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the employee shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue
Informal Process

Even after initiating the formal complaint process, the employee is encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint	A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.
Freedom from Retaliation	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
Whistleblower Complaints	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
Complaints Against Supervisors	Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee . Complaint forms . Complaints alleging a violation of law by the Superintendent may be submitted directly to the Board or Board's designee.
Direct Communication with Board Members	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
General Provisions Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax , or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.
Scheduling Conferences Hearings	The District shall make reasonable attempts to schedule conferences hearings at a mutually agreeable time. If the employee fails to appear at a scheduled conference hearing , the District may hold the conference hearing and issue a decision in the employee's absence.
Response At Levels One and Two, "response" Decision	A "decision" shall mean a written communication to the employee from the appropriate administrator. Responses that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be

provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed ~~responses~~ decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

~~Days~~

~~"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."~~

~~Representative~~ Representative

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent ~~him or her~~ the employee in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three ~~business~~ days' notice to the District before a scheduled ~~conference or~~ hearing, the District may reschedule the ~~conference or~~ hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

~~Consolidating~~
~~Complaints~~

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file~~ To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from ~~any~~ an event or series of ~~events that have been or could have been addressed in a previous complaint.~~

~~When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.~~

~~Untimely Filings~~

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

~~If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the~~

~~dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness~~related events shall be consolidated.

Costs Incurred	Each party shall pay its own costs incurred in the course of the complaint.
Complaint and Appeal Forms	Complaints and appeals under this policy shall be submitted in writing on a form provided by the District. Copies of any documents that support the complaint should be attached to included with the complaint form. If the employee does not have copies of these documents, they copies may be presented at the Level One conference hearing. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference hearing, the employee may supplement the record with additional documents or include additional claims.
Record	A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the employee who filed the complaint, documents determined relevant by District personnel, and the decision.
Remand	A complaint or appeal form that is incomplete in any material aspect may shall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing. re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint. If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.
Assignment of Hearing Officer	When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.
Investigation	The District may conduct an investigation at any level in the complaint process. If the District and the employee mutually agree, all deadlines shall be suspended during an investigation.
Audio Recording	As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The

employee shall notify all attendees present that an audio recording is taking place.

Complaint Levels

Level One

~~Complaint forms must be filed:~~

~~8. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~

~~9. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~At Level One, the appropriate hearing officer shall hold a hearing with the employee within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the employee a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a ~~response~~decision has expired, the employee may request a ~~conference with the Superintendent or designee~~hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~20 calendar days of the date of the ~~written~~ Level One ~~response~~decision or, if no ~~response was received,~~ within ~~ten~~decision has been communicated to the employee, within 20 calendar days of the Level One ~~response~~decision deadline.

After receiving notice of the appeal, the Level One ~~administrator-~~hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator.~~ ~~The employee may re-~~questhearing officer and provide a copy of the Level One record to the employee.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~Any other documents submitted by the employee at Level One.
3. ~~The~~if the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra-~~torhearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference~~ ~~within ten~~hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One.~~ At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. ~~The Superintendent or designee may set reasonable time limits for the conference~~hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~hearing officer shall provide the employee a ~~written response~~decision within ~~ten~~20 calendar days following the ~~conference.~~ ~~The written response shall set forth the basis of the decision~~hearing. In reaching a decision, the ~~Superintendent or designee~~hearing officer may consider the Level One record, any additional information provided ~~at~~prior to the Level Two ~~conference~~hearing, and any other relevant documents or informa-

- tion the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.
- Recordings of the Level One and Level Two ~~conferences~~ hearings, if any, shall be maintained with the Level One and Level Two records.
- Level Three
- If the employee did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the employee may appeal the decision to the Board.
- The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the employee, within 20 calendar days of the Level Two ~~response~~ decision deadline.
- ~~The Superintendent or designee shall inform the employee of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.
- After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.
- The Superintendent shall inform the employee whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.
- ~~The Superintendent or designee~~ At least five business days before the Board or Board committee meeting, the Superintendent shall provide the employee a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.
- The Superintendent shall provide the Board the record of the Level Two appeal. The employee may request a copy of the Level Two record.
- The Level Two record shall include:
1. The Level One record.
 2. The notice of appeal from Level One to Level Two.
 3. ~~The written response~~ Any other documents submitted by the employee at Level Two.
 - 3.4. The decision issued at Level Two and any attachments.

4.5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The employee may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from ~~the Board~~ members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. ~~If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The employee shall be provided a decision in accordance with this policy and state law.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, [DCE](#), and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a ~~Texas~~ handgun license [in accordance with state law](#) stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

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shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. ~~[See FFH]~~

As required by law, the District shall notify the parent of a student with whom ~~an educator~~ a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. ~~[See FFF]~~

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

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**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

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3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

**Instructional Plan
and Course Syllabus**

Prior to the beginning of each semester, each teacher shall provide a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction.

The teacher shall provide this information to the District administration and the parent of each student enrolled in the teacher's class. Additional copies of the instructional plan or course syllabus shall be made available to a parent of a student enrolled upon that parent's request.

District Website

The Superintendent shall develop administrative procedures for the posting of the instructional plans and course syllabi for each class offered in the District on the District's website.

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

Parent Request for Instructional Material Review

The Superintendent shall develop administrative regulations to ensure compliance with state law and rules that a parent or guardian of a District student may request an instructional materials review for a subject area in the grade level in which their student is enrolled on the basis of the following:

1. The material is not aligned with District-adopted materials; or
2. The material does not have the appropriate rigor for the grade level for the subject area in which the instructional material is used.

The regulations shall also address procedures for submitting a parent petition to review instructional materials, the appeal process if a petition for review is denied, criteria for reviewing any appeal, and timelines for each step in the process.

Reconsideration of Instructional Materials

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.

3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the administrator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

*Formal Request for
Reconsideration*

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain ~~self-contained~~ special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The ~~Superintendent~~ Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a ~~self-contained~~ special education classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the ~~tenth~~ 10th business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District’s human resources office. If an individual listed in items ~~2-42-4~~, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy.
[See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within ~~48~~24 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ~~ten District business days~~10 District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

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

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every ~~six~~six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all students after the ~~third~~third week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation,

~~or~~ information from students, or the use of an artificial intelligence
detection tool selected by the District.

PARENT RIGHTS AND RESPONSIBILITIES

FA
(LOCAL)

Parent Portal

The District shall establish a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board.

The Superintendent shall develop administrative regulations related to the portal, including placement on the District or campus websites and how campus or District administrators are to address comments received from parents through the portal.

Release from School

~~Students~~A student shall not be released from school at times other than regular dismissal hours except with the permission of the principal of the school. The teacher shall determine that such permission has been granted before allowing the student to leave.

Private Lessons

~~Students shall not be excused during school hours for private lessons of any~~

~~nature~~Exception for Released Time Course

For purposes of this policy, a “released time course” shall have the same definition as provided in law.

A student shall be permitted to attend a released time course in accordance with the following requirements:

1. The parent or guardian has provided written consent for the student to attend the released time course;
2. The private entity offering the released time course maintains attendance records and will make those records available to the District;
3. The private entity, parent or guardian, or student assumes responsibility for transportation, including transportation for a student with a disability, to and from the location at which the released course is offered;
4. The private entity assumes liability for the student enrolled in the released time course while the student is under the private entity’s care; and
5. The student is responsible for any school work and assignments issued during the student’s absence from the District.

The District shall be prohibited from using District funds, excluding de minimis costs, to facilitate the student attending a released time course.

A private entity shall be prohibited from offering the released time course on District property unless the use is in accordance with policy GKD.

The District shall not interfere with a parent’s or guardian’s ability to request or access a released time course for the student.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, ~~upon a parent's written request, when properly labeled and in the original container and when consistent with state or federal law~~ in accordance with legal requirements.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Opioid Antagonist

This provision shall be applicable to each campus that serves students in grades 6-12.

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

Maintenance, Availability, Training, and Reporting

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to
Teaching Staff of
Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LOCAL)

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom ~~an educa-~~
~~tor~~ a District employee or a person acting as a service provider for
the District is alleged to have engaged in misconduct, informing the
parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the ~~educator~~ individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification (~~SBEC~~) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an ~~educa-~~
~~tor's~~ individual's alleged abuse or commission of an otherwise un-
lawful act with ~~the~~ student or involvement in a romantic relation-
ship, or soliciting or engaging in sexual contact with ~~the~~ student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investiga-
tions, the District shall notify a parent not later than one business
day after the date an employee first suspects that a criminal of-
fense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse
and FFH for parental notification requirements regarding prohibited
conduct as defined by that policy.]

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 4824 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of ~~educator~~ misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A ~~state or local~~ law enforcement agency, [as defined in law](#);
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the [Texas Abuse Hotline website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline website: <http://www.txabusehotline.org>

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process **has been followed**:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with ~~the FFH-series~~.
2. Complaints concerning dating violence shall be submitted in accordance with ~~the FFH-series~~.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with ~~the FFH-series~~.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications [and on the District's website](#).

Guiding Principles
Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other [appropriate campus or District](#) administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except Filing Deadlines

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

After Informal Process

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or
- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable

diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.~~

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions
Filing Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
Conferences
Hearings The District shall make reasonable attempts to schedule ~~conferences~~**hearings** at a mutually agreeable time. If a ~~student or parent complainant~~ fails to appear at a scheduled ~~conference~~**hearing**, the District may hold the ~~conference~~**hearing** and issue a decision in the ~~student's or parent's complainant's~~ absence.

Response
At Levels One and Two,
"response"
Decision A "decision" shall mean a written communication to the ~~student or parent complainant~~ from the appropriate administrator. ~~Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses~~ that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

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STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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(LOCAL)

Days	<p>“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
Representative	<p>“Representative” shall mean any person who or organization that is designated by the student or parentcomplainant to represent the student or parentcomplainant in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parentcomplainant may designate a representative through written notice to the District at any level of this process. If the student or parentThe representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days’ notice to the District before a scheduled conference orhearing, the District may reschedule the conference orhearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writingon a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the student or parentcomplainant does not have copies of these documents, copies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the docu-</p>

	<p>ments existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.re-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>
Assignment of Hearing Officer	<p>When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days</p>

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator~~
Complaint Levels
Level One
Level Two
Investigation

~~after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~student or parent~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The student or parent may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~student or parent~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administra~~ tor hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~student or parent a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference. The written response shall set forth the basis of the decision~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided at prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

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

Level Three

If the ~~student or parent~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, the ~~student or parent~~ complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date,

time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent~~At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~Any other documents submitted by the complainant at Level Two.
- ~~3.4.~~ 4. The decision issued at Level Two and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

~~The~~complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the ~~student or parent~~complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by ~~the Board.~~The Board shall hear the complaint and may re-

~~quest that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the ~~Board~~ meeting required by law, the Board ~~or Board committee~~ shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the ~~student complainant~~ or ~~parent or the student's~~ the complainant's representative, any presentation from the administration, and questions from ~~the~~ Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board ~~or Board committee~~ shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting.~~ If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at ~~Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

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“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

Corporal punishment may be used as a discipline management technique in accordance with this policy and the Student Code of Conduct.

Corporal punishment shall not be administered to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal.

Guidelines

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.

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2. Corporal punishment shall be administered only by the principal or designee.
3. The instrument to be used in administering corporal punishment shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

Disciplinary
Records

The disciplinary record reflecting the use of corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the name of the witness present, and the date and time of punishment.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

**Video and Audio
Monitoring**

Video and audio recording equipment shall may be used for safety purposes to monitor student behavior on District property.

~~The~~When video and audio recording equipment is in use, the District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

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Access to
Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be ~~filed-~~ **submitted** in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be ~~filed~~ **submitted** in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

~~Guiding Principles~~ Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Filing Deadlines

If a member of the public has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the individual must file a complaint within 15 business days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

~~Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.~~

~~The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any~~

~~level.~~ The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, the individual shall file a Level One complaint with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, ~~including email and fax,~~ or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic

communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three **business** days after the deadline.

Scheduling
~~Conferences~~Hearin
gs

The District shall make reasonable attempts to schedule ~~confer-
ences~~hearings at a mutually agreeable time. If the ~~individual~~com-
plainant fails to appear at a scheduled ~~conference~~hearing, the Dis-
trict may hold the ~~conference~~hearing and issue a decision in the
~~individual's~~complainant's absence.

Response
At Levels One and
Two,
"response"Decision

A "decision" shall mean a written communication to the ~~individual-
complainant~~ from the appropriate administrator. ~~Responses may
be hand-delivered, sent by electronic communication to the individ-
ual's email address of record, or sent by U.S. Mail to the individ-
ual's mailing address of record. Mailed responses that provides an~~
explanation of the basis of the decision, an indication of each docu-
ment that supports the decision, and any relief or redress to be
provided. A decision shall be issued on the merits of the concern
raised in the complaint notwithstanding any procedural errors or
the type of relief or redress requested.

The decision shall also include information regarding the filing of
an appeal in accordance with this policy. After a hearing at Level
Three, the decision shall include information on submitting an ap-
peal to the commissioner.

A decision may be hand-delivered, sent by electronic communica-
tion to the complainant's email address of record, or sent by U.S.
Mail to the complainant's mailing address of record. Mailed deci-
sions shall be timely if they are postmarked by U.S. Mail on or be-
fore the deadline.

Days

~~"Days" shall mean District business days, unless otherwise noted.
In calculating timelines under this policy, the day a document is
filed is "day zero." The following business day is "day one."~~

Representative

"Representative" shall mean any person who or organization that is
designated by ~~an individual~~a complainant to represent the ~~individu-
al~~complainant in the complaint process.

The ~~individual~~complainant may designate a representative through
written notice to the District at any level of this process. ~~If the indi-
vidual~~The representative may participate in person or by telephone
conference call. If the complainant designates a representative
with fewer than three **business** days' notice to the District before a
scheduled ~~conference or~~hearing, the District may reschedule the
~~conference or~~hearing to a later date, if desired, in order to include
the District's counsel. The District may be represented by counsel
at any level of the process.

Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not fileTo promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from anyan event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timelinessrelated events shall be consolidated.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached toincluded with the complaint form. If the individualcomplainant does not have copies of these documents, theycopies may be presented at the Level One conferencehearing. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conferencehearing, the complainant may supplement the record with additional documents or include additional claims.</p>
Record	<p>A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.</p>
Remand	<p>A complaint or appeal form that is incomplete in any material aspect mayshall be dismissed but may be refiled with all the required information if the refile is within the designated time for filingre-filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</p> <p>If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.</p>

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Level One

Complaint forms must be filed:

- ~~3. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and~~
- ~~4. With the lowest level administrator who has the authority to remedy the alleged problem.~~

~~If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.~~

~~If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.~~

~~The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.~~

~~Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may collect information provided at the Level One conference and any other relevant documents or information the administrator~~ **Investigation**

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

If the ~~individual~~ complainant did not receive the relief requested at Level One or if the time for a ~~response~~ decision has expired, ~~he or she~~ the complainant may request a ~~conference with the Superintendent or designee~~ hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level One ~~response~~ decision or, if no ~~response was received,~~ ~~within ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level One ~~response~~ decision deadline.

After receiving notice of the appeal, the Level One ~~administrator~~ hearing officer shall prepare and forward a record of the Level One complaint to the Level Two ~~administrator~~. ~~The individual may request~~ hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. ~~All~~ Any other documents submitted by the ~~individual~~ complainant at Level One.
3. ~~The~~ If the complaint is against a District employee, the written response of the District employee, if any.
- ~~3.4.~~ 4. The decision issued at Level One and any attachments.
- ~~4.5.~~ 5. All other documents relied upon by the Level One ~~administrator~~ hearing officer in reaching the Level One decision.

The ~~Superintendent or designee shall schedule a conference within ten~~ hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The ~~conference shall be lim-~~

~~ited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.~~ hearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~ hearing officer shall provide the ~~individual a written response within ten~~ complainant a decision within 20 calendar days following the ~~conference.~~ The written response shall set forth the basis of the ~~decision.~~ hearing. In reaching a decision, the ~~Superintendent or designee~~ hearing officer may consider the Level One record, any additional information provided ~~at~~ prior to the Level Two ~~conference~~ hearing, and any other relevant documents or information the ~~Superintendent or designee~~ hearing officer believes will help resolve the complaint.

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

Level Three

If the ~~individual~~ complainant did not receive the relief requested at Level Two or if the time for a ~~response~~ decision has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ~~ten~~ 20 calendar days of the date of the ~~written~~ Level Two ~~response~~ decision or, if no ~~response was received,~~ within ~~ten~~ decision has been communicated to the complainant, within 20 calendar days of the Level Two ~~response~~ decision deadline.

~~The Superintendent or designee shall inform the individual of the date, time, and place of the Board.~~ Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual~~ At least five business days before the Board or Board committee meeting, the Superintendent

shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. ~~The written response~~ Any other documents submitted by the complainant at Level Two.
- ~~3-4.~~ 4. The decision issued at Level Two and any attachments.
- ~~4-5.~~ 5. All other documents relied upon by the administration in reaching the Level Two decision.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires otherwise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. ~~The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~ members.

In addition to any other record of the Board meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual complainant or his or her the complainant's representative, any presentation from the administration, and questions from the Board members with re-

sponses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It ~~may give notice of its~~ shall make a decision ~~orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two~~ no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products, e-cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. ~~A Texas~~ An individual who holds a handgun license holder in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]