

# Agenda of Workshop and Regular Meeting

## The Board of Trustees Abilene Independent School District

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A Workshop and Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Thursday, March 5, 2026, beginning at 5:00 PM in the Boardroom, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call to Order
- II. Board Workshop Agenda
  - A. Senate Bill 346 - Three Point Seat Belts
  - B. Career & Technical Education Update
  - C. Holland Medical Update
  - D. Science and Planetarium Update
- III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
  - A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
    - I. Professional Employment Contracts
  - B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
  - C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
  - D. The Board may discuss matters of Safety and Security. (Section 551.076)
  - E. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
- IV. Reconvene from Closed Session (Approximately 7:00 p.m.)
  - A. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
  - B. Board/Superintendent Announcements/Information
    - I. Teaching Minute
- V. Recognitions
  - A. All State Choir Students

- VI. Oral Communication from the Public
- VII. Consent Agenda
  - A. The Board will consider approval of the Budget Amendments.
  - B. The Board will consider accepting the January Financials.
  - C. The Board will consider approval of the Minutes of the February 5, 2026, Workshop Meeting; February 9, 2026, Regular Meeting; February 16, 2026, Special Meeting; February 18, 2026, Special Meeting; and February 25, 2026, Special Meeting.
  - D. The Board will consider Certification of Provisions of Instructional Material.
- VIII. Reports
  - A. Goal Progress Measures
  - B. Call for Quality Schools Update
  - C. Policy Update 126
  - D. Budget Calendar
- IX. Business Items Requiring Board Action
  - A. The Board will consider Certification of Unopposed Candidates for Abilene ISD Board of Trustees Place 4, 5, and 6.  
Dr. John Kuhn, Superintendent
  - B. The Board will consider Order of Cancellation of Election for Abilene ISD School Board Trustees, Place 4, 5, and 6.  
Dr. John Kuhn, Superintendent
  - C. The Board will consider the renaming of Thomas Elementary.  
Dr. Joseph Waldron, Deputy Superintendent
  - D. The Board will consider Amendment of Budget for VATRE Funds.  
Mrs. Jennifer Hinds, Chief Financial Officer
- X. The Board may take action relevant to Items Covered During Closed Session.
  - A. The Board will consider approval of Personnel Recommendations.
    - I. Professional Employment Contracts
  - B. Matters pertaining to Litigation, if any
  - C. Matters pertaining to Real Property, if any
  - D. Matters pertaining to Safety and Security, if any
  - E. Matters pertaining to Students, if any
- XI. Adjournment

**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: March 5, 2025

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: N/A

Subject: AISD Transportation – SB 546, 3 Point Seat Belt Mandate

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Background Information:

This presentation will outline Abilene ISD's current compliance with Senate Bill 546. The presentation will also provide an estimation of the fiscal impact that will be required for Abilene ISD to have a bus fleet that is in full compliance with SB 546.

Attached Supporting Documents:

PowerPoint Presentation

Fiscal Implications:

Purchasing of New Buses or Retrofitting Current Buses – Estimated \$8 – \$10 million

Administrative Recommendation:

Compliance for SB 546 by Sept 1, 2029

Contact Person(s):

Tina Jones  
Zach Sneed



ABILENE ISD Transportation  
SB 564  
Compliance & Fleet Overview  
School Board Workshop  
March 5, 2026

# Senate Bill 546 – Student Transportation Safety Requirements

## **Purpose:**

- Senate Bill 546 (SB 546) seeks to enhance student transportation safety by requiring that all buses used to transport students be equipped with three-point seat belts for each rider, including the driver.

# Definition of Bus- SB 546

Under SB 546, the term “bus” is defined to include:

- School buses
- School activity buses
- Multifunction school activity buses
- School-chartered buses

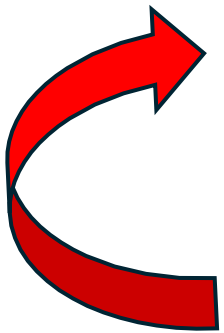
# Compliance Requirement

All buses used to transport students in AISD **MUST** be equipped with 3-point seatbelts by May 31, 2026.

If the Board determines that full compliance is not feasible, the district must:

- Take formal action in a public meeting to acknowledge budgetary constraints.
- Submit the Board's action and the estimated cost of compliance through the Sentinel system by May 31, 2026
- Develop a plan to bring all buses into compliance **no later than September 1, 2029**

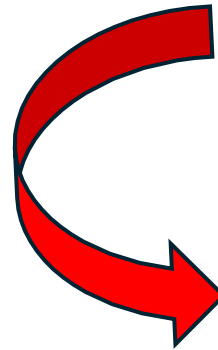
# Seat Belts Currently On AISD Buses



## 3 POINT SEAT BELT

- Shoulder & lap restraint
- Installed on newer buses
- Required for SB 546

## 2 POINT SEAT BELT



- Common on older buses
- Secures across lap only
- Does not meet SB 546



# Current Fleet Overview

Our current fleet consists of approximately 127 buses, categorized as follows:

- General Education
- Special Education Bus
- Transit Bus
- Road Bus
- Activity Bus

51 buses are being phased out due to age and inability to be retrofitted to meet current or future requirements

# **AISD Current Fleet Status**

- **Compliant – 35 Buses**  
(9 Blue Bird, 26 International)
- **Non-Compliant – 91 Buses**  
(36 Blue Bird, 55 International)

# Compliance Overview

35 Buses Are In Compliance With SB 546 (28% of bus fleet )

- General Ed.- 28
- Special Ed. - 7
- Transit - 2 (counted under General Ed. #)
- Road Bus – 2 (counted under General Ed. #)
- Activity - 0

# Non-Compliance Overview

91 Buses Are Not In Compliance With SB 546  
(72 % of bus fleet )

- GenEd - 70
- SPED - 21
- Transit – 6 (counted under General Ed. #)
- Road Bus – 13 (counted under General Ed. #)

# Options for Non-Compliance Buses

1. Retrofit each bus to have 3-point seat belts
  - International Model – Can be retrofitted with three- point seat belts
  - Blue Bird Models – Cannot be retrofitted
  
2. Replace Buses
  - Required for buses that cannot be retrofitted
  - Required for buses beyond their service life

# Cost Breakdown – International Bus Retrofit

## Longhorn Bus Sales Quote - International Buses

A total of 46 International buses can be retrofitted to meet SB 546 requirements.

### **Cost Components Include:**

- Seat Replacements
- Seat Supports
- Labor
- Freight

### **Parts Required for Retrofit:**

- Seat Replacements - 1,196
- Seat Supports - 46 (one per bus)

# Cost Breakdown – International Bus Retrofit

## Estimated Cost to Retrofit One Bus:

- Seat Replacements - \$637.23 per seat
- Seat Supports - \$527.23 per bus
- Labor - \$15,000 per bus
- Freight - \$2,750 per truckload (12 total loads)

**Total Estimated Cost per Bus**

**\$33,000 - \$35,000**

# Total Retrofit Cost – International Buses

## The cost analysis from Longhorn Sub Sales Quote (46 Buses)

- Seat Replacements - \$762,127.08 (\$637.23 per seat back)
- Seat Supports - \$24,252.58 (\$527.23 per bus)
- Labor - \$690,000 (\$15,000 per bus)
- Freight - \$33,000 (\$2,750 per truck load x 12 loads)

**Total Estimated Retrofit Cost**

**\$1,509,379.66**

# Cost Breakdown – Bluebird Buses

36 Blue Bird Buses remain non-compliant (These buses cannot be retrofitted and must be replaced)

## Estimated Replacement Cost by Bus Type:

- General Education (13) - \$2.3 million (\$180,000 per bus)
- Special Education (7) - \$1.3 million (\$184,000 per bus)
- Transit (6) - \$1.8 million ( \$300,000 per bus)
- Road Buses (10) - \$2 million (\$200,000 per bus)

Total Estimated Replacement Cost

**\$7,500,000**

# AISD Estimated Cost for SB 546 Compliance

## Estimated Costs by Category:

- International Buses (Retrofit) - **\$1,509,379.66**
- Blue Bird Buses (Replacement) - **\$7,500,000**

## **Total Estimated Cost for Full Compliance**

**\$9,009,379**

*\*NOTE: This estimate is likely low, as it may be worth considering replacing, instead of retrofitting, some of the 46 buses on the Longhorn quote.*

**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: March 5, 2026

Meeting Type: Board Workshop/Meeting

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Career and Technical Education Report

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Background Information:

This report provides an overview of Career and Technical Education (CTE) in Abilene ISD, highlighting framework and funding requirements, programs of study, industry-based certifications, student participation, achievements, and initiatives. Each program of study includes a sequence of courses that build upon each other, culminating in opportunities for students to earn industry-recognized certifications.

Attached Supporting Documents:

2025-2026 CTE Board Presentation

2025-2026 AISD Programs of Study Summary

Fiscal Implications:

None

Administrative Recommendation:

None

Contact Person:

Lucille Fullen, Director of Career and Technical Education



# Career and Technical Education

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*Lucille Fullen*  
*Director for Career & Technical Education*



## Our Mission

The mission of the Career and Technical Education (CTE) program in the Abilene Independent School District is **to prepare students for post-secondary education and/or the workforce and to assume productive roles in the family and the community.**



# CTE Framework

Purpose: To prepare students for in-demand, high wage, high skill careers in Texas.

## Sequence of courses

- General to specific
- Challenging academic standards
- Relevant technical knowledge and skills
- Embedded employability skills

## Real-world learning experiences

- Work-based learning
- Internships
- Job shadowing
- Employment

## Industry-based certifications

### Preparation for post-secondary options:

- Enter workforce directly after high school
- Continue education
  - Training
  - Certificate
  - Associate degree
  - Bachelor's degree
  - Post-graduate degrees
- Combination of work and further education



# Statement of Non-Discrimination

## Federally Required Public Posting

Abilene Independent School District offers career and technical education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Engineering; Transportation, Distribution, and Logistics. Admission to these programs based on grade placement, aptitude, interest, and the availability of class space.

It is the policy of Abilene Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Abilene Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Abilene Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator Alison Sims ([alison.sims@abileneisd.org](mailto:alison.sims@abileneisd.org)) or Alison Camp ([alison.camp@abilenesid.org](mailto:alison.camp@abilenesid.org)) at 241 Pine Street, Abilene, TX 79601, 325-677-1444, and/or the Section 504 Coordinator Andrea Schwertner ([andrea.schwertner@abileneisd.org](mailto:andrea.schwertner@abileneisd.org)) at 241 Pine Street, Abilene, TX 79601, 325-677-1444.





# Federal Funding: Perkins V Grant

- Funds can only support adopted Programs of Study
- Six required uses of funds  
(career exploration; professional development; providing necessary skills for in-demand careers; supporting integration of academic skills; implementation of programs; evaluating programs and comprehensive local needs assessment)
- Must supplement, not supplant
- Cannot pay for teaching positions
- Complete a Comprehensive Local Needs Assessment (CLNA) every 2 years. (The purpose is to drive decision-making.)



## State Funding - CTE Allocations

- Based on contact hours in the classroom (45-minute minimum class periods)
- Calculated on tiered weighted courses (determined by the level of the course)



# State Funding - CTE Allocations

At least 55% of state funds allocated for CTE must be spent on CTE

- CTE salaries
- CTE operational budget
  - CTE course expenses such as curriculum and supplies
  - Professional development
  - Student organization experiences (FFA, HOSA, SkillsUSA, TAFE, TPSA, DECA)



# 2025-2026 Programs of Study (23)

- Animal Science
- Agricultural Technology & Mechanical Systems
- Culinary Arts
- Digital Communications
- Graphic Design and Interactive Media
- Accounting and Financial Services
- Business Management
- Early Learning
- Teaching and Training
- Family and Community Services
- Cosmetology\*
- Carpentry
- Electrical
- Law Enforcement
- Welding
- Engineering Foundations
- Drones\*
- Diagnostic & Therapeutic Services
- Automotive
- Networking Systems
- Cybersecurity
- Programming & Software Development
- JROTC

A **Program of Study** is series of progressively advanced courses that lead to preparation in a specific career. Most end in an **IBC**.

\*Note: Regional Program

Revised November 2025

## Architecture and Construction Career Cluster

The Architecture and Construction career cluster focuses on designing, planning, managing, building, and maintaining the built environment. This career cluster includes occupations ranging from architect, carpenter, and construction manager to electrician, plumber and heating, air conditioning and refrigeration technician.

### Statewide Program of Study: Electrical

The Electrical program of study focuses on occupational and educational opportunities associated with installing, maintaining, and repairing electrical wiring, equipment, and fixtures. The program of study also addresses installing and repairing telecommunications cable including fiber optics.

#### Secondary Courses for High School Credit

Level 1	Principles of Construction
Level 2	Electrical Technology I Entrepreneurship I
Level 3	Electrical Technology II
Level 4	Practicum in Construction Technology Career Preparation for Programs of Study Extended

#### Work-Based Learning and Expanded Learning Opportunities

Work-Based Learning Activities	<ul style="list-style-type: none"> <li>Participate in an internship with an electrical company to develop installation skills</li> <li>Join a pre-apprenticeship program that involves determining if electrical wiring is up to code</li> <li>Interview an electrician about their training and education</li> </ul>
Expanded Learning Opportunities	<ul style="list-style-type: none"> <li>Participate in SkillsUSA</li> <li>Participate in trade competitions</li> </ul>

#### Aligned Industry-Based Certifications

- NCCER Core
- NCCER Electrical Level I

#### Example Postsecondary Opportunities

##### Apprenticeships

- Electrician

##### Associate Degrees

- Electrical and Power Transmission Installation
- Electrical Power and Controls
- Electromechanical Technology

##### Bachelor's Degrees

- Construction Engineering
- Electrical, Electronic, and Communications
- Engineering Electrical Engineering

##### Master's, Doctoral, and Professional Degrees

- Construction Engineering
- Construction Management

##### Additional Stackable IBC/License

- Journeyman Electrician
- Master Electrician

#### Example Aligned Occupations

<b>Electricians Helpers</b>
Median Wage: \$42,692
Annual Openings: 1,299
10-Year Growth: 20%
<b>Electricians</b>
Median Wage: \$55,891
Annual Openings: 7,798
10-Year Growth: 27%
<b>Construction Managers</b>
Median Wage: \$98,294
Annual Openings: 5,403
10-Year Growth: 24%

Data Source: <https://www.bls.gov>, Texas Workforce Commission, Retrieved 8/8/2024  
For more information visit:  
<https://www.texas.gov/academics/college-career-and-military/career-and-technical-education/electrical-occupational.pdf>

Electrical

 Successful completion of the Electrical program of study will fulfill requirements of the Business and Industry endorsement.

# Programs of Study

- ▶ 53 Statewide Programs of Study
  - AISD currently offers 21 Statewide Programs
- ▶ 8 Approved Regional Programs of Study
  - AISD currently offers two - Cosmetology and Drones.
- ▶ Includes IBC, Work-based Learning, post-secondary connection
- ▶ Aligned to Labor Market Information (State, Regional) (Region 9)



# Industry Based Certifications

- [INDUSTRY BASED CERTIFICATIONS](#) TEA list
- Aligned to programs of study
- Impact A-F Accountability System
- List is subject to revision every five years beginning 2025-2026.
- AISD Reports on earned, passed, and failed





## CTE and Accountability

Program of study **completer**:

- A student who successfully completes 3 or more courses for 4 or more credits, within a program of study, with at least one level 3 or 4 course
- A completer will have finished the coursework necessary to participate in an IBC test.



# CTE and Accountability - CCMR

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2025	August 2026	Earn IBC (2022-2024 & 2024-2026 lists) plus <i>concentrator</i> in aligned program of study with a level 2 course
Class of 2026	August 2027	Earn IBC (2022-2024 & 2025-2030 lists) plus <i>completer</i> in aligned program of study

Concentrator - two or more courses for at least two credits in the same program of study

Completer - three or more courses for four or more credits, including one level three or level four course in the same program of study





# Participation

Participation in CTE Courses:

<u>Year</u>	<u>Earned Credits</u>	<u>Earned IBC</u>
2022-23	4,100	207
2023-24	3,988	399
2024-25	3,865	541
2025-26	3,677	N/A



# Highlights



- District of Distinction Designation
- JROTC joined the CTE world this year.
- Ford Donation - 2024 Ford F-150
- Elementary Initiatives:
  - Careers on Wheels, 2nd grade, City of Abilene
  - Agventure Day, 4th graders, AHS & CHS FFA
  - "Grit Leads to Greatness," 5th grade, West Texas Chapter of Associated General Contractors
- Ag Farm Improvements
- Hello High School
- Hosted 3rd Annual AHS FFA LDE Contest
- Hosted Regional TPSA Competition





# Spring Initiatives

- Contest Season for CTSOs
- National Technical Honor Society - 72 inductees
- Air Force JROTC Evaluations, March 30 & April 1
- Delivery of tiny home for Houses for Healing
- Conducting CTE Program Audit and Comprehensive Local Needs Assessment
- Testing for IBCs





# Future Initiatives

- Partnership with Aldrin Foundation's Student Satellites in Space ([S-Cubed](#)) – a two-year immersive STEM curriculum for aerospace engineering students
- Pilot program with Oracle Academy to help develop Data Center Technician curriculum to support AI and cloud infrastructure.



**Questions?**

# Statewide Programs of Study

Abilene Independent School District

Revised 8.27.25

## AGRICULTURE, FOOD, AND NATURAL RESOURCES

### Animal Science

- Level 1 Principles of Agriculture, Food, and Natural Resources (1.0)
- Level 2 \*Small Animal Management/Equine Science (Paired: 0.5/0.5) even years in Aug.  
Entrepreneurship I (1.0)
- Level 3 \***Livestock and Poultry Production** (1.0) odd years in Aug.
- Level 4 **Veterinary Science** (1.0)  
**Practicum in Agriculture, Food, & Natural Resources** (2.0)

### Agricultural Technology and Mechanical Systems

- Level 1 Principles of Agriculture, Food, and Natural Resources (1.0)
- Level 2 \*Agricultural Mechanics and Metal Technologies (1.0) odd years in Aug
- Level 3 \***Agricultural Structures Design and Fabrications** (1.0) even years in Aug
- Level 4 **Practicum in Agriculture, Food, & Natural Resources** (2.0)

\*Course is offered every other year.

## ARCHITECTURE AND CONSTRUCTION

### Carpentry

- Level 1 Principles of Construction (1.0)
- Level 2 Construction Technology I (2.0)  
Entrepreneurship I (1.0)
- Level 3 **Construction Technology II** (2.0)  
**Mill and Cabinetmaking Technology** (2.0)
- Level 4 **Practicum in Construction Technology** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

### Electrical

- Level 1 Principles of Construction (1.0)
- Level 2 Electrical Technology I (1.0)  
Entrepreneurship I (1.0)
- Level 3 **Electrical Technology II** (2.0)
- Level 4 **Practicum in Construction Technology** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

## BUSINESS, MARKETING, AND FINANCE

### Accounting and Financial Services

- Level 1 Foundations of Business Communication and Technologies (1.0)  
Money Matters (1.0)  
Principles of Business, Marketing, and Finance (1.0)
- Level 2 Accounting I (1.0)  
Financial Mathematics (1.0)  
Entrepreneurship I (1.0)
- Level 3 **Accounting II** (1.0)
- Level 4 **Career Preparation for Programs of Study Extended** (3.0)

### Business Management

- Level 1 Foundations of Business Communication and Technologies (1.0)  
Principles of Business, Marketing, and Finance (1.0)
- Level 2 **Business Management** (1.0)  
Entrepreneurship I (1.0)
- Level 3 **Statistics and Business Decision Making** (1.0)
- Level 4 **Career Preparation for Programs of Study Extended** (3.0)

## ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

### Digital Communications

- Level 1 Audio/Video Production I (1.0) or  
Audio/Video Production I with Lab (2.0)
- Level 2 Digital Audio Technology I (1.0)  
Entrepreneurship I (1.0)
- Level 3 **Audio/Video Production II** (1.0) or  
**Audio/Video Production II with Lab** (2.0)  
**Digital Audio Technology II** (1.0)
- Level 4 **Practicum of Audio/Video Production** (2.0)

### Graphic Design and Interactive Media

- Level 1 Digital Media (1.0)  
Video Game Design (1.0)
- Level 2 Animation I (1.0)  
Graphic Design and Illustration I (1.0)  
Entrepreneurship I (1.0)
- Level 3 **Animation II with Lab** (2.0)  
**Graphic Design and Illustration II with Lab** (2.0)
- Level 4 **Practicum in Animation** (2.0)  
**Practicum in Graphic Design and Illustration** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

## EDUCATION AND TRAINING

### Early Learning

- Level 1 Principles of Education and Training (1.0)  
Principles of Human Services (1.0)
- Level 2 Child Development (1.0)
- Level 3 **Child Guidance** (2.0)
- Level 4 **Practicum in Early Learning** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

### Teaching and Training

- Level 1 Principles of Education and Training (1.0)  
Principles of Human Services (1.0)
- Level 2 Child Development (1.0)  
Human Growth and Development (1.0)
- Level 3 **Instructional Practices** (2.0)
- Level 4 **Practicum in Education and Training** (2.0) or (3.0)  
**Career Preparation for Programs of Study Extended** (3.0)

## ENGINEERING

### Engineering Foundations

- Level 1 Principles of Applied Engineering (PLTW) (1.0) [Eng Essentials]
- Level 2 Engineering Design Process (PLTW) (1.0) [Intro to Engin]
- Level 3 Engineering Science (1.0)  
**Computer Integrated Manufacturing (PLTW)** (1.0)  
**Aerospace Design I (PLTW)** (1.0)  
**Engineering Design and Presentation (PLTW)** (1.0) [EDD]
- Level 4 **Practicum in STEM** (2.0)

### Drone (Unmanned Flight)

- Level 1 Introduction to Unmanned Aerial Vehicles (UAV) (1.0)
- Level 2 Robotics I – Drones (1.0)
- Level 3 **Robotics II – Drones** (1.0)
- Level 4 **Practicum in Manufacturing – Drones** (2.0)

## HEALTH SCIENCE

### Diagnostic & Therapeutic Services

- Level 1 Principles of Health Science (1.0)
- Level 2 Medical Terminology (1.0)
- Level 3 **Anatomy and Physiology** (1.0)  
**Health Science Theory/Health Science Clinical** (2.0)  
[DHS, CNA]
- Level 4 **Medical Microbiology** (1.0)  
**Practicum in Health Science** (2.0)  
[CMA, PHARM, RDA, CNA]

## HOSPITALITY AND TOURISM

### Culinary Arts

- Level 1 Introduction to Culinary (1.0)  
Principles of Hospitality and Tourism (1.0)
- Level 2 Culinary Arts (2.0)  
Entrepreneurship I (1.0)
- Level 3 **Advanced Culinary Arts** (2.0)
- Level 4 **Practicum in Culinary Arts** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

## HUMAN SERVICES

### Family and Community Services

- Level 1 Principles of Human Services (1.0)
- Level 2 Child Development (1.0)  
Human Growth and Development (1.0)
- Level 3 **Family and Community Services** (1.0)
- Level 4 **Practicum of Human Services** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

### Cosmetology

- Level 1 Introduction to Cosmetology (1.0)
- Level 2 Entrepreneurship I (1.0)
- Level 3 **Cosmetology I with Lab** (3.0)
- Level 4 **Cosmetology II with Lab** (3.0)

## INFORMATION TECHNOLOGY

### Networking Systems

- (The LIFT Center)
- Level 1 Computer Science I (1.0)  
Principles of Information Technology (1.0)
- Level 2 Computer Maintenance (1.0) or  
Computer Maintenance with Lab (2.0)  
Entrepreneurship I (1.0)
- Level 3 **Networking** (1.0)  
**Networking with Lab** (2.0)
- Level 4 **Practicum in Information Technology** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

### Cybersecurity

- Level 1 Foundations of Cybersecurity (1.0)
- Level 2 Computer Science I (1.0)  
Computer Maintenance (1.0) or  
Computer Maintenance with Lab (2.0)
- Level 3 **Networking** (1.0)  
**Networking with Lab** (2.0)
- Level 4 **Cybersecurity Capstone** (1.0)  
**Practicum in Information Technology** (2.0) or  
**Practicum in STEM** (2.0)

### TEKS – Chapters 127 & 130 Universal Employability TEKS

## INFORMATION TECHNOLOGY (cont.)

### Programming and Software Development

- Level 1
- Level 2 Computer Science I (1.0)  
Entrepreneurship I (1.0)
- Level 3 **Computer Science II** (1.0)  
**AP Computer Science A, LOTE** (1.0)
- Level 4 **Practicum in Information Technology** (2.0) or  
**Practicum in STEM** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

## LAW AND PUBLIC SERVICE

### Law Enforcement

- Level 1 Principles of Law, Public Safety, Corrections, and Security (1.0)
- Level 2 Law Enforcement I (1.0)  
Criminal Investigations (1.0)
- Level 3 **Correctional Services** (1.0)
- Level 4 **Forensic Science** (1.0)

## MANUFACTURING

### Welding

- (The LIFT Center)
- Level 1 Introduction to Welding (1.0)
- Level 2 Welding I (2.0)  
Entrepreneurship I (1.0)
- Level 3 **Welding II** (2.0) – (Dual credit)
- Level 4 **Practicum in Manufacturing** (2.0) or  
**Practicum/Extended Practicum in Manufacturing** (3.0)  
**Career Preparation for Programs of Study Extended** (3.0)

## TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

### Automotive

- Level 1 Automotive Basics (1.0)
- Level 2 **Automotive Technology I: Maintenance & Light Repair** (2.0)  
Entrepreneurship I (1.0)
- Level 3 **Automotive Technology II** (2.0)
- Level 4 **Practicum in Transportation Systems** (2.0)  
**Career Preparation for Programs of Study Extended** (3.0)

### Other CTE Courses

- Robotics I - Competition (1.0)
- Robotics II - Competition (1.0)
- Parenting Education I & II (1.0)
- Career Preparation General (2.0) Extended (3.0)
- Career and College Readiness (.5) Middle school – no high school credit

### ROTC

- Level 1 ROTC I (1.0)
- Level 2 ROTC II (1.0)
- Level 3 ROTC III (1.0)
- Level 4 ROTC IV (1.0)

**CTE Concentrator** = completion of two CTE courses for two or more credits within a Programs of Study.

**CTE Completer** = completion of three or more courses for four or more credits, including level three or level four course within a Programs of Study

**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: March 5,2025

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: Holland Medical Overview

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Background Information:

This presentation will be an overview of Holland history, data of enrollment and program of study details. This presentation will also include data regarding Industry based certificates as well as highlights of Holland students and staff.

Attached Supporting Documents:

PowerPoint Presentation

Fiscal Implications:

none

Administrative Recommendation:

none

Contact Person:

Ginger Held





# **Board of Trustees Meeting**

---

*March 5, 2026*



# **Holland Medical**

---

*Ginger Held/Holland Dean of Students*

# Holland Medical



Jacque and  
Dr. Scotty  
Holland Est.  
2007-2008



## Official Dedication Feb 7, 2008

*Mr. and Mrs. Holland*

**The Holland Health Science Building is officially dedicated on Thursday, February 7, 2008.**

**The HSU president, AISD superintendent, State Rep. Susan King and Holland students attend and watch as Mr. and Mrs. Holland perform the ribbon cutting.**



# Holland Beginnings

Gaile Thomson (Exec.  
Director of Secondary  
Education)

Cathy Ashby (Associate  
Superintendent)

Virginia Mosier (Exec.  
Director of CTE)



# First Holland Dean and Teachers

*Phil Ashby/First Dean-Counselor at Holland,plus teachers.*





## Current Holland Teachers and Staff

Kristy Borton-Admin. Assistant

Stacy Acevedo-CNA

Freda Lafuente-RDA/Pharmacy

Ginger Held-Dean of Students

Teresa Gates-CNA

Holley Davilla-CCMA/Phleb/EKG

Linsey Bartlett-DHS and A & P



# Holland Medical

*Student Opportunities for Growth at Holland*



**Educational Excellence**  
Opportunity to Excel in specialized health science courses by learning specialized skills



**Future Healthcare Providers**  
Provide opportunities to learn skills to be successful in the healthcare profession.



**HOSA**  
Encourage participation and competition in HOSA events.



**Leadership Opportunities**  
Opportunity to lead by teaching and competing in HOSA and school wide events.



**Workforce Connections**  
Emphasis on connecting students to the workforce.



**Community Service**  
Provide students with several opportunities to serve and provide awareness of community needs.



## Programs and Course Offerings(Junior Year)

**CNA-Health Science**  
Theory/Health Science  
Clinical

Students take this course if they are certain about nursing.

\*Anatomy & Physiology

\*Dual Credit

**DHS-Health Science Theory/Health Science Clinical**

Students take DHS if they are certain about medical but not what area. This class is more exploratory. For example: veterinary, radiology, dental, etc.

\*Anatomy & Physiology

\*Dual Credit



# Programs and Course Offerings (Senior Year)

## Program Courses

- CNA-Certified Nurse Aide
- CCMA-Certified Clinical Medical Assistant
- Pharmacy Tech
- RDA-Registered Dental Assistant
- LVN-Licensed Vocational Nurse

## Auxiliary Courses

- Anatomy and Physiology
- Medical Microbiology
- Phlebotomy
- EKG
- Other Dual credit courses as needed



## Holland Enrollment History

Enrollment	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26 BOY	2025-26 EOY
CCMA	44	25	29	39	29	30	40	39
CNA	52	56	60	39	52	45	60	53
DHS	22	34	46	31	26	38	44	44
PHARM	20	10	10	18	13	12	13	12
RDA	21	4	9	8	6	0	11	10
Total	159	129	154	135	126	125	168	158
PHLE (1st year 2025)						44	41	
LVN						5 -4 graduated	1	1



## Program projections (Assuming all seniors return)

Program	2025-26	2026-27	
CCMA	39	45	6
CNA	53	60	7
DHS	44	45	1
PHARM	12	24	12
RDA	10	15	5
LVN	1	1	0
	157	189	31+

# 8th Grade Tours

## Student Leadership Activities

---

Most of our seniors participate in 8th grade recruitment tours. Our goal is to present to future Holland students and get them excited about future opportunities in healthcare.





## HOSA (Future Health Professionals) formerly Health Occupations students of America

- CTSO-career and technical student organization
- Purpose-Organization promotes career opportunities in healthcare and leadership development
- Activities-HOSA offers competitive events in many areas like medical terminology, clinical nursing and health information.
- Community Service responsibilities.



# College, Career and Military Readiness

The Big Picture-  
Holland is one of 23  
CTE Programs of  
Study in AISD.

Holland provides  
students with the  
tools to attend  
college, go to work  
or join the armed  
forces.



Completing  
one of our  
programs  
and passing  
an IBC.

CNA-98%  
CCMA-97 %  
EKG-96 %  
Phle-86%  
RDA-TBD

To be a  
completer a  
student must  
complete 3 or  
more courses  
for 4 or more  
credits.



# HOSA Competition

*Beyond Expectation*

Samweli Batenji- reaching out to help a fellow competitor.



# Healthcare Skills Practice

## Stick Night!!!

We host 2 stick nights in the spring.

You are all invited.



# Clinical Experience



*Small part of our morning Holland Students*

At Holland we provide clinical experience for all of our program courses. For CNA, we train at local nursing home facilities.

For DHS-students can select and choose where they want to observe.

Senior programs-observe at local Pharmacies, doctors and dentist offices.



## Success Story

*Dr. Pearl Merritt/Dean of Nursing at Cisco  
and Cedrick Brooks/2025 CHS Graduate*

Cedric Brooks is one of many Holland success stories. He graduated from Cooper in 2025 with his high school diploma and his LVN certificate. He is currently working on his RN and was asked to work for Cisco College to help with skills.

## Holland Medical Strengths and Things to Consider

### Strengths:

- Excellent prep for the workforce
- Broad community service opportunities
- Utilization of colleges, local universities and community facilities
- Student leadership opportunities through HOSA, Hello HS and various student demonstration opportunities.
- Making career connections

### Possible Improvements:

- Improve Community knowledge about Holland
- Improve Parent/student awareness about Holland.
- Recruiting qualified substitutes for our programs (sometimes unique because they need specialized skills and certifications)

# Questions?

## **Abilene Independent School District Board Document - Agenda Item**

Meeting Date: March 5, 2026

Meeting Type: Regular

Item Type: Presentation

Future Action Required: No

If Yes, Month:

Subject: AISD Science education highlights

---

### Background Information:

Abilene ISD provides an interactive Science education for students in grades K-12. This includes engaging classroom instruction and extension activities to enhance student learning in the areas of Science and STEM. This also includes field experiences such as lessons at the Planetarium and educational trips to the Abilene State Park.

The Curriculum and Instruction department provides support in the area of Science to campuses, teachers and students through a variety of ways including professional development workshops and training for teachers, curriculum and resources management, collaboration opportunities with Instructional Coaches and Instruction Facilitators, and assessment data disaggregation.

### Attached Supporting Documents:

Science Updates Board presentation: [School board Presentation - Science in AISD - March 5, 2026](#)

### Fiscal Implications:

None

### Administrative Recommendation:

Informational only

### Contact Person:

Jason Barber, Science Content Coordinator

Patti Blue, Associate Superintendent for Curriculum and Instruction

Keri Thornburg, Executive Director for Elementary Curriculum and Instruction

Lyndsey Williamson, Executive Director for Secondary Curriculum and Instruction



ABILENE ISD

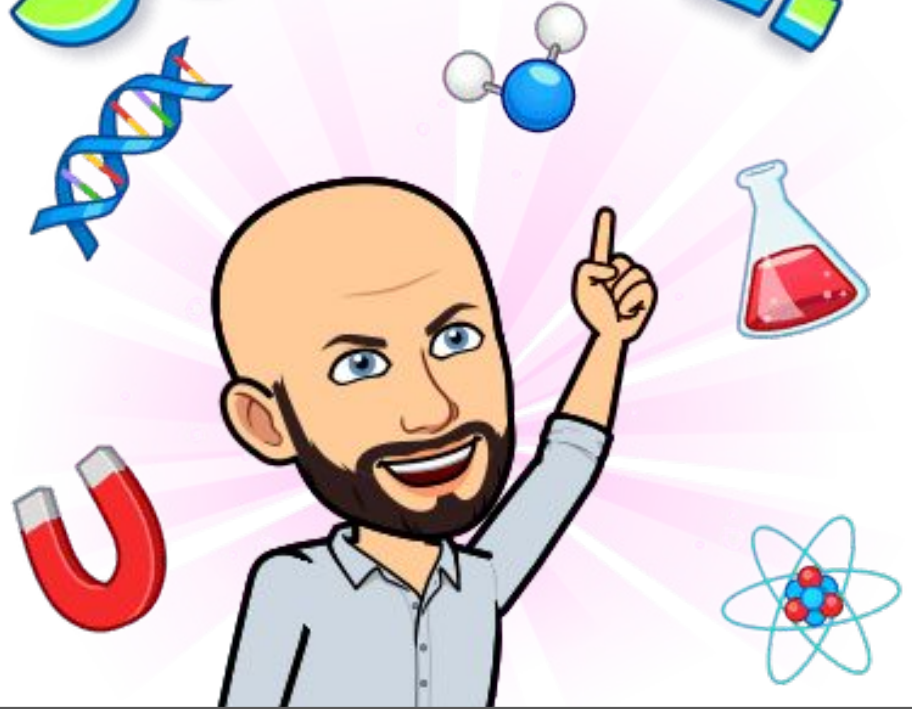


**Science Update**

# Jason Barber

Science Curriculum Coordinator K-12

# SCIENCE!




# Instructional Support for Elementary and Secondary






- Curriculum management including scope and sequence and resources (DDCDs)
- Assessment management, data tracking, and disaggregation
- Collaboration with Instructional Coaches and Instructional Facilitators
- Professional Development
- AISD Planetarium

Last year I created the **Science Hub** – a place for all science teachers to find instructional materials, resources, and important links.

[bit.ly/aisd-sci](https://bit.ly/aisd-sci)








# Science Hub

Quick Links:     

[bit.ly/aisd-sci](https://bit.ly/aisd-sci)

Welcome to the Abilene ISD Science Hub! Many of the documents linked here are only accessible to district personnel so be sure you are signed into Google with your district credentials. Links to the new TEKS RS website ([go.TCMPC.org](https://go.TCMPC.org)) require a new account which you can create, just email me and I will send the registration information for your campus. If you would like me to include additional information just email me- [jason.barber@abileneisd.org](mailto:jason.barber@abileneisd.org)

Important Dates	Safety	New TEKS	Important Links
<p><b>MARCH:</b> MAR 9, 2026 - MAR 13, 2026 - SPRING BREAK!</p> <p><b>APRIL:</b></p> <p><b>MAY:</b> MAY 21, 2026 - LAST DAY OF SCHOOL!</p>	<p>Make sure you have completed the required Science Safety Course. Email your certificate to me and your IC/IF. It is good for three years.</p> <ul style="list-style-type: none"> <li><a href="#">Elementary Science Safety Course*</a></li> <li><a href="#">Middle School Science Safety Course*</a></li> <li><a href="#">High School Science Safety Course*</a></li> </ul> <p><small>*Updated Courses for 2025-2026</small></p> <ul style="list-style-type: none"> <li><a href="#">TEA Safety Standards K-12</a></li> <li><a href="#">TEA Safety Poster</a></li> </ul> <p>Chemical Safety:</p> <ul style="list-style-type: none"> <li><a href="#">Flinn Scientific Safety Data Sheets (SDS)</a></li> <li><a href="#">Flinn Chemical Storage Guidance</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">6-12 TEKS Change Analysis</a></li> </ul> <p>Recurring Themes and Concepts:</p> <ul style="list-style-type: none"> <li><a href="#">RTC Question Prompts</a></li> <li><a href="#">RTC Posters - 8.5x11 and 18x24</a></li> <li><a href="#">Navigating the New Science TEKS Webcast series (six parts)</a></li> </ul> <p>Side by Side (Old/New) Comparisons -</p> <ul style="list-style-type: none"> <li><a href="#">Grade 3</a></li> <li><a href="#">Grade 4</a></li> <li><a href="#">Grade 5</a></li> <li><a href="#">Grade 6</a></li> <li><a href="#">Grade 7</a></li> <li><a href="#">Grade 8</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">TEA STAAR Science Resources</a></li> <li><a href="#">TEKS Guide</a></li> <li><a href="#">Instructional Strategies Playlist - Lead4ward</a></li> <li><a href="#">TEA-Texas Assessment (STAAR results)</a></li> <li><a href="#">CAST 2026 - November 12-14, 2026</a></li> </ul> <p>Science Teacher Conference in Houston, Texas Event Site: <a href="#">George R. Brown Convention Center</a> Host Hotel: <a href="#">Marriott Marquis Hotel</a></p> <ul style="list-style-type: none"> <li><a href="#">25-26 AISD Assessment Calendars -</a> <ul style="list-style-type: none"> <li><a href="#">Elementary</a></li> <li><a href="#">Middle School</a></li> <li><a href="#">High School</a></li> </ul> </li> </ul> <p> Eduphoria Aware for Teachers</p> <ul style="list-style-type: none"> <li> Power Up Assessments- BOY MAP Training for Teachers</li> <li> TEA Updates - AISD</li> <li> STEM Fluency Rubric.pdf</li> <li> How to Score Constructed Responses Created in TFAR...</li> </ul>

**Elementary** \*HMH Ed Digital Access is available through [ClassLink!](#) [HMH login tutorial](#)  
\*[HMH Platform Status](#) (Check for outages if things are not working!)

K-2	GRADE 3	GRADE 4	GRADE 5
<ul style="list-style-type: none"> <li><a href="#">DDCDs - <a href="#">Kinder - Grade 1</a> - <a href="#">Grade 2</a></a></li> <li><a href="#">Skillbook Grading Rubric - <a href="#">Kinder - Grade 1</a></a></li> <li><a href="#">Go TCMPC Curriculum - <a href="#">Kinder - Grade 1</a> - <a href="#">Grade 2</a></a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">DDCD</a></li> <li><a href="#">Go TCMPC Curriculum</a></li> <li><a href="#">Academic Vocabulary - <a href="#">English - Spanish</a></a></li> <li><a href="#">TEKS Guide for <a href="#">3rd</a> Grade Science</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">DDCD</a></li> <li><a href="#">Go TCMPC Curriculum</a></li> <li><a href="#">Academic Vocabulary - <a href="#">English - Spanish</a></a></li> <li><a href="#">TEKS Guide for <a href="#">4th</a> Grade Science</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">DDCD</a></li> <li><a href="#">Go TCMPC Curriculum</a></li> <li><a href="#">Science TEKS Clarification Document</a></li> <li><a href="#">Academic Vocabulary - <a href="#">English - Spanish</a></a></li> </ul>

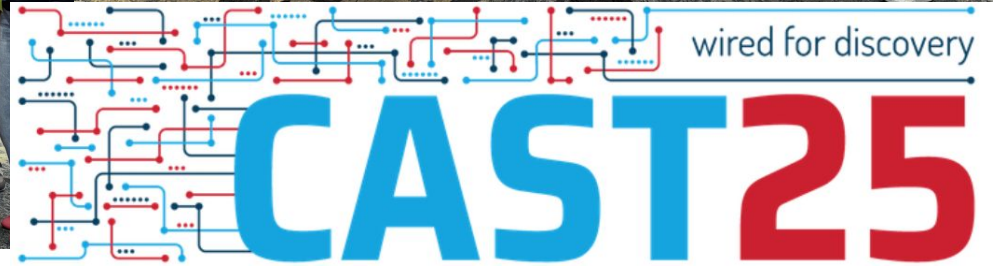
# Science Curriculum Updates - New Supplemental Resource

- **Kesler Science** - for Grades 5-8
  - TEKS aligned Science lessons
  - Interactive Activities like station labs and escape rooms



**Kesler Science**  
Engaging. Reliable. Easy.

In November, 30 Abilene ISD educators attended the Conference for the Advancement of Science Teachers!





# The Planetarium supports science instruction -

- **Instructional Support:** Reinforces classroom science standards through unique, impactful experiences.
- **Elementary & Middle School:** Field trips for all 2<sup>nd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students, featuring on-level lessons and "star room" sessions.
- **High School:** Provides astronomy students with specialized programs and content-linked demonstrations.



MORGAN JONES

**PLANETARIUM**

est. 1968

ABILENEISD

# Student Experiences



MORGAN JONES  
**PLANETARIUM**  
est. 1968  
ABILENE ISD

FIRST CHURCH  
OF CHRIST  
www.firstchurch.org

# The Planetarium reaches more audiences -

- **Out of district groups:** Student groups from area schools visit the Planetarium.
- **Monthly Public Access Shows:** 2-3 times per month we offer public events, most are at 90% capacity or more.
- **Special Events:**
  - NASA's Mobile Trailer in July 2025 brought more than 1,200 people to the Planetarium.
  - ACU Physics and Engineering hosted a solar telescope event for our AHS astronomy students.



MORGAN JONES

**PLANETARIUM**

est. 1968

ABILENEISD

**Abilene Independent School District Board Document - Agenda Item VII.A**

Meeting Date: March 5, 2026

Meeting Type: Regular Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: N/A

Subject: Budget Amendments

---

Background Information: Attached are the budget amendments that require Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. A summary of these budget amendments by functional category is provided for your review.

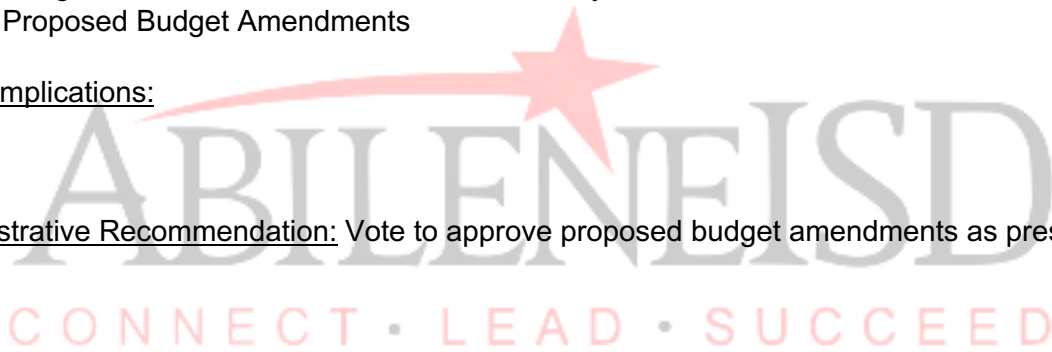
Attached Supporting Documents:

- Budget Amendments – General Fund Summary
- Budget Amendments – Other Funds Summary
- Proposed Budget Amendments

Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendments as presented.

Contact Person: Jennifer Hinds



**PROPOSED BUDGET AMENDMENTS**

**March 5, 2026**

	Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
					Fund	Function	Object	Organization
#1	199-36-6399-60-874-91-874		(4,500.00)		General	Extracurricular Activities	Supplies	Athletics-Director
	199-52-6295-60-874-91-874		4,500.00		General	Security	Contracted Services	Athletics-Director
	(Transfer funds to increase security for HS/MS Athletics)							
#2	199-13-6411-00-116-99-116		(415.00)		General	Staff Development	Travel-Employee	Stafford
	199-11-6399-00-116-11-116		(1,000.00)		General	Instruction	Supplies	Stafford
	199-23-6411-01-116-99-116		1,415.00		General	Campus Leadership	Travel-Employee	Stafford
	(Transfer funds to cover conference and travel)							
General Fund Totals		-	-	-				

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF PROPOSED BUDGET AMENDMENTS  
GENERAL FUND  
March 5, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
<b>GENERAL FUND:</b>			
<b>Revenues -</b>			
Local	\$ 46,677,984	\$ -	\$ 46,677,984
State	\$ 102,572,963	-	102,572,963
Federal	\$ 2,391,000	-	2,391,000
Total	<u>151,641,947</u>	-	<u>151,641,947</u>
<b>Expenditures -</b>			
Instruction	82,451,265	(1,000)	82,450,265
Instructional Resources and Media Services	2,068,492	-	2,068,492
Curriculum and Instructional Staff Development	1,250,207	(415)	1,249,792
Instructional Leadership	3,194,879	-	3,194,879
School Leadership	9,610,494	1,415	9,611,909
Guidance, Counseling and Evaluation Services	8,016,151	-	8,016,151
Social Work Services	1,913,541	-	1,913,541
Health Services	2,116,684	-	2,116,684
Student Transportation	6,063,378	-	6,063,378
Extracurricular Activities	3,585,806	(4,500)	3,581,306
General Administration	7,895,724	-	7,895,724
Plant Maintenance and Operations	16,267,070	-	16,267,070
Security and Monitoring Services	1,434,602	4,500	1,439,102
Data Processing Services	5,910,210	-	5,910,210
Community Services	663,406	-	663,406
Debt Services	2,607,865	-	2,607,865
Facilities Acquisition and Construction	-	-	-
Payments to JJAEP	275,000	-	275,000
Intergovernmental Charges	721,320	-	721,320
Total	<u>156,046,094</u>	-	<u>156,046,094</u>
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	<u>\$ (4,404,147)</u>	<u>\$ -</u>	<u>\$ (4,404,147)</u>

**Summary of Change in Budgeted Fund Balance:**

2025-26 Original Budgeted Deficit	(3,404,674)
Net Proceeds of Bev Ball Volleyball Tournament (Split between AHS & CHS)	(8,970)
Band Boosters Donation	3,032
Taylor Elem Donation	9,312
Net Proceeds of Halloween Girls Golf Tournament (Split between AHS & CHS)	(1,503)
Net Proceeds of AISD Soccer Invitational Tournament (Split between AHS & CHS)	(10,904)
FY25 Outstanding Purchase Orders rolled to FY26	(1,214,578)
Reverse Budget for FY25 Rolled PO's paid in FY25	224,138

\$ (4,404,147)

# ABILENE INDEPENDENT SCHOOL DISTRICT SUMMARY OF PROPOSED BUDGET AMENDMENTS STUDENT NUTRITION FUND

**March 5, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
<b>FOOD SERVICE FUND:</b>			
<b>Revenues -</b>			
Local	\$ 4,229,151	\$ -	\$ 4,229,151
State	399,046	-	399,046
Federal	8,645,800	-	8,645,800
Total	<u>13,273,997</u>	-	<u>13,273,997</u>
<b>Expenditures -</b>			
Food Service	13,172,196	-	13,172,196
Plant Maintenance and Operations	121,042	-	121,042
Debt Service	-	-	-
Total	<u>13,293,238</u>	-	<u>13,293,238</u>
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	<u>\$ (19,241)</u>	<u>\$ -</u>	<u>\$ (19,241)</u>

## DEBT SERVICE FUND

**March 5, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
<b>DEBT SERVICE FUND:</b>			
<b>Revenues -</b>			
Local	\$ 13,642,844	\$ -	\$ 13,642,844
State	-	-	-
Total	<u>13,642,844</u>	-	<u>13,642,844</u>
<b>Expenditures -</b>			
Debt Service	16,529,212	-	16,529,212
Other Intergovernmental Charges	-	-	-
Total	<u>16,529,212</u>	-	<u>16,529,212</u>
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	<u>\$ (2,886,368)</u>	<u>\$ -</u>	<u>\$ (2,886,368)</u>

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF PROPOSED BUDGET AMENDMENTS  
INTERNAL SERVICE FUND (WORKERS COMP)  
March 5, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
<b>INTERNAL SERVICE FUND:</b>			
<b>Revenues -</b>			
Local	\$ 640,000	\$ -	\$ 640,000
Total	640,000	-	640,000
<b>Expenditures -</b>			
General Administration	640,000	-	640,000
Total	640,000	-	640,000
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	\$ -	\$ -	\$ -

**Abilene Independent School District Board Document - Agenda Item VII.B.**

Meeting Date: March 5, 2026

Meeting Type: Regular Meeting

Item Type: Consent Agenda

Future Action Required: No

If Yes, Month: N/A

Subject: Monthly Financials

---

Background Information: Attached are January 2026 financial reports. Included is additional information concerning tax collections, payroll information, employee counts, enrollment & average daily attendance.

Attached Supporting Documents: January 2026 Monthly Financial Packet

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds



# ABILENE ISD



**MONTHLY FINANCIALS**  
**JANUARY 2026**



# Table of CONTENTS

01

## **Memo**

Provides a synopsis of revenues and expenditures for the reporting month.

02

## **Budget vs Actual**

Compares actual revenue & expenditures through the reporting month against latest amended budget.

03

## **Revenue & Expenditure Comparison**

Compares prior year revenue & expenditures through the reporting month with current year revenue & expenditures.

04

## **Governmental Fund Types**

Compares revenue & expenditures through the reporting month for all funds. This includes General, Special Revenue, Debt Service, Workers Comp & Capital Projects.

05

## **Employee Counts**

Summary of employee counts through the reporting month by fund and by campus/department.

06

## **Employee Counts By Month**

Summary of employee counts compared to previous month

07

## **Payroll Counts**

Summary of payroll checks & direct deposits.

08

## **Student Enrollment/ADA**

Summary of the student enrollment and average daily attendance for the reporting month.

09

## **Projected ADA**

Summary of projected ADA vs Budgeted ADA by grading period.

10


## **Tax Collections**

Summary of cumulative tax collections vs total levy & prior year.

11

## **Monthly Donation Report**

Summary of monthly donations received for the reporting month.



# Memo



**To:** Dr. John Kuhn, Superintendent of Schools  
**CC:** Dr. Joseph Waldron, Deputy Superintendent  
**From:** Jennifer Hinds, Chief Financial Officer  
**Date:** March 5, 2026  
**Re:** January 2026 Financial Information

---

Attached are the financial reports for the General Fund for the month ended January 31, 2026, and additional supplemental information for your review.

## **Revenues**

For financial statement purposes, current property tax revenue is recognized evenly throughout the year at one twelfth of the annual budget each month to better align revenue with expenditures. In the supplemental schedules, however, actual collections are presented and compared to the same period in the prior year. Because property taxes are not levied until October 1, any taxes collected in September represent delinquent collections from prior years. As a result, no current year collections are reflected for September on the supplemental schedule. The district will continue to contract with the Taylor County CAD for tax collection services, while Jones County CAD performs appraisals in Jones County as required by law. Both the Taylor County and Jones County CADs continue to do a great job monitoring and collecting taxes.

State Foundation School Program revenue and Available School Fund revenue are also recognized evenly each month for financial reporting purposes rather than based on the timing of actual receipts, which fluctuate throughout the year. The state revenue budget is reviewed and adjusted as attendance data is received after each grading period.

## **Expenditures**

Payroll costs are tracking as expected, with 41.03% of the \$126.9 million budget expended to date.

Extracurricular Activities (FC 36) expenditures are higher at 71.76% due to increased extra duty pay and travel costs. Intergovernmental Charges (FC 99) are at 51.37% due to the required budgetary allocation payments made to the county appraisal districts for fourth quarter 2025 and first quarter 2026. This level of expenditure is normal and expected and does not indicate any issues. Security and Monitoring Services (FC 52) expenditures are elevated at 68.25% due to the annual payment for APD school resource officers and security costs increases. This budget continues to be monitored as the year progresses. Overall January expenditures are within the expected range of 41.89% for this point in the fiscal year.

Debt Service (FC 71), Instructional Leadership (FC 21), and Curriculum and Instructional Staff Development (FC 13) expenditures are below budget due to the timing of costs, which typically occur later in the fiscal year.

If you have any questions, please contact me.

**Abilene Independent School District**  
**Revenues and Expenditures - Budget vs. Actual**  
**General Fund**  
**Period Ending January 2026**

	<u>Amended Budget</u>	<u>Year To Date</u>	<u>Difference</u>	<u>%</u>
<b>REVENUES</b>				
5700s - Local	\$ 46,677,984	\$ 20,424,122	\$ (26,253,862)	43.76%
5800s - State	102,572,963	41,154,517	(61,418,446)	40.12%
5900s - Federal	2,391,000	337,456	(2,053,544)	14.11%
Total Revenues	<u>\$ 151,641,947</u>	<u>\$ 61,916,095</u>	<u>\$ (89,725,852)</u>	40.83%
<b>EXPENDITURES</b>				
11 - Instruction	\$ 82,317,612	\$ 34,669,955	\$ 47,647,657	42.12%
12 - Instructional Resources and Media Services	2,068,196	829,545	1,238,651	40.11%
13 - Curriculum and Instructional Staff Development	1,247,882	314,252	933,630	25.18%
21 - Instructional Leadership	3,179,751	1,089,081	2,090,670	34.25%
23 - School Leadership	9,606,879	3,488,461	6,118,418	36.31%
31 - Guidance, Counseling and Evaluation Services	8,016,101	3,062,343	4,953,758	38.20%
32 - Social Work Services	1,913,541	802,090	1,111,451	41.92%
33 - Health Services	2,108,000	831,165	1,276,835	39.43%
34 - Student Transportation	5,711,867	2,641,163	3,070,704	46.24%
36 - Extracurricular Activities	3,564,340	2,557,705	1,006,635	71.76%
41 - General Administration	7,801,065	2,594,956	5,206,109	33.26%
51 - Facilities Maintenance and Operations	16,084,454	7,603,044	8,481,410	47.27%
52 - Security and Monitoring Services	1,421,334	970,104	451,230	68.25%
53 - Data Processing Services	5,769,786	2,295,221	3,474,565	39.78%
61 - Community Services	629,757	292,358	337,399	46.42%
71 - Debt Service	2,607,865	242,400	2,365,465	9.29%
81 - Facilities Acquisition and Construction	-	249,320	(249,320)	#DIV/0!
95 - Juvenile Justice Program	275,000	40,160	234,840	14.60%
99 - Intergovernmental Charges	721,320	370,552	350,768	51.37%
Total Expenditures	<u>\$ 155,044,750</u>	<u>\$ 64,943,875</u>	<u>\$ 90,100,875</u>	41.89%
<b>EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES</b>	<u>\$ (3,402,803)</u>	<u>\$ (3,027,780)</u>	<u>\$ (6,430,583)</u>	
<b>EXPENDITURES BY OBJECT CODE:</b>				
6100s - Payroll	\$ 126,953,731	\$ 52,088,832	\$ 74,864,899	41.03%
6200s - Purchased and Contracted Services	13,150,770	6,339,785	6,810,985	48.21%
6300s - Supplies and Materials	6,358,901	2,452,305	3,906,596	38.56%
6400s - Miscellaneous Expenditures	4,866,483	3,480,811	1,385,672	71.53%
6500s - Debt Service	2,607,865	242,400	2,365,465	9.29%
6600s - Capital Outlay	1,107,000	339,742	767,258	30.69%
Total Expenditures	<u>\$ 155,044,750</u>	<u>\$ 64,943,875</u>	<u>\$ 90,100,875</u>	41.89%

**Abilene Independent School District  
Revenues and Expenditures - Comparison  
General Fund  
Periods Ended Jan 2026 and 2025**

	Year to Date				Increase/ (Decrease)	%
	2024	Encumbr.	Actuals	2025		
<b>REVENUES</b>						
Local	\$ 19,804,186	\$ -	\$ 20,424,122	\$ 20,424,122	\$ 619,936	3.13%
State	38,005,012	-	41,154,517	41,154,517	3,149,505	8.29%
Federal	1,116,620	-	337,457	337,457	(779,163)	-69.78%
Total Revenues	<u>\$ 58,925,818</u>	<u>\$ -</u>	<u>\$ 61,916,096</u>	<u>\$ 61,916,095</u>	<u>\$ 2,990,277</u>	<u>5.07%</u>
<b>EXPENDITURES</b>						
Instruction	\$ 30,442,947	\$ 253,137	\$ 34,669,955	\$ 34,923,092	\$ 4,480,145	14.72%
Instructional Resources and Media Services	945,507	76,243	829,545	905,788	(39,719)	-4.20%
Curriculum and Instructional Staff Development	867,169	109,605	314,253	423,858	(443,311)	-51.12%
Instructional Leadership	993,208	4,497	1,089,081	1,093,578	100,370	10.11%
School Leadership	3,264,609	11,949	3,488,461	3,500,410	235,801	7.22%
Guidance, Counseling and Evaluation Services	2,452,269	5,002	3,062,343	3,067,345	615,076	25.08%
Social Work Services	792,311	4,132	802,090	806,222	13,911	1.76%
Health Services	784,743	6,000	831,165	837,165	52,422	6.68%
Student Transportation	3,099,411	929,238	2,641,163	3,570,401	470,990	15.20%
Extracurricular Activities	2,838,418	304,715	2,557,705	2,862,420	24,002	0.85%
General Administration	2,334,369	205,177	2,594,956	2,800,133	465,764	19.95%
Facilities Maintenance and Operations	8,172,637	318,961	7,603,044	7,922,005	(250,632)	-3.07%
Security and Monitoring Services	953,123	35,695	970,104	1,005,799	52,676	5.53%
Data Processing Services	3,533,043	864,878	2,295,221	3,160,099	(372,944)	-10.56%
Community Services	260,994	15,446	292,358	307,804	46,810	17.94%
Debt Services	2,027,361	35,459	242,400	277,859	(1,749,502)	-86.29%
Facilities Acquisition and Construction	133,369	-	249,320	249,320	115,951	86.94%
Juvenile Justice Program	155,120	-	40,160	40,160	(114,960)	-74.11%
Intergovernmental Charges	356,098	-	370,552	370,552	14,454	4.06%
Total Expenditures	<u>\$ 64,406,706</u>	<u>\$ 3,180,134</u>	<u>\$ 64,943,876</u>	<u>\$ 68,124,010</u>	<u>\$ 3,717,304</u>	<u>5.77%</u>
<b>OTHER</b>						
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	<u>\$ (5,480,888)</u>	<u>\$ (3,180,134)</u>	<u>\$ (3,027,780)</u>	<u>\$ (6,207,915)</u>	<u>\$ (727,027)</u>	
<b>EXPENDITURES BY OBJECT CODE:</b>						
Payroll	\$ 45,782,689	\$ -	\$ 52,088,833	\$ 52,088,833	\$ 6,306,144	13.77%
Purchased and Contracted Services	7,474,402	913,927	6,339,785	7,253,712	(220,690)	-2.95%
Supplies and Materials	4,015,247	1,137,476	2,452,305	3,589,781	(425,466)	-10.60%
Miscellaneous Expenditures	4,426,817	216,997	3,480,811	3,697,808	(729,009)	-16.47%
Debt Service	2,027,361	35,459	242,400	277,859	(1,749,502)	-86.29%
Capital Outlay	680,189	876,275	339,742	1,216,017	535,828	78.78%
Total Expenditures	<u>\$ 64,406,706</u>	<u>\$ 3,180,134</u>	<u>\$ 64,943,876</u>	<u>\$ 68,124,010</u>	<u>\$ 3,717,304</u>	<u>5.77%</u>

**Abilene Independent School District  
Revenues and Expenditures  
Governmental Fund Types  
Period Ending January 2026**

	<u>Revenues/ Other Resources</u>	<u>Expenditures/ Other Uses</u>	<u>Revenues Over/(Under) Expenditures</u>
<b>General Fund:</b>			
190 Shotwell Complex	\$ 587,429	430,580	\$ 156,849
197 Extracurricular (beyond District)	6,320	122,766	\$ (116,446)
199 General Operating	61,322,346	67,570,664	\$ (6,248,318)
Total	<u>\$ 61,916,095</u>	<u>\$ 68,124,010</u>	<u>\$ (6,207,915)</u>
<b>Special Revenue Fund:</b>			
205 Head Start	1,389,006	1,408,365	(19,359)
206 McKinney Vento Grant	41,428	44,907	(3,479)
211 ESEA Title I	4,092,756	4,179,655	(86,899)
224 IDEA-B Formula	1,418,059	1,559,310	(141,251)
225 IDEA-B Preschool	46,038	69,938	(23,900)
240 Food Service	5,120,620	4,914,792	205,828
244 Carl Perkins-Vocational Education	98,228	100,246	(2,018)
255 ESEA Title II, TPTR	111,561	130,421	(18,860)
263 Title III	35,877	36,925	(1,048)
288 Early Head Start	1,258,527	1,376,852	(118,325)
289 Title IV, Part A - SSAEP	-	29,732	(29,732)
309 Adult Education-Federal	323,918	328,748	(4,830)
312 Temp. Assistance for Needy Families-Federal	12,286	12,590	(304)
410 Textbook	214,041	155,454	58,587
412 Childcare Services	60,879	5,353	55,526
429 State Funded Special Revenue Funds	419,231	585,878	(166,647)
431 Adult Education-State	41,923	42,166	(243)
435 Deaf Ed - State	-	43,925	(43,925)
461 Campus Activity Fund	168,848	102,170	66,678
481 Holland Medical HS Community Donation	3,000	-	3,000
489 Abilene Education Foundation	103,466	102,705	761
492 Kids Learning Together	48,133	12,362	35,771
493 Homeless Supply Program	-	955	(955)
496 Regional Day School for the Deaf-Local	32,559	122,090	(89,531)
499 Other	11,109	-	11,109
Total	<u>\$ 15,053,316</u>	<u>\$ 15,365,539</u>	<u>\$ (312,222)</u>
<b>Debt Service Fund:</b>			
599 Debt Service	<u>\$ 14,128,619</u>	<u>\$ -</u>	<u>\$ 14,128,619</u>
<b>Workers Comp Fund:</b>			
770 Workers Comp	<u>\$ 318,748</u>	<u>\$ 455,732</u>	<u>\$ (136,984)</u>

**Abilene Independent School District  
Employee Counts As of January 31, 2026**

Org	Campus/Department	January 2026 Employee Counts		Total
		General Fund	Other Funds	
<b>High Schools:</b>				
001	Abilene High School	167.250	18.200	185.450
002	Cooper High School	165.250	21.515	186.765
009	Holland Medical HS-HSU	7.000	-	7.000
010	ATEMS High School	42.000	9.000	51.000
011	The LIFT	2.000	-	2.000
<b>Middle Schools:</b>				
044	Madison Middle School	63.150	12.875	76.025
045	Mann Middle School	69.732	16.000	85.732
047	Clack Middle School	73.050	10.000	83.050
048	Craig Middle School	79.550	11.000	90.550
<b>Elementary Schools:</b>				
102	Austin Elementary	73.550	14.440	87.990
103	Bonham Elementary	52.640	16.730	69.370
104	Bowie Elementary	61.250	13.000	74.250
108	Dyess Elementary	59.550	17.340	76.890
112	Alcorta Elementary	43.950	11.330	55.280
113	Purcell Elementary	56.340	12.330	68.670
116	Stafford Elementary	52.858	13.330	66.188
121	Taylor Elementary	68.850	9.000	77.850
150	Ward Elementary	45.350	13.340	58.690
152	Martinez Elementary	57.230	10.340	67.570
153	Bassetti Elementary	59.450	17.830	77.280
<b>Other Campuses:</b>				
003	Woodson Center for Excellence	35.000	3.000	38.000
004	Adult Education	1.000	6.000	7.000
006	DAEP	20.000	-	20.000
008	Juvenile Detention Ctr	2.000	-	2.000
107	Crockett Early Head Start	3.000	67.060	70.060
120	Hartford/SAP	3.000	-	3.000
131	Planetarium	0.500	-	0.500
156	Long Early Learning Center	81.000	85.440	166.440
<b>Departments:</b>				
701	Superintendent	3.000	-	3.000
720	Student Services	6.000	-	6.000
726	Deputy Supt/Operations	5.000	-	5.000
727	Finance	4.000	-	4.000
728	Human Resources	10.500	-	10.500
729	Accounting & Payroll Department	11.000	-	11.000
731	Purchasing Department	7.000	-	7.000
733	Textbook/Instructional Materials	0.500	-	0.500
734	Leadership	4.500	-	4.500
735	Innovation and Program Development	1.000	-	1.000
740	AISD Districtwide	1.000	-	1.000
742	One AISD Center	2.000	-	2.000
800	Transportation	96.000	-	96.000
801	Curriculum & Instruction	12.000	1.600	13.600
804	Fine Arts	3.000	-	3.000
806	LRC Services	1.000	-	1.000
808	Technology Center	25.500	-	25.500
810	Employee Benefits	1.000	-	1.000
819	Social Workers	6.000	-	6.000
832	Director of CTE	3.000	-	3.000
852	Academic Support/Staff Development	1.000	-	1.000
862	Communications	5.000	-	5.000
863	Special Education	43.950	9.050	53.000
867	Bilingual Coordinator	4.000	-	4.000
872	Attendance Officers	3.000	-	3.000
873	Health Services	2.000	-	2.000
874	Athletics	5.000	-	5.000
876	Shotwell Concessions	-	1.000	1.000
880	Title I Office	-	6.000	6.000
893	AISD TV	1.000	-	1.000
908	Print Shop	1.000	-	1.000
925	PEIMS Department	5.000	-	5.000
938	Food Service	-	22.000	22.000
939	Catering (Food Service)	-	2.000	2.000
951	Maintenance	41.000	-	41.000
952	Warehouse	5.500	-	5.500
953	Custodial	5.000	-	5.000
954	Energy Management	1.000	-	1.000
<b>Total</b>		<b>1,771.950</b>	<b>450.750</b>	<b>2,222.700</b>

\*Employee Counts are based on assignment account FTE Percentage to enable us to determine which fund and campus the employee is assigned to.

**Abilene Independent School District  
Employee Counts By Month**

Month	Fiscal Year 2025-2026 Employee Counts			Total Change vs Prior Month	Fiscal Year 2024-2025 Employee Counts			Total Change vs Prior Year
	General Fund	Other Funds	Total		General Fund	Other Funds	Total	
September	1,786.070	470.030	2,256.100	-	1,909.950	549.050	2,459.000	(202.900)
October	1,786.070	470.030	2,256.100	-	1,892.950	558.050	2,451.000	(194.900)
November	1,777.950	466.050	2,244.000	(12.100)	1,899.950	555.050	2,455.000	(211.000)
December	1,777.950	466.050	2,244.000	-	1,897.950	544.050	2,442.000	(198.000)
January	1,771.950	450.750	2,222.700	(21.300)	1,885.450	533.160	2,418.610	(195.910)
February	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-
July	-	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-	-
Fiscal Year 2026				(33.400)				

**Fiscal Year 2025-2026  
Employee Counts**

Month	General Fund	Change vs Prior Month	Other Funds	Change vs Prior Month	Total	Change vs Prior Month
September	1,786.070	-	470.030	-	2,256.100	-
October	1,786.070	-	470.030	-	2,256.100	-
November	1,777.950	(8.120)	466.050	(3.980)	2,244.000	(12.100)
December	1,777.950	-	466.050	-	2,244.000	-
January	1,771.950	(6.000)	450.750	(15.300)	2,222.700	(21.300)
February	-	-	-	-	-	-
March	-	-	-	-	-	-
April	-	-	-	-	-	-
May	-	-	-	-	-	-
June	-	-	-	-	-	-
July	-	-	-	-	-	-
August	-	-	-	-	-	-
Fiscal Year 2026						(33.400)

**Fiscal Year 2025-2026  
Employee Counts**

Month	FY26	FY25	Change vs Prior Year	FY26	FY25	Change vs Prior Year	FY26	FY25	Change vs Prior Year
	General Fund	General Fund		Other Funds	Other Funds		Total	Total	
September	1,786.070	1,909.950	(123.880)	470.030	549.050	(79.020)	2,256.100	2,459.000	(202.900)
October	1,786.070	1,892.950	(106.880)	470.030	558.050	(88.020)	2,256.100	2,451.000	(194.900)
November	1,777.950	1,899.950	(122.000)	466.050	555.050	(89.000)	2,244.000	2,455.000	(211.000)
December	1,777.950	1,897.950	(120.000)	466.050	544.050	(78.000)	2,244.000	2,442.000	(198.000)
January	1,771.950	1,885.450	(113.500)	450.750	533.160	(82.410)	2,222.700	2,418.610	(195.910)
February	-	-	-	-	-	-	-	-	-
March	-	-	-	-	-	-	-	-	-
April	-	-	-	-	-	-	-	-	-
May	-	-	-	-	-	-	-	-	-
June	-	-	-	-	-	-	-	-	-
July	-	-	-	-	-	-	-	-	-
August	-	-	-	-	-	-	-	-	-
Fiscal Year 2026									

**ABILENE INDEPENDENT SCHOOL DISTRICT  
STUDENT ENROLLMENT & ATTENDANCE DATA  
PERIOD ENDED JANUARY 31, 2026**

**Student Enrollment Counts:**

	<b>2025-26 FY26 Enrollment Amount</b>	<b>2024-25 FY25 Enrollment Amount</b>	<b>Year-Over-Year Change</b>
September	14,456	14,607	(151.00)
October	14,426	14,538	(112.00)
November	14,391	14,539	(148.00)
December	14,301	14,409	(108.00)
January	14,263	14,435	(172.00)
February		14,446	(14,446.00)
March		14,436	(14,436.00)
April		14,383	(14,383.00)
May		14,304	(14,304.00)
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

**Attendance Rate:**

	<b>2025-26 Attendance Rate</b>	<b>2024-25 Attendance Rate</b>	<b>Year-Over-Year Change</b>
September	94.60%	93.40%	1.20%
October	93.70%	95.40%	-1.70%
November	90.70%	92.00%	-1.30%
December	88.40%	90.20%	-1.80%
January	89.30%	86.10%	3.20%
February		92.20%	-92.20%
March		93.50%	-93.50%
April		94.80%	-94.80%
May		90.20%	-90.20%
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

**Average Daily Attendance:**

	<b>2025-26 FY25 ADA Amount</b>	<b>2024-25 FY24 ADA Amount</b>	<b>Year-Over-Year Change</b>
September	13,675	13,643	32.44
October	13,517	13,869	(352.09)
November	13,053	13,376	(323.24)
December	12,642	12,997	(354.83)
January	12,737	12,429	308.32
February	-	13,319	(13,319.21)
March	-	13,498	(13,497.66)
April	-	13,635	(13,635.08)
May	-	12,902	(12,902.21)
June	N/A	N/A	N/A
July	N/A	N/A	N/A
August			

**ABILENE INDEPENDENT SCHOOL DISTRICT  
PROJECTED AVERAGE DAILY ATTENDANCE  
PERIOD ENDED JANUARY 31, 2026**

**PROJECTED AVERAGE DAILY ATTENDANCE:**

	Cumulative ADA	2025-2026 Projected End of Year		Budget VS. Actual Cumulative		
		ADA	WADA	ADA	WADA	
Budgeted	12,600	n/a	18,250.139			
Six week period -						
First	ENDS 9/22/2025	13,273.060	13,273.060	19,612.685	673.060	1,362.546
Second	ENDS 10/31/2025	13,203.390	13,203.390	19,542.777	603.390	1,292.638
Third	ENDS 12/19/2025	13,100.960	13,100.960	19,427.089	500.960	1,176.950
Fourth	ENDS 2/17/2026	-	-	-	-	-
Fifth		-	-	-	-	-
Sixth		-	-	-	-	-

This information is presented to project what the ADA/WADA will be at the end of 2024-25. The projected ADA is based on a historical average that compares each six weeks cumulative ADA with the final ADA. WADA is calculated based on the various weights of each instructional setting. The State revenue budget is based on the budgeted ADA/WADA

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUPPLEMENTAL INFORMATION  
PERIOD ENDED JANUARY 31, 2026**

**TAX COLLECTIONS - current:**

	2025-26		2024-25		Variance Compared to Tax Levy (Cumulative)	
	Cumulative tax collections Amount	Percent	Cumulative tax collections Amount	Percent	Amount	Percent
Tax levy	\$ 60,955,105	100.00%	\$ 58,876,587	100.00%		
September	-	0.00%	-	0.00%	-	0.00%
October	2,909,647	4.77%	724,030	1.23%	2,159,899.00	3.54%
November	8,842,049	14.51%	8,798,912	14.94%	(264,644.00)	-0.43%
December	24,683,522	40.49%	26,154,973	44.42%	(2,392,735.00)	-3.93%
January	49,132,266	80.60%	47,498,417	80.67%	(40,217.00)	-0.07%

This information will be used to track District tax collections. Any significant deviations would potentially warrant an adjustment to the District budget. Taxes are officially levied on October 1. As a result, there are no current collections during the month of September each year. Tax collections become delinquent on January 31.

**NUMBER OF PAYROLL CHECKS AND DIRECT DEPOSITS:**

	2025-26	2024-25	Net
	Payroll checks/direct deposits	Payroll checks/direct deposits	Change
September	2,196	2,379	(183)
October	2,196	2,391	(195)
November	2,200	2,400	(201)
December	2,204	2,396	(192)
January	2,195	2,384	(189)

This information is presented to determine if there are any significant fluctuations in the number of employees being paid in any given month. It only includes regular employees from all funding sources, but not any substitutes.



**Abilene ISD**  
**Monthly Donations Report**  
**Jan-26**

<b>Date</b>	<b>Campus/Department</b>	<b>Donor Name</b>	<b>Donor Address</b>	<b>Value</b>	<b>Description of Donation</b>	<b>Purpose of Donation</b>	<b>Fund</b>
1/15/2026	COOPER HIGH	CARL LYNN INGRAM	2666 BUFFALO GAP RD 79605	\$ 2,000.00	MONETARY	CHINLE AZ TRIP	865

**Abilene Independent School District Board Document - Agenda Item VII.C**

Meeting Date: March 5, 2026

Meeting Type: Regular Meeting

Item Type: Consent

Future Action Required: No

If Yes, Month: N/A

Subject: February 2025 Minutes

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Background Information:

Attached Supporting Documents:

- February 5, 2026 – Board Workshop Minutes
- February 9, 2026 – Regular Meeting Minutes
- February 16, 2026 – Special Meeting Minutes
- February 18, 2026 – Special Meeting Minutes
- February 25, 2026 – Special Meeting Minutes

Fiscal Implications:



Administrative Recommendation:

Approve minutes as presented.

Contact Person:

Robin Jones, Administrative Assistant to the Superintendent and Board of Trustees

Minutes of the February 5, 2026,  
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 5:00 p.m., February 5, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, and Mr. Blair Schroeder. Members absent: Dr. Taylor Tidmore.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Mrs. Jennifer Hinds, Chief Financial Officer; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There was 1.

- Tammy Fogle – Center for Innovation (Project Based Learning)

- III. Center for Innovation

Mrs. Keri Thornburg, Executive Director for Elementary Education, and Mr. Clay Johnson, Executive Director for Fine Arts, provided an update on the Center for Innovation which consists of two fifth grade classes housed on the McMurry University campus. They shared that there is an opportunity for new focus to Fine Arts, including music, art, dance, and theater as part of the Building Brighter Futures initiative. This will be in addition to the existing academic rigor and collaborative opportunities that are currently in place.

- IV. Adjournment to Closed Session:

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:32 p.m.

- A. Pursuant to Texas Government Code § 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code.
- B. Pursuant to Texas Government Code § 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee.
  - I. Superintendent Performance Evaluation and Contract Considerations

- V. Reconvene from Closed Session

The Board reconvened at 7:17 p.m.

- VI. Adjournment

There being no further business, the meeting adjourned at 7:17 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

Minutes of the February 9, 2026,  
Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Regular Meeting at 5:00 p.m., February 9, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Jordan Ziemer, Executive Director for Communications; Mr. Jay Ashby, Executive Director for Innovation; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

- I. Call to Order
- II. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:00 p.m.

- A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
    - I. Professional Employment Contracts
    - II. Superintendent Performance Evaluation and Contract Considerations
  - B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)
  - C. The Board may discuss matters of Safety and Security. (Section 551.076)
  - D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
  - E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
- III. Reconvene from Closed Session (Approximately 6:30 p.m.)

The Board reconvened at 6:29 p.m.

- A. Invocation

Mrs. Angie Wiley called on Mrs. Patti Blue to give the invocation and lead the pledges.

- B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
- C. Board/Superintendent Announcements

Dr. John Kuhn shared the following upcoming events:

- February 12 – Super Crew meeting at Hendrick Home for Children
- February 12 – Kelly Rayburn will receive the Abilene Citizen’s Award from the Abilene Police Department
- February 18 – Board Pathways Training
- February 20 – Shark Tank Presentations at Austin
- March 5 – Combined Board Workshop and Regular Meeting

Dr. John Kuhn also read a letter from AISD Live Alum, Aaliya Ramirez (Current Radio/Television/Film Program Student at UT-Austin), to Mrs. Karen Batson. Aaliya thanked Mrs. Batson for everything she taught her in the A/V class at The LIFT which put her on a path to where she is now.

- I. Teaching Minute

The Teaching Minute video highlighted Dyslexia Intervention: Reading by Design as being taught by Mrs. Marijon Waldron to her students at Ward Elementary.

- IV. Recognitions
  - A. AP Honor Roll Platinum School Designation

Mrs. Patti Blue recognized ATEMS High School, along with Mr. Brandon Randell, Director, Mrs. Crisstie Crim, Asst. Director, and Mrs. Kelly Windham, Counselor, for receiving the AP Honor Roll Platinum School Designation.

B. THSCA ROCK Class of 2026

Mr. Jim Garfield, Executive Director recognized the following Rare Outstanding Compelled Knowledgeable (ROCK) Coaches Mentoring Program participants for 2026:

- Mr. Austin Schoonmaker – presented by Coach Mike Fullen (AHS)
- Mr. Jayden Arnwine – presented by Coach Aaron Roan (CHS)

C. Abilene Young Professionals 20 Under 40 Award

Mrs. Kaitlin Paonessa, Assistant Director of Communications, recognized Dr. Jordan Ziemer for receiving the Abilene Chamber of Commerce Abilene Young Professionals 20 Under 40 Award.

V. Oral Communications from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There were 17.

- Krysten Ughaze – Opposition to Book Censorship
- Karen Heflin – Affirmations
- Lily Lemmons – Libraries
- Eric Lemmons – SLAC Book Recommendation Appeal
- Tammy Fogle – Appealed Library Materials
- Summer Walters – AISD Libraries/Support
- Katie Maxwell – AISD Counselors
- Angela Walker – Library
- Katie Hahn – Impact of AISD Fine Arts Programs
- Kalyn Gensic – Library Books
- Kate Stover – Library
- Tali Mullins – Books
- Kregg Pierson – Libraries
- Princess Shabani – Support for AISD
- Ashley Llewellyn – Teacher/Support of AISD
- Andrea Robison – AISD Library
- Dorcas Mussy – Support for AISD

VI. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Dr. Danny Wheat made a motion to approve the Consent Agenda and presented. Mr. Rodney Goodman seconded the motion and it passed 7-0.

Ayes: Enriquez, Tidmore, Wheat, Schroeder, Goodman, Earles, and Wiley

Nays: None

- A. The Board will consider approval of the Budget Amendments.
  - B. The Board will consider accepting the December Financials.
  - C. The Board will consider approval of the Minutes of the January 8, 2026, Workshop Meeting; January 12, 2026, Regular Meeting; January 14, 2026, Special Meeting; January 15, 2026, Special Meeting; and January 29, 2026, Special Meeting.
  - D. The Board will consider approval of Acquisition of Library Materials.
  - E. The Board will consider approval of Targeted Improvement Plans (TIP).
  - F. The Board will consider approval of the Order Calling for the May 2, 2026, School Board Election.
  - G. The Board will consider approval of the Agreement and Contract with Taylor County Elections Office for Joint Election Service for the May 2, 2026, School Board Election
  - H. The Board will consider approval of the Proposed Polling Places for the Joint Election on May 2, 2026.
  - I. The Board will consider approval of Abilene High School Out of Country Trip Request.
  - J. The Board will consider Jones County Trust Property Bid - Parcel 25772.
  - K. The Board will consider nominations to the Board of Directors of the Jones County Appraisal District.
  - L. The Board will consider nominations to the Board of Directors of the Taylor County Appraisal District.
- VII. Business Items Requiring Board Action
- A. The Board will consider Teacher Certification Requirements.

Mrs. Alison Sims presented the District's plan to address the use of uncertified teachers in foundation curriculum courses as required by Texas Education Code § 21.0032(a). The goal of this plan is to reach full certification compliance by the 2029-2030 school year.

Mrs. Angie Wiley asked if there was a motion regarding Teacher Certification Requirements. Mr. Blair Schroeder made a motion to approve the Teacher Certification Requirements as present. The motion was seconded by Dr. Taylor Tidmore and passed 7-0.

Ayes: Goodman, Wiley, Enriquez, Earles, Schroeder, Wheat, and Tidmore

Nays: None

- B. The Board will consider adopting resolution regarding Daily Prayer Period Pursuant to Tex. Educ. Code 25.0823(a-1).

Mrs. Alison Sims shared information regarding Senate Bill 11 (SB 11) which authorizes school districts to adopt a policy requiring each campus to provide an opportunity for a daily prayer period. This bill requires each school district to conduct a recorded vote on this matter no later than March 1, 2026. Mrs. Sims covered the current District policies that address prayer and religious experience as well as the requirements of SB 11 if adopted.

Mrs. Angie Wiley asked if there was a motion regarding the Daily Prayer Period. Mr. Blair Schroeder made a motion to not adopt a resolution requiring a Daily Prayer Period pursuant to Texas Education Code 25.0823(a.1). The motion was seconded by Dr. Taylor Tidmore and passed 6-1.

Ayes: Tidmore, Earles, Wiley, Goodman, Enriquez, and Schroeder

Nays: Wheat

- C. The Board will consider the Appealed Library Materials Board Decision on January 8, 2026.

Mrs. Angie Wiley shared that SB 13 states that if an appeal is made on the decision on challenged books, the board shall take action at the first open meeting of the board held after the date the appeal is filed. She asked if a Board member wished to discuss specific titles being appealed. Mr. Rodney Goodman requested discussion about removing the book *Like a Love Story*. Following the discussion, Mr. Rodney Goodman made a motion to approve all of the titles except *Like a Love Story*. There was no second, so the motion failed. Dr. Taylor Tidmore made a motion to retain the following titles in the Abilene ISD Catalog as recommended by the SLAC and approved by the Board of Trustees on January 8, 2026:

- *99 Days*
- *Black Flamingo*
- *Crank* (reclassified to 11<sup>th</sup>/12<sup>th</sup> graders)
- *Like a Love Story* (reclassified to 11<sup>th</sup>/12<sup>th</sup> graders)
- *The Haters* (reclassified to 11<sup>th</sup>/12<sup>th</sup> graders)
- *Yolk* (reclassified to 11<sup>th</sup>/12<sup>th</sup> graders)

The motion was seconded by Mr. Blair Schroeder and passed 6-1.

Ayes: Wiley, Schroeder, Wheat, Tidmore, Earles, and Enriquez

Nays: Goodman

VIII. The Board may take action relevant to Items Covered During Closed Session.

A. The Board will consider approval of Personnel Recommendations, if any.

I. Professional Employment Contracts

II. Superintendent Performance Evaluation and Contract Consideration

Mrs. Angie Wiley asked if there was a motion regarding the Superintendent's Contract. Dr. Taylor Tidmore made a motion to accept the Resignation of Dr. John Kuhn as Superintendent of Abilene ISD effective June 30, 2026. The motion was seconded by Mrs. Angie Wiley and passed 7-0.

Ayes: Schroeder, Wheat, Goodman, Tidmore, Wiley, Enriquez, and Earles.

Nays: None

- B. Matters pertaining to Real Property, if any
- C. Matters pertaining to Safety and Security, if any
- D. Matters pertaining to Litigation, if any
- E. Matters pertaining to Students, if any

IX. Adjournment

There being no further business, the meeting adjourned at 7:52 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

Minutes of the February 16, 2026,  
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 6:00 p.m., February 16, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 6:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: Mr. Bill Enriquez, Assistant Secretary

Administrators present for all or part of the meeting: Dr. Joseph Waldron, Deputy Superintendent; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

There was no public comment.

- III. Adjournment to Closed Session:

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 6:01 p.m.

- A. Pursuant to Texas Government Code § 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code.
- B. Pursuant to Texas Government Code § 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee.
  - I. Interview Candidate(s) for the Superintendent of Schools Position
  - II. Discussion and Consideration of Candidate(s) for the Position of Superintendent

- IV. Reconvene from Closed Session

The Board reconvened at 9:23 p.m.

- V. Adjournment

There being no further business, the meeting adjourned at 9:23 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

Minutes of the February 18, 2026,  
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 5:00 p.m., February 18, 2026, in the Alta Vista Room at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mr. Rodney Goodman, Vice President of the Board of Trustees, called the meeting to order at 5:01 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

There was no public comment.

- III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mr. Rodney Goodman announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 5:01 p.m.

- A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)

- I. SGS Board Pathway Conversation

Training was provided by Ms. Dana Ray and Mr. Paul Pastorek of Civic Solutions Group.

- B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)

- C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)

- IV. Reconvene from Closed Session

The Board reconvened at 8:38 p.m.

- V. The Board may take action relevant to Items Covered During Closed Session.

- VI. Adjournment

There being no further business, the meeting adjourned at 8:38 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

Minutes of the February 25, 2026,  
Special Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Meeting at 4:45 p.m., February 25, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 4:45 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Dr. Danny Wheat, Dr. Taylor Tidmore, and Mr. Blair Schroeder. Members absent: Mr. Bill Enriquez, Assistant Secretary.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Mrs. Patti Blue, Associate Superintendent for Curriculum and Instruction; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Jordan Ziemer, Executive Director for Communications; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees

- I. Call to Order
- II. Oral Communication from the Public

There was no public comment.

- III. Adjournment to Closed Session:

The Board did not adjourn to Closed Session.

- A. Pursuant to Texas Government Code § 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Local Government Code.
- B. Pursuant to Texas Government Code § 551.074 for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer, employee, or to hear complaints or charges against a public officer or employee.
  - I. Interview Candidate(s) for the Superintendent of Schools Position
  - II. Discussion and Consideration of Candidate(s) for the Position of Superintendent
  - III. Discussion and Consideration of Candidate(s) for the Position of Superintendent and the possible Naming of Lone Finalist for the Position of Superintendent
  - IV. Discussion and Consideration of Possible Delegation of Authority to Negotiate Superintendent Contract

- IV. Reconvene from Closed Session

- A. Consider Naming Lone Finalist for the Position of School Superintendent

Mrs. Angie Wiley asked if there was a motion regarding Naming Lone Finalist for the Position of School Superintendent. Mr. Blair Schroeder made a motion that the Board of Trustees of Abilene ISD name Dr. Joseph Waldron as the Lone Finalist for the position of Superintendent and further moved that the Board authorize the Board President to negotiate the contract within the terms described in Closed Session. The motion was seconded by Dr. Danny Wheat and passed 6-0.

Ayes: Goodman, Wiley, Earles, Schroeder, Wheat, and Tidmore

Nays: None

Absent: Enriquez

- B. Consider Delegation of Authority to Negotiate Superintendent Contract
- C. Consider Resolution Establishing a Transition Plan

Mrs. Angie Wiley asked if there was a motion regarding the Transition Plan. Mr. Rodney Goodman made a motion to approve the Resolution Establishing a Transition Plan. The motion was seconded by Mrs. Angie Wiley and passed 6-0.

Ayes: Tidmore, Schroeder, Wheat, Earles, Wiley, and Goodman

Nays: None

Absent: Enriquez

V. Adjournment

There being no further business, the meeting adjourned at 4:53 p.m.

**APPROVED:**

\_\_\_\_\_  
**President**

**ATTEST:**

\_\_\_\_\_  
**Secretary**

## **Abilene Independent School District Board Document - Agenda Item**

Meeting Date: March 5, 2026

Meeting Type: Regular

Item Type: Consent Agenda    Future Action Required: Yes    If Yes, Month: March

Subject: Certification of Provision of Instructional Materials for 2026 - 2027

---

### **Background Information:**

In accordance with [Texas Education Code \(TEC\) §31.1011](#), local school systems are required to certify annually to the State Board of Education (SBOE) and the Commissioner of Education that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, [Section 28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

### **Attached Supporting Documents:**

- TEA Survey - [Abilene ISD 2026-27 certification-of-provision-of-im-survey-TEA.pdf](#)
- Signature page - [Abilene ISD 26-27 Board Ratification - Certification of provision of Instructional Materials.pdf](#)

### **Fiscal Implications:**

Related to district expenses provided in all instructional areas and ability to access instructional materials funding in the EMAT ordering system.

### **Administrative Recommendation:**

Ratification of the Certification of Provision of Instructional Materials 2026-27 form, including the approval signatures of the Board president and Board secretary for submission of the AISD survey to TEA.

### **Contact Person:**

Patti Blue, Associate Superintendent for Curriculum and Instruction

Keri Thornburg, Executive Director for Elementary Curriculum and Instruction

Lyndsey Williamson, Executive Director for Secondary Curriculum and Instruction

# Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

**District County Number (6-digit ID):**

221901

**District Name:**

Abilene Independent School District

**Date of Ratification by Local School Board of Trustees or Governing Body:**

March 5, 2026

**Signature of the Board President and Secretary or Governing Board Officer**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

**After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.**

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**

# PREWORK FORM



## **Certification of Provision of Instructional Materials Survey 2026–27**

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# Survey Prewrite Form

## 2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prework form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prework form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
  - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prework form and survey by **May 1, 2026**. The prework form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

## Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

## Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at [im.tea.texas.gov](http://im.tea.texas.gov).
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
  - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
  - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Pework Form, survey, or process, please submit a [Help Desk ticket](#).

## Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

## Qualtrics Survey and Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Pework Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

## **Instructional Materials Procurement Reminder**

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

# Certification 2026–27 Survey Questions

## Background Information

**QUESTION 1.0:**

Name of person completing this form:

**QUESTION 1.1:**

Your email address:

**QUESTION 1.2:**

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

## Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

**QUESTION 2.0:**

Region #

**QUESTION 2.1:**

School system name and number

**QUESTION 2.2:**

Name of superintendent

**QUESTION 2.3:**

Email address of the superintendent

**QUESTION 2.4:**

Name of the school board president or officer of the governing body

**QUESTION 2.5:**

Email address of the school board president or officer of the governing body

**QUESTION 2.6:**

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

# Reading Language Arts Certification

## Scope and Sequence: All Grade Levels RLA

### QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

Yes

No

## English Reading Language Arts K–5 TEKS Coverage Certification

### QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

## English Reading Language Arts K–5 Instructional Materials

### QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**English RLA and/or Phonics grades K-5** full-subject and/or supplemental publisher(s)/ product(s) used:

**QUESTION 5.1:**

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K-5) in their classroom on a regular basis?

**QUESTION 5.2:**

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K-3) in their classroom on a regular basis?

## Spanish Reading Language Arts K–5 TEKS Coverage Certification

### QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## Spanish Reading Language Arts K–5 Instructional Materials

### QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Spanish RLA and/or Phonics grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

### QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

**QUESTION 7.2:**

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

## English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

**QUESTION 8.0:**

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## English Reading Language Arts (RLA) 6–8 Instructional Materials

### QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**English RLA grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

## English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

### QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.

Yes

No

## English Reading Language Arts (RLA) 9–12 Instructional Materials

### QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**English RLA grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

# Mathematics Certification

## Scope and Sequence: All Grade Levels Mathematics

### QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

Yes

No

## Mathematics K–5 TEKS Coverage Certification

### QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics K–5 Instructional Materials

### QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Mathematics grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

**QUESTION 14.1:**

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

## Mathematics 6–8 TEKS Coverage Certification

**QUESTION 15.0**

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
- No

## Mathematics 6–8 Instructional Materials

**QUESTION 16.0:**

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/product(s) used:

**QUESTION 16.0B:**

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

## Advanced Mathematics 6–8 Instructional Materials

**QUESTION 17.0:**

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Advanced Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

## Mathematics 9–12 TEKS Coverage Certification

### QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
- No

## Mathematics 9–12 Instructional Materials

### QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Mathematics grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

## Social Studies Certification

### Scope and Sequence: All Grade Levels Social Studies

**QUESTION 20.0:**

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

### Social Studies K–5 TEKS Coverage Certification

**QUESTION 21.0:**

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

### Social Studies K–5 Instructional Materials

**QUESTION 22.0:**

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Social Studies grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

## Social Studies 6–8 TEKS Coverage Certification

### QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies 6–8 Instructional Materials

### QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Social Studies grades 6–8** full-subject and/or supplemental publisher(s)/product(s) used:

## Social Studies 9–12 TEKS Coverage Certification

**QUESTION 25.0:**

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
- No

## Social Studies 9–12 Instructional Materials

### QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Social Studies grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

# Science Certification

## Scope and Sequence: All Grade Levels Science

### QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

## Science K–5 TEKS Coverage Certification

### QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

# Science K–5 Instructional Materials

### QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

## Science 6–8 TEKS Coverage Certification

### QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

## Science 6–8 Instructional Materials

### QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

## Science 9–12 TEKS Coverage Certification

### QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

## Science 9–12 Instructional Materials

### QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

**Full-subject instructional materials** (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

**Supplemental Materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

**REMINDER:** Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

**Science grades 9–12** full-subject and/or supplemental publisher(s)/product(s) used:

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# The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

## **QUESTION 34.0:**

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

## Additional Informational Questions (Optional)\*

### QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

- Yes
- No

### QUESTION 35.1:

**If “Yes” is selected:** In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? \*

- English reading language arts
- Spanish reading language arts
- English phonics
- Spanish phonics
- Full-subject, Tier one mathematics
- Supplemental mathematics

**QUESTION 35.2:**

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) \*

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**QUESTION 36.0:**

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

**QUESTION 37.0:**

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

## Other Certified Subject Areas

**QUESTION 38.0:**

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- Personal financial literacy
- None

# Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

**District County Number (6-digit ID):**

**District Name:**

**Date of Ratification by Local School Board of Trustees or Governing Body:**

**Signature of the Board President and Secretary or Governing Board Officer**

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

**After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.**

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**

## **Abilene Independent School District Board Document - Agenda Item**

Meeting Date: March 5, 2026

Meeting Type: Regular

Item Type: Report

Future Action Required: No

If Yes, Month:

Subject: Goal Progress Measures - Middle of Year Assessments

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### Background Information:

As required by HB3, Abilene ISD has an Early Childhood Literacy Board Outcome Goal and an Early Childhood Math Board Outcome Goal. These goals are based on 3rd grade students achieving Meets or higher on the 3rd grade Reading and Math STAAR assessments. Throughout the school year, students in grades K-3 are assessed in different ways to track their progress and plan for instruction and intervention. Students in grades K - 8 participated in a variety of middle-of-year assessments in December, January, and February of this school year for progress monitoring.

### Attached Supporting Documents:

- Presentation slidedeck: [3/2026 - MOY Goal Progress Measures - Board Meeting](#)
- Campus specific data - MAP growth from Beginning-of-Year to Middle-of-Year:: [25-26 MAP data - BOY to MOY by campus/grade level](#)

### Fiscal Implications:

Cost for assessments and platform use

### Administrative Recommendation:

Informational only

### Contact Person:

Keri Thornburg, Executive Director for Elementary Curriculum and Instruction  
Lyndsey Williamson, Executive Director for Secondary Curriculum and Instruction  
Mandi Joiner, Elementary Reading Language Arts Coordinator  
Kelli Grigsby, Elementary Math Coordinator  
Patti Blue, Associate Superintendent for Curriculum and Instruction

# 25-26 MAP GROWTH ACHIEVEMENT - BOY and MOY CAMPUS GRADE LEVEL SUMMARY

## BOY - MATH

Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
Alcorta	K	11%	9%	27%	34%	19%
	1	16%	12%	30%	21%	21%
	2	17%	13%	23%	22%	25%
	3	21%	13%	21%	27%	18%
	4	13%	17%	14%	34%	22%
5	11%	18%	34%	20%	17%	

Austin	K	15%	18%	26%	23%	18%
	1	17%	17%	32%	16%	18%
	2	11%	19%	27%	24%	19%
	3	17%	13%	24%	21%	25%
	4	7%	15%	22%	42%	14%
5	22%	15%	28%	17%	18%	

Bassetti	K	25%	19%	23%	23%	10%
	1	15%	27%	26%	16%	16%
	2	34%	35%	20%	8%	3%
	3	23%	23%	17%	17%	20%
	4	17%	18%	28%	22%	15%
5	24%	18%	27%	15%	16%	

Bonham	K	24%	11%	31%	23%	11%
	1	29%	23%	23%	13%	12%
	2	26%	22%	26%	18%	8%
	3	27%	14%	12%	32%	15%
	4	16%	23%	30%	17%	14%
5	9%	21%	23%	28%	19%	

Bowie	K	14%	32%	23%	19%	12%
	1	20%	18%	35%	22%	5%
	2	28%	22%	21%	19%	10%
	3	25%	26%	17%	21%	11%
	4	17%	21%	31%	21%	10%
5	14%	15%	21%	26%	24%	

Dyess	K	13%	15%	23%	23%	26%
	1	12%	22%	29%	22%	15%
	2	13%	22%	25%	24%	16%
	3	18%	12%	17%	23%	30%
	4	7%	23%	26%	27%	17%
5	10%	15%	29%	22%	24%	

Martinez	K	34%	14%	17%	27%	8%
	1	23%	21%	35%	14%	7%
	2	29%	28%	16%	18%	9%
	3	12%	17%	25%	25%	21%
	4	22%	24%	30%	21%	3%
5	24%	17%	30%	17%	12%	

Purcell	K	36%	18%	15%	23%	8%
	1	16%	25%	28%	17%	14%
	2	30%	25%	25%	15%	5%
	3	14%	12%	30%	26%	18%
	4	14%	20%	21%	31%	14%
5	23%	16%	31%	23%	7%	

Stafford	K	29%	19%	16%	20%	16%
	1	25%	18%	24%	16%	17%
	2	32%	35%	13%	10%	10%
	3	25%	10%	19%	28%	18%
	4	20%	21%	22%	27%	10%
5	25%	13%	27%	18%	22%	

Taylor	K	25%	19%	24%	19%	13%
	1	15%	14%	23%	28%	20%
	2	16%	21%	20%	26%	17%
	3	7%	16%	14%	24%	39%
	4	10%	21%	16%	33%	20%
5	17%	13%	24%	26%	20%	

Ward	K	24%	19%	21%	25%	11%
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## MOY - MATH

Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
Alcorta	K	14%	13%	19%	28%	26%
	1	5%	25%	14%	25%	31%
	2	11%	20%	17%	22%	30%
	3	16%	19%	21%	33%	11%
	4	8%	21%	29%	21%	21%
5	14%	14%	14%	37%	21%	

Austin	K	17%	18%	17%	19%	29%
	1	12%	19%	19%	33%	17%
	2	12%	17%	22%	27%	22%
	3	18%	13%	21%	27%	21%
	4	10%	20%	25%	34%	11%
5	18%	20%	18%	16%	28%	

Bassetti	K	12%	27%	26%	19%	16%
	1	25%	16%	18%	19%	22%
	2	26%	32%	19%	18%	5%
	3	21%	24%	23%	24%	8%
	4	18%	19%	20%	21%	22%
5	20%	23%	18%	20%	19%	

Bonham	K	18%	21%	14%	30%	17%
	1	28%	11%	23%	23%	15%
	2	19%	16%	20%	25%	20%
	3	22%	16%	19%	31%	12%
	4	14%	18%	24%	19%	25%
5	14%	11%	26%	31%	18%	

Bowie	K	18%	18%	29%	15%	20%
	1	21%	19%	19%	31%	10%
	2	26%	23%	16%	17%	18%
	3	21%	18%	18%	28%	15%
	4	24%	23%	20%	19%	14%
5	14%	16%	11%	28%	31%	

Dyess	K	22%	11%	12%	21%	34%
	1	16%	14%	22%	22%	26%
	2	14%	9%	22%	20%	35%
	3	15%	11%	20%	29%	25%
	4	15%	18%	17%	31%	19%
5	14%	13%	18%	31%	24%	

Martinez	K	25%	16%	23%	18%	18%
	1	22%	25%	28%	14%	11%
	2	20%	17%	27%	19%	17%
	3	11%	16%	28%	31%	14%
	4	19%	27%	25%	20%	9%
5	20%	25%	18%	30%	7%	

Purcell	K	26%	21%	15%	25%	13%
	1	19%	26%	25%	22%	8%
	2	35%	21%	26%	9%	9%
	3	11%	16%	26%	28%	19%
	4	12%	19%	27%	23%	19%
5	23%	23%	14%	28%	12%	

Stafford	K	25%	18%	20%	14%	23%
	1	20%	17%	22%	20%	21%
	2	23%	26%	24%	16%	11%
	3	18%	15%	19%	32%	16%
	4	20%	15%	20%	25%	20%
5	16%	14%	21%	23%	26%	

Taylor	K	22%	19%	15%	13%	31%
	1	10%	13%	20%	29%	28%
	2	13%	19%	22%	17%	29%
	3	10%	16%	13%	30%	31%
	4	12%	21%	26%	18%	23%
5	14%	22%	20%	27%	17%	

Ward	K	14%	21%	16%	18%	31%
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## BOY - READING

Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
Alcorta	K	12%	26%	26%	19%	17%
	1	17%	18%	28%	16%	21%
	2	21%	23%	21%	10%	25%
	3	19%	22%	13%	30%	16%
	4	14%	14%	20%	32%	20%
5	13%	20%	24%	21%	22%	

Austin	K	15%	24%	26%	20%	15%
	1	24%	19%	19%	14%	24%
	2	9%	18%	26%	20%	27%
	3	20%	18%	21%	25%	16%
	4	11%	21%	24%	27%	17%
5	17%	17%	21%	22%	23%	

Bassetti	K	17%	26%	32%	13%	12%
	1	29%	21%	21%	18%	11%
	2	30%	18%	23%	19%	10%
	3	27%	25%	17%	21%	10%
	4	13%	23%	21%	26%	17%
5	24%	16%	18%	25%	17%	

Bonham	K	16%	20%	37%	15%	12%
	1	33%	19%	24%	9%	15%
	2	14%	30%	24%	18%	14%
	3	14%	19%	30%	20%	17%
	4	13%	24%	36%	19%	8%
5	17%	18%	25%	23%	17%	

Bowie	K	16%	29%	29%	12%	14%
	1	30%	21%	24%	18%	7%
	2	30%	19%	21%	16%	14%
	3	28%	17%	27%	15%	13%
	4	32%	21%	18%	14%	15%
5	25%	11%	11%	25%	28%	

Dyess	K	14%	26%	20%	16%	24%
	1	26%	16%	21%	15%	22%
	2	10%	21%	29%	17%	23%
	3	20%	23%	16%	24%	17%
	4	20%	22%	16%	21%	21%
5	24%	15%	18%	25%	18%	

Martinez	K	21%	17%	32%	21%	9%
	1	32%	28%	20%	11%	9%
	2	37%	27%	17%	14%	5%
	3	15%	17%	28%	24%	16%
	4	23%	40%	15%	14%	8%
5	42%	18%	19%	17%	4%	

Purcell	K	27%	26%	22%	18%	7%
	1	24%	23%	22%	16%	15%
	2	32%	32%	14%	17%	5%
	3	19%	22%	26%	23%	10%
	4	20%	16%	31%	19%	14%
5	28%	17%	19%	30%	6%	

Stafford	K	25%	21%	28%	8%	18%
	1	30%	26%	17%	17%	10%
	2	27%	26%	23%	18%	6%
	3	16%	18%	26%	27%	13%
	4	26%	25%	21%	18%	10%
5	31%	14%	18%	27%	10%	

Taylor	K	19%	20%	26%	13%	22%
	1	12%	15%	29%	22%	22%
	2	17%	25%	19%	17%	22%
	3	18%	17%	18%	20%	27%
	4	16%	15%	22%	26%	21%
5	22%	18%	16%	28%	16%	

Ward	K	22%	32%	19%	16%	13%
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## MOY - READING

Campus	Grade Level	1-20th percentile	21-40th percentile	4
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## 25-26 MAP GROWTH ACHIEVEMENT - BOY and MOY CAMPUS GRADE LEVEL SUMMARY

BOY - MATH						
Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
	1	19%	14%	40%	15%	12%
	2	30%	22%	21%	13%	14%
	3	11%	20%	19%	31%	19%
	4	12%	22%	19%	36%	11%
	5	21%	24%	25%	23%	7%

MOY - MATH						
Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
	1	14%	14%	29%	30%	13%
	2	26%	21%	15%	23%	15%
	3	15%	15%	20%	34%	16%
	4	15%	19%	19%	22%	25%
	5	20%	31%	12%	24%	13%

BOY - READING						
Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
	1	33%	19%	23%	15%	10%
	2	28%	22%	26%	14%	10%
	3	13%	27%	23%	17%	20%
	4	17%	19%	26%	23%	15%
	5	14%	16%	25%	31%	14%

MOY - READING						
Campus	Grade Level	1-20th percentile	21-40th percentile	41-60th percentile	61-80th percentile	>80th percentile
	1	31%	18%	29%	13%	9%
	2	22%	26%	24%	15%	13%
	3	16%	18%	20%	19%	27%
	4	11%	20%	25%	28%	16%
	5	10%	17%	34%	27%	12%

Clack	6	23%	22%	21%	17%	17%
	7	27%	19%	23%	23%	8%
	8	35%	23%	18%	17%	7%

Clack	6	25%	21%	21%	22%	11%
	7	26%	20%	27%	18%	9%
	8	22%	23%	21%	22%	12%

Clack	6	27%	20%	21%	24%	8%
	7	30%	24%	19%	16%	11%
	8	35%	20%	23%	14%	8%

Clack	6	21%	19%	24%	27%	9%
	7	21%	27%	21%	20%	11%
	8	22%	25%	25%	16%	12%

Craig	6	19%	26%	19%	14%	22%
	7	30%	24%	21%	12%	13%
	8	27%	23%	18%	15%	17%

Craig	6	22%	17%	18%	22%	21%
	7	26%	24%	24%	14%	12%
	8	27%	20%	22%	15%	16%

Craig	6	21%	17%	23%	21%	18%
	7	24%	27%	19%	20%	10%
	8	31%	16%	21%	19%	13%

Craig	6	25%	18%	21%	17%	19%
	7	29%	21%	20%	18%	12%
	8	24%	23%	17%	20%	16%

Madison	6	12%	25%	23%	19%	21%
	7	27%	19%	22%	20%	12%
	8	33%	32%	23%	11%	1%

Madison	6	16%	18%	25%	27%	14%
	7	20%	20%	26%	18%	16%
	8	34%	31%	19%	13%	3%

Madison	6	17%	19%	25%	25%	14%
	7	26%	21%	17%	23%	13%
	8	26%	20%	23%	21%	10%

Madison	6	21%	22%	18%	28%	11%
	7	23%	20%	20%	21%	16%
	8	17%	19%	21%	30%	13%

Mann	6	25%	27%	21%	16%	11%
	7	34%	21%	22%	18%	5%
	8	32%	21%	25%	14%	8%

Mann	6	16%	23%	24%	19%	18%
	7	21%	20%	23%	23%	13%
	8	20%	29%	24%	12%	15%

Mann	6	25%	18%	24%	21%	12%
	7	36%	20%	18%	16%	10%
	8	27%	23%	22%	17%	11%

Mann	6	18%	19%	22%	28%	13%
	7	17%	22%	24%	24%	13%
	8	16%	25%	21%	25%	13%

District	K	23%	18%	22%	24%	14%
	1	19%	19%	30%	18%	14%
	2	24%	24%	22%	18%	12%
	3	18%	16%	20%	25%	21%
	4	14%	20%	24%	28%	14%
	5	18%	17%	27%	21%	17%
	6	20%	25%	21%	17%	18%
	7	30%	21%	22%	18%	10%
	8	32%	25%	21%	14%	8%

District	K	18%	18%	19%	20%	23%
	1	16%	18%	22%	24%	18%
	2	19%	20%	21%	19%	19%
	3	15%	16%	21%	30%	17%
	4	14%	20%	23%	23%	19%
	5	16%	19%	17%	27%	20%
	6	20%	20%	22%	23%	16%
	7	23%	21%	25%	18%	13%
	8	26%	26%	22%	16%	12%

District	K	18%	24%	27%	16%	15%
	1	26%	20%	23%	16%	15%
	2	23%	24%	22%	16%	15%
	3	19%	20%	22%	22%	16%
	4	19%	22%	23%	22%	15%
	5	21%	15%	18%	23%	15%
	6	23%	19%	23%	23%	13%
	7	29%	23%	18%	19%	11%
	8	30%	20%	22%	18%	11%

District	K	21%	18%	19%	22%	20%
	1	22%	25%	22%	17%	14%
	2	18%	25%	20%	18%	19%
	3	19%	17%	22%	24%	17%
	4	14%	20%	25%	22%	19%
	5	20%	18%	22%	25%	15%
	6	21%	20%	21%	25%	13%
	7	23%	23%	21%	21%	13%
	8	20%	23%	21%	23%	14%



# **Board of Trustees Meeting**

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*March 5, 2026*



# Goal Progress Measures - Middle of Year Assessments

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*Keri Thornburg - Executive Director for Elementary Education*

*Lyndsey Williamson - Executive Director for Secondary Education*

*Mandi Joiner - Elementary Reading Language Arts Coordinator*

*Kelli Grigsby - Elementary Math Coordinator*



# Board Goals - Reading and Math

**Early Childhood Literacy Board Outcome Goal:** The percentage of 3<sup>rd</sup> grade students who score Meets Grade Level or above on STAAR Reading will increase from 40% in August 2022 to 53% by August 2027.

- Spring 2025 3rd Grade Reading STAAR Assessment = 43% Meets or Above

**Early Childhood Math Board Outcome Goal:** The percentage of 3<sup>rd</sup> grade students who score Meets Grade Level or above on STAAR Math will increase from 44% in August 2022 to 66% by August 2027.

- Spring 2025 3rd Grade Math STAAR Assessment = 34% Meets or Above



# MAP Growth Assessment - Middle-of-Year Progress

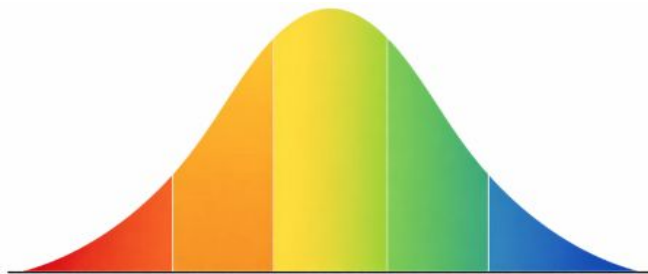
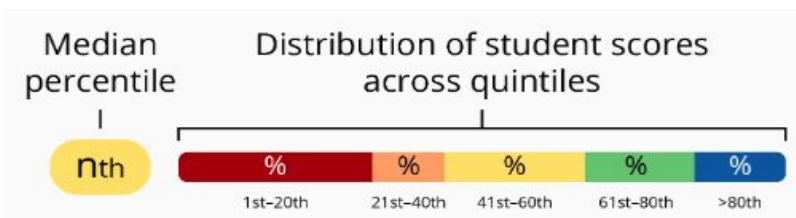
- K-8 Reading
- K-8 Math

# MAP Assessment Percentiles

- Shows how a student or a grade level scored compared to students in same grade (nationally)
- Example: 60th percentile = scored better than 60 out of 100 students
- 50th percentile = average among all students

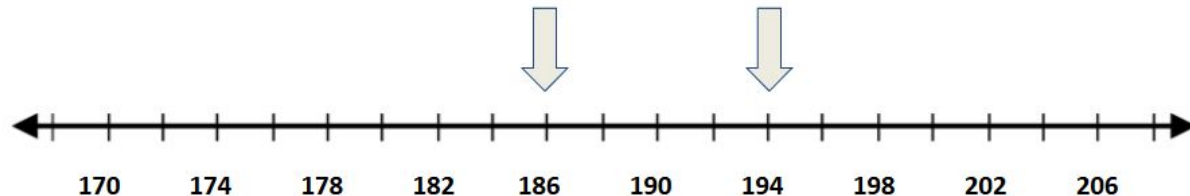
# Understanding the Percentiles

- Most students score around the middle (50th percentile)
- Higher percentile = scored above most students
- Lower percentile = scored below most students
- Growth over time is most important



# Student RIT Scores

- Instead of a “grade” or a passing percentage, the student receives a RIT score
- A number that shows what your child knows and is ready to learn next (achievement)
- Works like a learning ruler
- Lets us track growth over time



# Typical RIT Scores

- Range:  
about 135–300
- Younger students  
usually score lower
- Older students  
usually score higher

**Average RIT Scores by Grade Level**

<b>Grade</b>	<b>Reading RIT</b>	<b>Math RIT</b>
K	138-152	141-158
1	155-168	159-175
2	170-182	173-187
3	185-194	184-199
4	196-202	197-210
5	204-208	206-216
6	209-212	210-220
7	212-215	217-224
8	216-218	222-229

# Typical Growth

- NWEA provides national growth norms
- Teachers compare growth to average progress
- Every child's path is unique

<b>Average Fall to Spring RIT Growth</b>		
<b>Grade</b>	<b>Reading</b>	<b>Math</b>
K	8-14	9-17
1	7-12	9-16
2	7-12	8-15
3	5-9	9-15
4	4-6	7-13
5	3-5	6-10
6	2-3	6-10
7	1-2	4-7
8	1-2	4-7

# MAP Growth Assessment - Reading

## Beginning of Year - 34% scored 61th percentile or higher

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	 <p>46th 23% 21% 22% 20% 14%</p>	9121

## Middle of Year - 38% scored 61th percentile or higher

Grade	Achievement Winter 2025-2026 Median and Distribution	Number of Students
All Grades	 <p>50th 20% 21% 21% 22% 16%</p>	8941

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

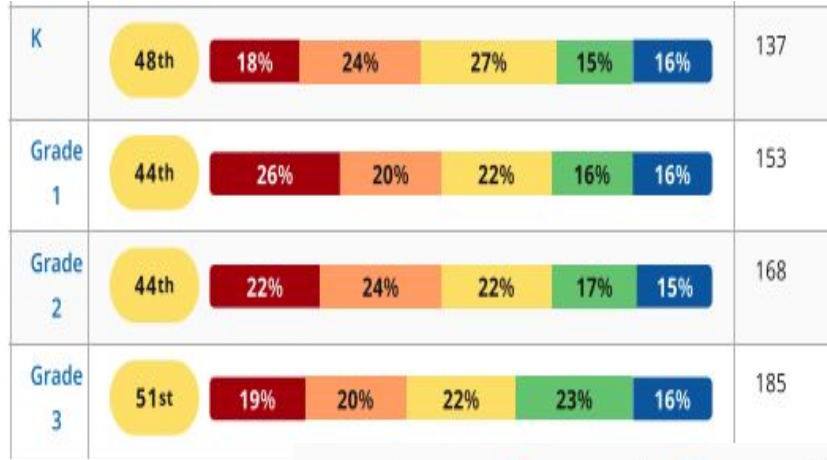


Average RIT Scores by Grade Level		Typical Fall to Spring Growth
Grade	Reading RIT	
K	138-152	8-14
1	155-168	7-12
2	170-182	7-12
3	185-194	5-9

# MAP Growth - Reading

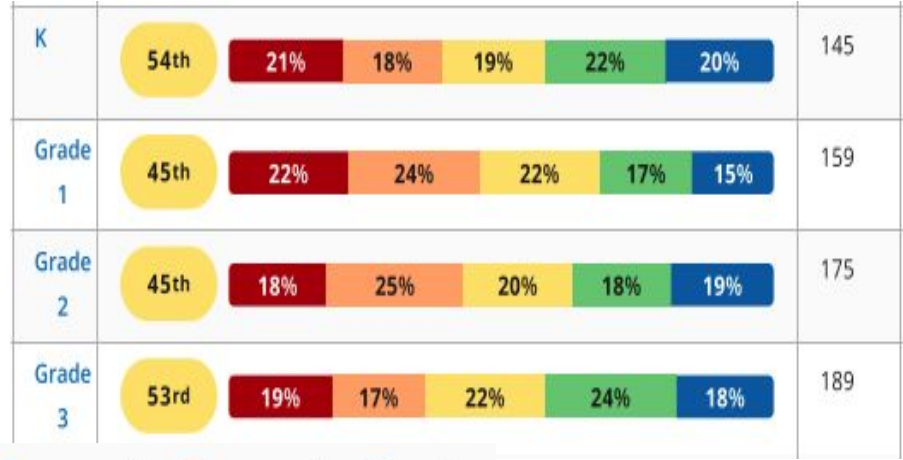
## Beginning of Year

RIT



## Middle of Year

RIT



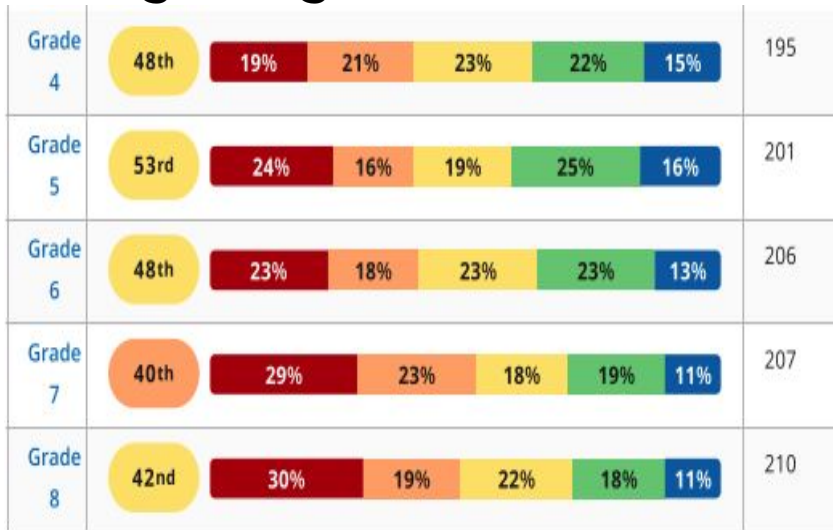


Grade	Reading RIT	Typical Growth
4	196-202	4-6
5	204-208	3-5
6	209-212	2-3
7	212-215	1-2
8	216-218	1-2

# MAP Growth - Reading

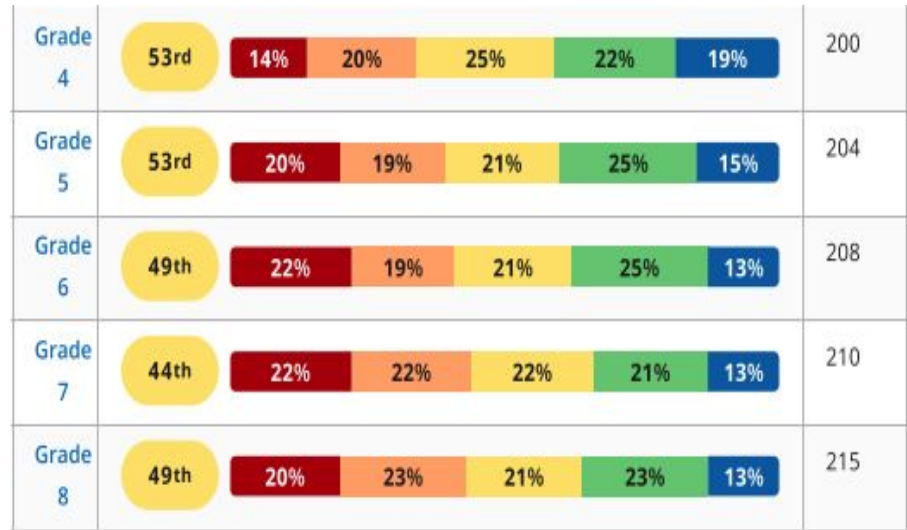
## Beginning of Year

RIT



## Middle of Year

RIT



Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

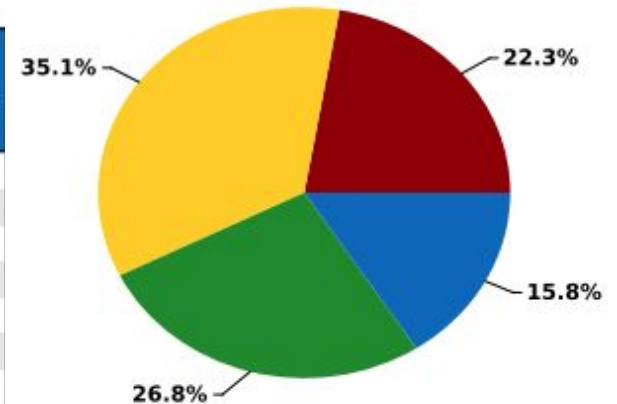


# Projected Proficiency - STAAR Reading

Projected to: **STAAR** taken in **spring**.

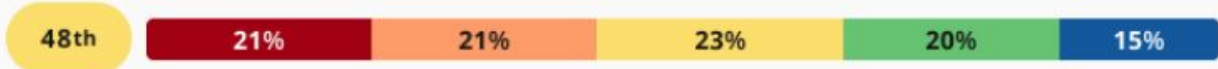
View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1014	175	17.3%	445	43.9%	285	28.1%	109	10.7%
3	1059	235	22.2%	341	32.2%	322	30.4%	161	15.2%
4	1060	202	19.1%	450	42.5%	221	20.8%	187	17.6%
5	1077	267	24.8%	327	30.4%	304	28.2%	179	16.6%
6	923	258	28.0%	287	31.1%	256	27.7%	122	13.2%
7	957	242	25.3%	322	33.6%	237	24.8%	156	16.3%
8	917	181	19.7%	288	31.4%	253	27.6%	195	21.3%
<b>Total</b>	<b>7007</b>	<b>1560</b>	<b>22.3%</b>	<b>2460</b>	<b>35.1%</b>	<b>1878</b>	<b>26.8%</b>	<b>1109</b>	<b>15.8%</b>




# MAP Growth Assessment - Math

## Beginning of Year - 35% scored 61th percentile or higher

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	 <p>48th 21% 21% 23% 20% 15%</p>	9210

## Middle of Year - 40% scored 61th percentile or higher

Grade	Achievement Winter 2025-2026 Median and Distribution	Number of Students
All Grades	 <p>51st 19% 20% 21% 22% 18%</p>	9028

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>



Average RIT Scores by Grade Level		Typical Fall to Spring Growth
Grade	Math RIT	
K	141-158	9-17
1	159-175	9-16
2	173-187	8-15
3	184-199	9-15

# MAP Growth - Math

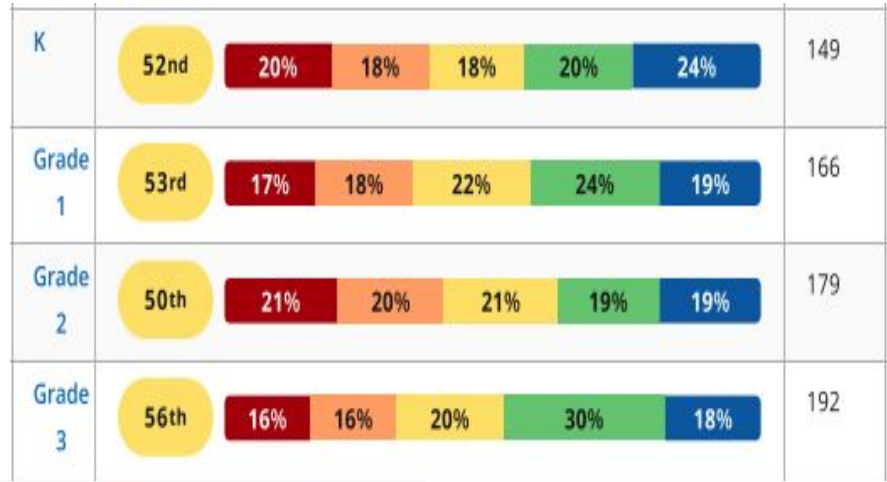
## Beginning of Year

RIT



## Middle of Year

RIT



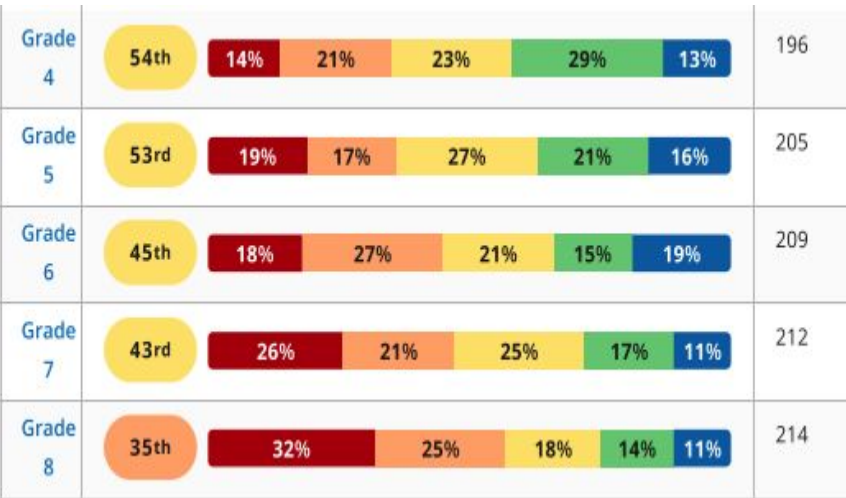


Grade	Math RIT	Typical Growth
4	197-210	7-13
5	206-216	6-10
6	210-220	6-10
7	217-224	4-7
8	222-229	4-7

# MAP Growth - Math

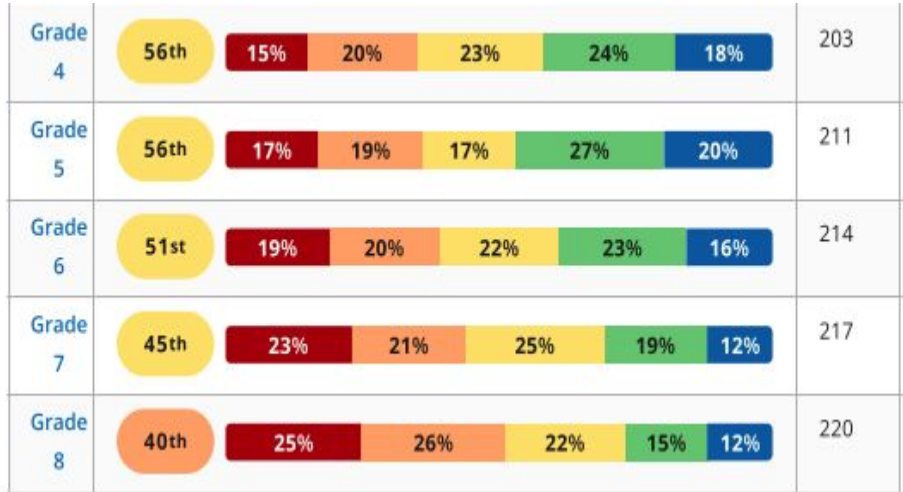
## Beginning of Year

RIT



## Middle of Year

RIT



Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

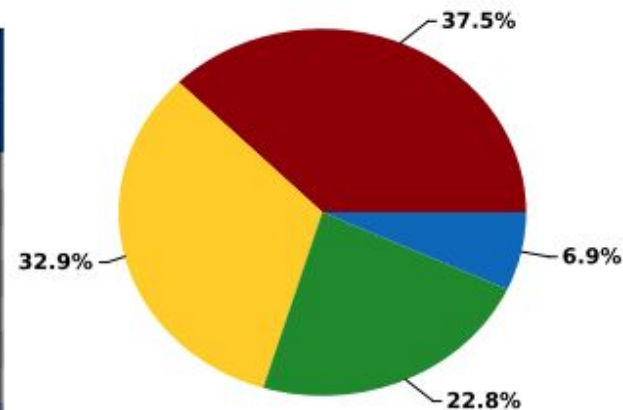


# Projected Proficiency - STAAR Math

Projected to: **STAAR** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1039	391	37.6%	414	39.8%	211	20.3%	23	2.2%
3	1094	378	34.6%	402	36.7%	250	22.9%	64	5.9%
4	1095	473	43.2%	309	28.2%	224	20.5%	89	8.1%
5	1079	318	29.5%	320	29.7%	311	28.8%	130	12.0%
6	921	316	34.3%	338	36.7%	207	22.5%	60	6.5%
7	961	403	41.9%	302	31.4%	204	21.2%	52	5.4%
8	833	351	42.1%	222	26.7%	194	23.3%	66	7.9%
<b>Total</b>	<b>7022</b>	<b>2630</b>	<b>37.5%</b>	<b>2307</b>	<b>32.9%</b>	<b>1601</b>	<b>22.8%</b>	<b>484</b>	<b>6.9%</b>



# MAP Growth Assessment - Beginning of Year

## Next Steps:

- Teachers will use information to plan instruction and targeted small group differentiation strategies.
- Teachers and students will use the information to set growth and STAAR goals.
- Teachers will share information from the Family Report with parents during parent conferences at elementary and will send home the report at middle school.



# mCLASS Assessment - Middle-of Year Progress

- K-2 Reading
- K-2 Math (new this year)



# mCLASS Reading

## **Early Childhood Data Collection Requirements**

Students in Grades K-2 participate in the mCLASS assessment in the fall, winter, and spring. Some students complete the test in grades 3rd-5th if they are in RTI (MTSS).

## **Foundational Reading Skills Assessed**

Letter naming, phonemic awareness, letter sounds, decoding, reading accuracy and fluency, basic comprehension

## **Progress Monitoring**

Teachers can use mCLASS to test their students on a particular skill every two weeks. This will provide data to show adequate growth or a need to adjust instruction.

## **Family Communication**

Parents/guardians are given a “Home Connect” report which includes an explanation of each skills, data for their child, and ways to support their child.

# mCLASS Reading - Middle of Year Assessment

Population	Measure		Well below	Below	At	Above	Students
Grade K	Composite Score	24-25 BOY	57%	19%	13%	11%	954
		24-25 MOY	39%	23%	23%	15%	960
		24-25 EOY	33%	15%	31%	21%	981
		25-26 BOY	59%	20%	12%	9%	996
		25-26 MOY	41%	20%	25%	14%	947

## Kindergarten

- Letter naming just started in the curriculum
- Increase in scores in areas of letter sounds and decoding
- Percent in red stayed the same as last middle of year (MOY)
- Percent in green and blue (at or above benchmark) increased from 38% in 2024 to 39% in 2025 for MOY

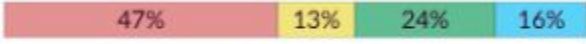
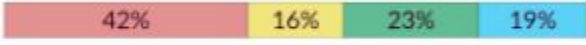

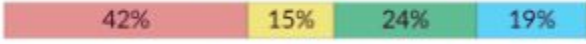
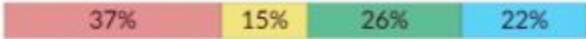
# mCLASS Reading - Middle of Year Assessment

Population	Measure		Well below	Below	At	Above	Students
Grade 1	Composite Score	24-25 BOY	46%	22%	19%	13%	980
		24-25 MOY	44%	18%	22%	16%	970
		24-25 EOY	33%	16%	26%	25%	958
		25-26 BOY	46%	23%	18%	13%	1073
		25-26 MOY	50%	15%	20%	15%	932

## 1st Grade

- Percent in green and blue (at or above benchmark) increased from BOY
- Data highlighted an area of focus - intervention plan

# mCLASS Reading - Middle of Year Assessment

Population	Measure	Levels	Students	
Population selected	Composite Score	24-25 BOY		995
		24-25 MOY		1006
		24-25 EOY		1006
		25-26 BOY		1048
		25-26 MOY		987

## 2nd Grade

- Percent in red (well below) went down the same as fall 2024, but our data is currently the same as we ended the previous school year
- Percent in green and blue (at or above benchmark) went from 42% at MOY of 2024 to 48% MOY of 2025.

# mCLASS Reading - Middle of Year Assessment

		Beginning of Year	Middle of Year	End of Year	Summary	
				Beginning of Year	Middle of Year	End of Year
<b>Class Summary</b>		Well Below Benchmark	33% 7 Students	30% 7 Students	-	
<b>23/23</b> Students Assessed		Below Benchmark	38% 8 Students	22% 5 Students	-	
<b>0</b> Not Assessed		At Benchmark	24% 5 Students	39% 9 Students	-	
<b>0</b> In Progress		Above Benchmark	5% 1 Student	9% 2 Students	-	

# mCLASS Reading - Middle of Year Assessment

Goals increase



	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing
Composite Goal 389	LN Goal 57	PSF Goal 43	NWF-CLS Goal 52	NWF-WRC Goal 14	WRF Goal 17	ORF-Accu Goal 87%	ORF Goal 21	VOCAB Goal 19	SPELL Goal 29	RAN Goal 62
<b>384</b> Below	58 Benchmark	55 Benchmark	48 Below	16 Benchmark	17 Benchmark	83% Below	10 Below	—	36 Benchmark	—
<b>359</b> Well Below	29 Well Below	32 Well Below	21 Well Below	4 Well Below	7 Well Below	20% Well Below	2 Well Below	—	19 Well Below	—
<b>363</b> Well Below	35 Well Below	53 Benchmark	24 Well Below	6 Well Below	10 Well Below	50% Well Below	3 Well Below	—	31 Benchmark	—

# mCLASS Reading - Middle of Year Assessment

Grade 1 BOY  
Assessment Date - 08/29/2025



[How to understand assessment res](#)

Assessment: **Nonsense Word Fluency (NWF)**

Correct Letter Sounds (CLS)



Score: **27 Letter Sounds/Minute**

Words Recoded Correctly (WRC)



Score: **6 Words/Minute**

<b>tib</b> CLS: 3/3 WRC: 1/1   /t/   /i/   /b/   _____ _____	<b>rep</b> CLS: 2/3 WRC: 0/1   /r/   /e/   /p/   _____ _____	<b>hab</b> CLS: 2/3 WRC: 0/1   /h/   /a/   /b/   _____ _____
<b>com</b> CLS: 3/3 WRC: 1/1   /k/   /o/   /m/   _____ _____	<b>tep</b> CLS: 3/3 WRC: 1/1   /t/   /e/   /p/   _____ _____	<b>tut</b> CLS: 2/3 WRC: 0/1   /t/   /u/   /t/   _____ _____



# mCLASS Math

- **Launched by Amplify in August 2025- Brand New Assessment Platform.**
- **Standardized Test**
- **Year one- piloting in grades K-2 at all elementary campuses**
- **mCLASS Math given: BOY, MOY, EOY**
- **Progress monitoring consistent across the district**



# mCLASS Math

## **Foundational Math Skills Assessed**

Algebraic thinking, counting and cardinality, geometry, measurement and data.

## **Progress Monitoring**

Teachers can use mCLASS to test their students on a particular skill every two weeks. This will provide data to show adequate growth or a need to adjust instruction.

## **Family Communication**

A “Home Connect” report which includes an explanation of each skills, data for their child, and ways to support their child is available to send home.

# mCLASS Math - Middle of Year Assessment

Abilene ISD	Composite Score	BOY	MOY	Count
		60%	38%	3097
		15%	14%	3089
		13%	18%	
		12%	30%	

- Percent in green and blue (at or above benchmark) went from 25% at BOY to 48% MOY.

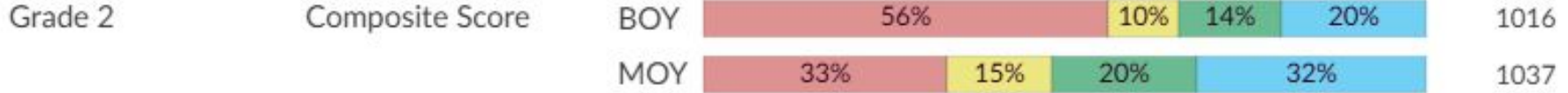
Grade K	Composite Score	BOY	MOY	Count
		64%	36%	980
		19%	15%	962
		10%	15%	
		7%	34%	

- Percent in green and blue (at or above benchmark) went from 17% at BOY to 50% MOY.

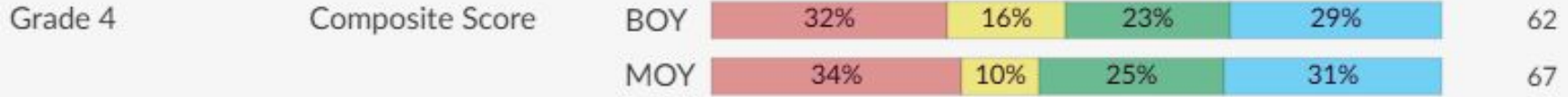
Grade 1	Composite Score	BOY	MOY	Count
		62%	46%	1041
		17%	13%	1023
		13%	17%	
		8%	24%	

- Percent in green and blue (at or above benchmark) went from 21% at BOY to 41% MOY.

# mCLASS Math - Middle of Year Assessment



- Percent in green and blue (at or above benchmark) went from 34% at BOY to 52% MOY.



- Percent in green and blue (at or above benchmark) went from 52% at BOY to 56% MOY.
- Only 4th grade class; piloting campus

# mCLASS Math

Benchmark Performance

Student Thinking

## Classroom Results

By domain

By item

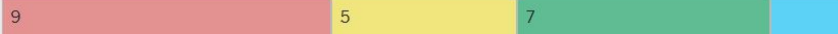
Legend ⓘ

Domain

Standards

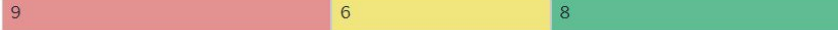
Results (Number of Students)

Composite Score



Algebraic Thinking

K.3.B 1.3.B 1.5.E 1.3.D



Counting & Cardinality

K.2.B

See Item View for more details

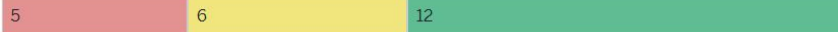
Geometry

1.6.C 1.6.F

See Item View for more details

Measurement & Data

1.7.D 1.8.C



Numbers & Operations

1.2.C 1.2.D 2.4.B 1.5.C 1.3.D



# mCLASS Math

Composite			Algebraic Thinking			Counting & Cardinality		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Goal 331 $\updownarrow$	Goal 365 $\updownarrow$	$\updownarrow$	$\updownarrow$	$\updownarrow$	$\updownarrow$	$\updownarrow$	$\updownarrow$	$\updownarrow$
348 Benchmark	459 Above	— —	Below	Benchmark	—	Benchmark	Benchmark	—
288 Below	433 Above	— —	Benchmark	Benchmark	—	Well Below	Benchmark	—
275 Well Below	433 Above	— —	Benchmark	Benchmark	—	Well Below	Benchmark	—
302 Below	433 Above	— —	Benchmark	Benchmark	—	Below	Benchmark	—

# mCLASS Math

Overall Score	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16
◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
11/20	✓	✓	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗	✗
15/20	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✗	✓
16/20	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓
7/20	✓	✓	✗	✗	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗	✗	✗
6/20	✗	✗	✗	✗	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗	✓	✗

?

Key insight for this assessment

## Determine the quantity of a group of objects

Related item(s): Item 5

### Student response analysis

The categories below group students with similar ways of thinking about determining the quantity of a group of objects.

**i** Students demonstrate an understanding of cardinality by accurately counting to determine how many objects are in a collection.

**58%** Correct  
14 students

**i** Other ways of thinking or left blank.

**42%**  
10 students

### Instructional recommendations

#### Recommendation



Counting With Math Tools

This recommendation resource can be used when addressing numbers 1-10

[View Mini Lesson](#)

15 min

?



# Pre-K Children's Learning Institute (CLI) - Mid-Year Assessment

# What is Children's Learning Institute

“The Children’s Learning Institute (CLI) at McGovern Medical School at The University of Texas Health Science Center at Houston (UTHealth Houston) is the preeminent resource for learning solutions that produce tested, proven, effective results through scientific research and evidence-based interventions.”

“Today, the Children’s Learning Institute provides clinical assessment, diagnoses and treats learning disorders, conducts cutting-edge research on techniques to enhance a child’s home and learning environments, and develops multi-modal teaching, learning, and coaching platforms. From before birth through young adulthood, our programs and services impact children across Texas and the nation.”

“Since 2003, CLI has been the designated **State Center for Early Childhood Development** to encourage the expansion of our programs and initiatives as well as to focus, develop, and orchestrate the implementation of evidence-based practices in education on a statewide basis”

-taken from Children’s Learning Institute Webpage





# CLI Pre-K Online Progress Monitoring Tool (CLI)

- Administered 3 times a year
- Measures School Readiness Goals in 4 Domains
  - Social/Emotional Development
  - Language and Literacy
  - Cognition (Mathematics & Scientific Reasoning)
  - Perceptual, Motor & Physical Development

# CLI Pre-K Online Progress Monitoring Tool (CLI)

## Ways Data is Collected:

- One to one - Student/Teacher “Testing”
- Teacher Observables Through a Checklist



# CLI Pre-K Online Progress Monitoring Tool (CLI)

- How do we use the data gathered?
  - Communicate with Parents which includes academic goals for home & school
  - Design Professional Development for Teachers and Staff including Practiced Based Coaching
  - Create Lesson Plans to address individualization/differentiated small groups
  - Select Instructional Materials based on strengths & needs revealed in data



# Areas to Address Based on CLI Data

## Head Start

- ★ Language and Literacy Domain: Letter-Sound Correspondence

## Long Early Learning

- ★ Language and Literacy Domain: Letter-Sound Correspondence
  - Recognize at least half of the letters of the alphabet and their sounds
    - Rapid Letter Naming
    - Letter Sound Correspondence

# Areas to Address Based on CLI Data Beginning of Year to Middle of Year Progress

Recognize at least half of the letters of the alphabet and their sounds:

	Head Start BOY	Head Start MOY	BOY-MOY Growth	Long ELC BOY	Long ELC MOY	BOY-MOY Growth
Rapid Letter Naming	46%	72%	*26%	55%	86%	*31%
Letter-Sound Correspondence	16%	26	10%	20%	32%	12%

\*indicates greatest area of growth



# 2024-2025 CLI Data End of Year (BOY)

Recognize at least half of the letters of the alphabet and their sounds:

	Head Start	BOY → EOY Growth	Long ELC	BOY → EOY Growth
Rapid Letter Naming	98%	53%	119%	58%
Letter-Sound Correspondence	43%	29%	52%	31%



Questions?



# mCLASS Math - Beginning of Year Assessment

**Abilene Independent School District Board Document - Agenda VIII.B.**

Meeting Date: March 5, 2026

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: No

If Yes, Month: N/A

Subject: School Action Fund - Partner-managed Grant Update

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Background Information: In February 2025, Abilene ISD was awarded a School Action Fund Partner-Managed Planning Grant to support the exploration of a potential SB 1882 partnership school. This grant provided funding and technical assistance for the district to design a high-quality school model and to conduct a rigorous, district-led Call for Quality Schools (CQS) process to identify and evaluate potential operating partners.

Since that time, the district has completed the Call for Quality Schools process, including application review, capacity interviews, and internal evaluation. This work was intentionally structured to test interest, surface innovative ideas, and assess alignment with district priorities, operational readiness, and long-term sustainability.

SB 1882 allows school districts to contract with eligible partners, including institutions of higher education, nonprofits, charter organizations, or government entities, to operate an in-district partnership school. Any decision to approve a partner, enter into contract negotiations, approve contracts, or launch a partnership school requires formal action by the AISD Board of Trustees.

This update provides the Board with an overview of the completed Call for Quality Schools process, key takeaways from the district's evaluation, and information regarding next steps. It also previews the possibility of future Call for Quality Schools cycles as early as summer 2026, based on district needs, capacity, and strategic priorities. No commitments or approvals are being requested at this time.

Attached Supporting Documents: (1) Presentation

Fiscal Implications:

None

Administrative Recommendation: None

Contact Person: Jay Ashby



# Regular Meeting

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*March 5, 2026*



# **Call for Quality Schools (CQS) Update**

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*Jay Ashby*

*Executive Director of Innovation and Program Development*

# **SB1882 and Call for Quality Schools Overview**

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# North Star Goal

By the end of the 2028-2029 school year,  
75% of students in Abilene ISD will be in  
A or B seats.

# Call for Quality Schools (CQS) Review

## **North Star Goal**

- By the end of the 2028-2029 school, 75% of students in Abilene ISD will be in A or B seats.

## **High-quality Options for Students**

- Ensure we are creating bold, innovative school models that meet student needs

## **Community Engagement and Trust**

- Make sure families and stakeholders are part of the design process and see their needs reflected in school design and decision-making

## **Maximize Opportunities**

- Access significant financial and accountability benefits to support turnaround, redesign, or new school efforts

# How does the CQS fit in our district strategy?

## **We applied and secured the School Action Fund (SAF) Grant: Partner-Managed**

- Funded our planning year work exploring creating an 1882 partnership, including supporting school design, community engagement, policy adoption, and selection of a partner
- Prepared us to meet TEA SB 1882 Partnership requirements and apply for benefits
- Just an FYI: We can still enter into a SB 1882 Partnership without a SAF Grant

## **The grant catalyzes a Texas Partnership (or Senate Bill 1882 Partnership)**

- A partnership between a district and an operating partner
  - Partner Categories
    - Colleges and Universities
    - Non-profit Organizations
    - Government Entities
    - Charter Organizations
- District authorizes and the Partner operates
- District retains oversight and accountability role

### **1882 Per Pupil Funds:**

- Range of \$0-\$1500 additional per student
- Funding flows when partnership is operating (not planning)
- Annually recurring throughout the duration of the partnership
- Funds are general operating

# AISD's Call for Quality Schools 1.0

***Building Brighter Futures*** in Abilene ISD's innovative strategic planning and development project intended to elevate it as the district of choice in Abilene and the Big Country.

As a part of ***Building Brighter Futures***, Abilene ISD opened a ***Call for Quality Schools*** to request proposals from innovative school partners to identify, vet, and evaluate readiness for potential partnership with AISD. After engaging community and conducting a district-wide quality seats analysis, AISD identified three areas of focus for potential school operators:

- **Early Learning**
- **Advanced Academics**
- **High-Quality Elementary School Models**

## **What we're looking for:**

- Strong leadership & staffing plan aligned to the Effective Schools Framework
- Strategic staffing model & educator pipeline using local talent
- Clear school leadership & professional development plan
- Evidence-based academic strategy with high-quality instructional materials
- Commitment to achieving and sustaining A/B campus ratings under the partnership agreement

# AISD CQS process to date

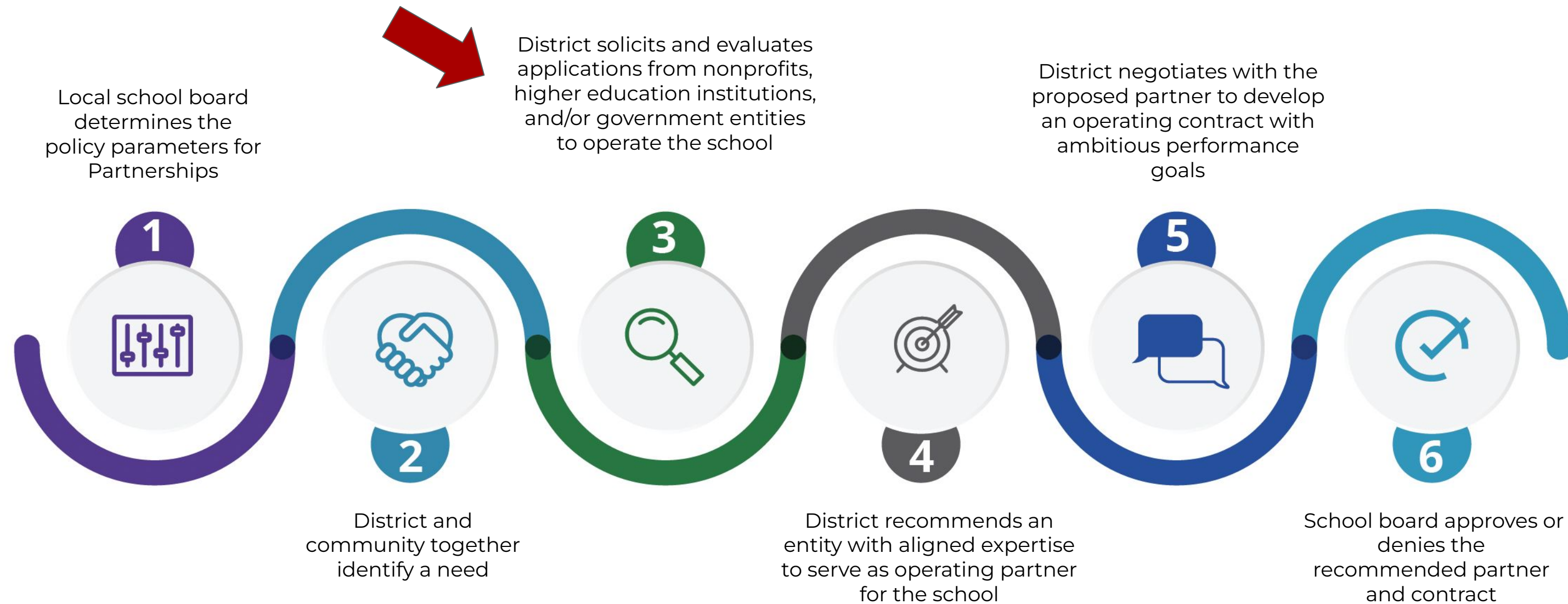
- June 2017: Senate Bill 1882 Passed
- July 2023: Admin Retreat Presentation
- Oct. 2024: Board Meeting: Discussed SB 1882 within context of System of Great Schools
- Nov. 2024: Pathways to Possibility Tour
- Dec. 2024: Applied for School Action Fund-Partner Managed Planning Grant
- Feb. 2025: Awarded Grant
- June 2025: Passed ELA Local Policy
- June 2025: Finalized priority areas of CQS with Cabinet
- June 2025: Held info session with potential Abilene IHE partners & continuing follow up conversations

# AISD CQS process to date

- October 2025: Launched Call for Quality Schools
- October 2025: Convened CQS Evaluation Committee including district instructional, financial, and operational leadership, as well as an expert community member
- November 2025: Cisco College submitted a CQS application to AISD
- November 2025: Evaluation Committee evaluated Cisco College application
- December 2025: Evaluation Committee conducted capacity interview with Cisco College
- **January 2026: Evaluation Committee recommended to the superintendent not to pursue an 1882 partnership with Cisco at this time, but explore other forms of partnership**

# 1882 Partnerships District Authorizing Process

**This is where the Call for Quality Schools process takes place in the overall SB1882 authorizing process**



# **AISD Call for Quality Schools Findings and Recommendation**

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# AISD Evaluation Committee Members

Name	Title & Organization
Jennifer Hinds	Chief Financial Officer, AISD
Julie Wilson	Director of Early Childhood, AISD
Lyndsey Williamson	Exec. Director of Secondary Education, AISD
Jay Ashby	Exec. Director of Innovation, AISD
Patti Blue	Assoc. Supt. of Curriculum and Instruction, AISD
Keri Thornburg	Exec. Director of Elementary Education, AISD
Kathryn Mitchell	Director of Education, The Grace Museum

Members of the evaluation committee were selected thoughtfully for their areas of expertise, diverse perspectives and roles, and for representation of local voices to ensure that any review of partners is fair, unbiased, and transparent to the district and community.. To conduct a rigorous authorizing process and maintain objective evaluation, the committee leveraged the district-approved authorizing tools including the CQS rubric and application, based on the TEA models used across the state.

# High-Level Evaluation Committee Timeline

## **EVALUATION COMMITTEE CALIBRATION**

Review Committee is trained on the TEA model evaluation rubric, application review tools, and conducts practice review with real applications. Members engage with each other to calibrate on high-quality CQS responses to ensure applications are appropriately completed and responsive to district needs.

## **SCORE APPLICATIONS**

Review Committee will read the application in its entirety, including relevant attachments and addenda. Committee will convene to discuss individual ratings as a group and come to consensus on preliminary ratings, evidence, and open questions to ask during interviews.

## **CAPACITY INTERVIEWS**

If application meets minimum rating threshold, then applicant will be invited to capacity interview. Capacity interview will focus on probing questions for areas of concern identified by comments and ratings as a part of application scoring.

## **RECOMMENDATION TO SUPT AND BOARD**

Superintendent will receive recommendation report and make a decision regarding the final recommendation to the School Board. Board will review recommendation for named partner. If approved, contract negotiations will begin and board will then have a chance to vote on performance contract once negotiated.



# CQS Application Components

- **Narrative Proposal:** The proposal should provide a comprehensive and targeted description of the organization's educational model and organizational capacity to operate a partnership school with AISD. There are 5 sections of the proposal
  - Applicant Information
  - Educational Program
  - Governance, Operating Plan, and Capacity
  - Financial Plan
  - Existing School Operator Supplement (if applicable)
- **Attachments:** Throughout the proposal, specific documents are requested in addition to narrative answers. Each response must clearly address, articulate and correlate to the respective section (e.g. enrollment policy, org charts, financial plan).
- **Capacity Interview:** Applicants will have the opportunity to discuss their plan and demonstrate their team's capacity to open and maintain a high-quality partnership school and answer specific questions about their proposal.

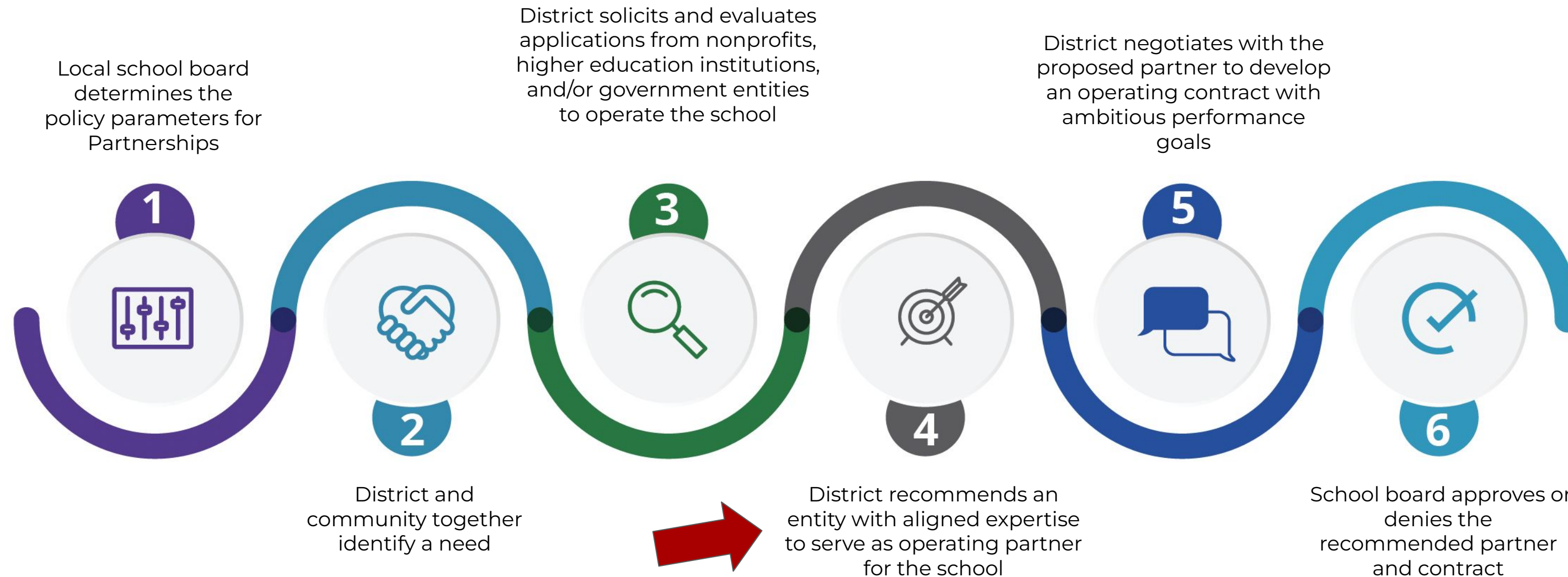
# Cisco College's CQS Application

- Cisco College proposed the Cisco College Wrangler Academy - a new, innovative school with enrollment across all AISD high schools
- All students would earn an associates degree or 60 college credit hours by graduate, and engage in work-based learning and project-based learning experiences, especially in their later years

# AISD Evaluation Committee Reflections

- The Evaluation Committee resoundingly agreed upon how much effort, thought, and care the Cisco College team put forth in their application
- **The exciting points of the application were:**
  - A unique, strategically aligned concept built on existing partnership structures with Cisco
  - The opportunity to promote more associates degree attainment and higher education access for more Abilene students
- **Points for pause and deeper consideration:**
  - 9th and 10th grade experience: There was interest in allowing additional time to intentionally design the student experience, particularly for 9th and 10th grade.
  - Partnership structure: There was shared interest in exploring this concept beyond the confines of an 1882 partnership model. An 1882 partnership could still be considered in the future, but it is not viewed as a requirement for moving the idea forward.

# AISD CQS Evaluation Committee Recommendation



**After careful review of Cisco College's CQS application, CQS eval committee ultimately decided not to recommend their SB1882 partnership proposal at this time**

# **Next Steps and Future Planning**

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# CQS 1.0 AISD Reflections

- We have built strong systems and infrastructure for rigorous district authorizing processes including -
  - Call for Quality Schools policy and processes
  - Strong evaluation committee members and protocols
  - Authorizing tools and templates for future cycles
- We have engaged and educated all higher education partners in Abilene through this process
  - Taking advantage of our unique context surrounded by quality IHEs
  - Educating and sharing the SB1882 opportunity
- We have developed priority areas in alignment to district needs and the quality seats analysis to continue to explore good fit partners
  - Advanced Academics
  - Early Learning
  - High-Quality Elementary Partners

# What's Next?

- Exciting conversations are ongoing about their proposed program outside of SB1882 partnership structures
- We will continue to collaborate with Abilene higher education partners and other eligible entities on a shared vision for partnership
- We are researching other opportunities and successful models in Advanced Academics across the state and country (PreK, IB, etc)
- We are continuing to learn from, connect with, and visit other district authorizers to learn from their Call for Quality Schools processes
- We will continue to keep track of SAF Partner-Managed grants and other opportunities to further this work with future partners
  - Example: If we enter into a partnership in the summer, we would be eligible in November each year to apply for implementation grant funding for the following school year.

**Abilene Independent School District Board Document - Agenda Item XX.XX**

Meeting Date: March 5, 2026

Meeting Type: Regular Meeting

Item Type: Presentation

Future Action Required: Yes

If Yes, Month: April

Subject: TASB Local Policy Update 126

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Background Information:

Update 126 contains local policies that require board action and adoption based on the district's final recommendations. This update includes local policy addressing start time for Board meetings, public comment in Board meetings, DEI related prohibitions for contracted services, background checks for contracted services, cybersecurity training, safety and security, competitive purchasing thresholds, personal services performed by an administrator, concurrent use of paid leave for teachers, nonrenewal of term contracts, employee complaints, employee standards of conduct, instructional plans, instructional material review by parents, video monitoring of special education classes, medical treatment, crisis intervention, and student rights. Additionally, update 126 includes more than 140 revisions to many legal policies based on updates made in the last legislative session.

Attached Supporting Documents:

- LEGAL and LOCAL Explanatory Notes
- Annotated LEGAL Policies
- Annotated LOCAL Policies
- Update 126 First Reading Presentation

Fiscal Implications:

None

Administrative Recommendation:

None at this time

Contact Person: Alison Sims

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Abilene ISD

#### 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.

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### **Abilene ISD**

#### **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.

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.

#### **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.

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### **Abilene ISD**

#### **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 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."

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Abilene ISD

#### **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.

#### **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.

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### **Abilene ISD**

#### **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.

#### **CKE(LEGAL) 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

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Abilene ISD

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 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 re-

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### **Abilene ISD**

jected 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(LLEGAL)                      TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION**

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

### **CNC(LLEGAL)                      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(LLEGAL)                      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(LLEGAL)                      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(LLEGAL)                      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(LLEGAL)                      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).

### **CQD(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.

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#### **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 district's locally developed language continues to delegate all authority to the superintendent to determine the project delivery/contract method; therefore, no reference is made to the competitive purchasing threshold in law. Policy BJA(LOCAL) establishes the superintendent's delegation authority; therefore "or designee" is recommended for deletion at Project Administration.

**Please note:** As requested by the district, we have revised the threshold amount for the superintendent's authority to approve construction contracts. Please contact your policy consultant if you have any questions.

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.

#### **DBA(LEGAL)**

#### **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

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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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      COMPENSATION PLAN: INCENTIVES AND STIPENDS**

Extensive revisions throughout this policy reflect changes from HB 2.

#### **DEC(LEGAL)                      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.

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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#### **DF(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL), below.]

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

#### **DGA(LEGAL)                      EMPLOYEE RIGHTS AND PRIVILEGES: FREEDOM OF ASSOCIATION**

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

#### **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.

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#### **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.

#### **DMA(LEGAL)**

#### **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(LEGAL)**

#### **PERSONNEL POSITIONS**

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

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#### **EA(LEGAL) INSTRUCTIONAL GOALS AND OBJECTIVES**

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

#### **EEP(LEGAL) 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(LEGAL) 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(LEGAL) 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(LEGAL) CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM**

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

#### **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.

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#### **EHB(LLEGAL) 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(LLEGAL) 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(LLEGAL) 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(LLEGAL) 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(LLEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT**

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

#### **EHBAF(LLEGAL) 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.

#### **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.

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#### **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 Dishonesty, 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.

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#### **EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT**

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

#### **EKC(LEGAL) TESTING PROGRAMS: READING ASSESSMENT**

Substantial revisions throughout are due to HB 2.

#### **EKD(LEGAL) 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(LEGAL) CAMPUS OR PROGRAM CHARTERS**

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

#### **EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES**

Revisions throughout are due to SB 12.

#### **F(LEGAL) 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(LEGAL) 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.

#### **FD(LEGAL) 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(LEGAL) 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 re-

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quirements relating to Serious or Life-Threatening Illness and the form that the district must use for this purpose.

#### **FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING**

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

#### **FED(LEGAL) 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(LEGAL) 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.

Provisions regarding students taking off-campus P.E. or participating in other off-campus physical activities for high school credit are addressed in policies EHAC(LEGAL) and EIF(LOCAL); therefore, that information does not need to be repeated here.

#### **FFA(LEGAL) STUDENT WELFARE: WELLNESS AND HEALTH SERVICES**

Substantial revisions throughout are due to SB 12.

#### **FFAC(LEGAL) 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.

#### **FFB(LEGAL) 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.

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#### **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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      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(LEGAL)                      STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

#### **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.

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#### 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.

#### 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.

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### Abilene ISD

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(LLEGAL)                      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(LLEGAL)                      STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER**

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

#### **FOB(LLEGAL)                      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(LLEGAL)                      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(LLEGAL)                      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(LLEGAL)                      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(LLEGAL)                      STUDENT DISCIPLINE: EMERGENCY AND ALTERNATIVE PLACEMENT**

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

#### **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.

# Explanatory Notes

## TASB Localized Policy Manual Update 126

### **Abilene ISD**

#### **FP(LEGAL) 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(LEGAL) 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(LEGAL) ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION**

Changes throughout are due to HB 4219.

#### **GC(LEGAL) PUBLIC NOTICES**

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

#### **GF(LEGAL) 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(LEGAL) 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.

#### **GNB(LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: REGIONAL EDUCATION SERVICE CENTERS**

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

Explanatory Notes  
TASB Localized Policy Manual Update 126

**Abilene ISD**

**GRAA(LLEGAL)**

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

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

BOARD MEETINGS

BE  
(LOCAL)

**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 Monday following the first Thursday of each month at 5:00 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**

Preparation

The Superintendent shall develop procedures for the preparation of Board agendas and notify Board members of the meetings. The Board agendas shall normally be prepared under the direction of the Superintendent, in consultation with the Board President.

One or more Board members may request that an item be placed on the agenda for any Board meeting if proper and timely notice to the public can be reasonably accomplished by the Superintendent.

In the event that a Board agenda item must be removed from the agenda, the Board President and the Board member who initiated the request shall be consulted prior to the removal.

**Notice to Members**

Members of the Board shall be given notice of regular and special meetings at least three business days prior to the scheduled 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, where practicable, the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided by law or Board policy, rule, or procedure. The Board may suspend at any Board meeting, by majority vote of the Board members present, any Board policy, rule, or procedure that would normally be followed in the course of the meeting.

**Record Vote**

Voting on any item shall be a record vote 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 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.

[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 presiding officer 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 presiding officer shall not interfere with debate so long as members wish to address themselves to an item under consideration.

Board members should refrain from discussing a specific issue a second time unless all Board members have had an opportunity to speak on that particular issue first.

**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.

**Workshops and  
Special Meetings**

At all other Board meetings, including Board workshops, 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.

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

CONTRACTED SERVICES

CJ  
(LOCAL)

**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 or designee the authority to:

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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 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 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:

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

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

**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**

The Board delegates to the Superintendent its authority to determine, prior to advertising, the project delivery/contract award method to be used for each construction contract **valued at or above the competitive purchasing threshold established in law**. The Superintendent shall determine 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 ~~\$50~~\$100,000, 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)]

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**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).

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**Change Orders**

The Superintendent or designee shall be authorized to approve changes orders permitted by law.

**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 accepted by the Superintendent.

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS  
CONFLICT OF INTEREST

DBD  
(LOCAL)

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

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~~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

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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

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**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 on the first day the employee reports for duty.

**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 five consecutive workdays 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 Sick Leave**

Each employee shall earn five, six, or seven paid local sick leave days per school year in accordance with administrative regulations.

Local sick leave shall accumulate without limit.

Local sick leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year, except that an employee may contribute local sick leave to a sick leave bank. [See DEC(LEGAL)]

**Sick Leave Bank**

The District shall establish a sick leave bank that employees may join through contribution of local sick leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.

The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

Appeal	An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.
<b>Family and Medical Leave</b>	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, <i>except as provided below</i> .
<del>Note: — See DECA(LEGAL) for provisions addressing Twelve-Month FMLA Exception</del>	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 Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be July 1 through June 30.
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.
<b>Temporary Disability Leave</b>	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.]  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.

COMPENSATION AND BENEFITS  
LEAVES AND ABSENCES

DEC  
(LOCAL)

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

**Workers'  
Compensation**

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**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.

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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.

**Paid Leave Offset**

The District shall 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.

**Payment for  
Accumulated Leave  
Upon Retirement**

An employee who retires from the District shall be eligible for payment for accumulated local sick leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee does not expect to return to employment in a full-time capacity.
3. The employee provides advance written notice of intent to retire by the first Monday in February.
4. The employee has at least ten years of service with the District.
5. The employee has at least one day of available local sick leave.

The employee shall receive payment for each day of accumulated local sick leave based upon the employee's number of years of service with the District, at a rate established by the Board.

The number of years of service with the District shall be multiplied by five to determine the maximum number of days an employee shall receive payment (e.g., an employee with 10 years of service is eligible for payment of 50 days of accumulated local sick leave). Local sick leave in excess of the maximum number of paid days shall be contributed to the District sick leave bank. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee. The rate

established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Neutral Absence  
Control**

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.

**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.

**Definition of Days**

For purposes of this policy, "days" shall mean calendar days.

**Request for Hearing**

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing addressed in care of the Superintendent by delivery to the office of the Superintendent 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 on behalf of the Board by the Superintendent, the Superintendent shall consult with the Board President and shall promptly notify the employee whether the hearing will be conducted by the Board [see Hearing by the Board, below] or an attorney designated by the Board [see Hearing by an Attorney Designated by the Board, below].

In either case, 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 by the Board**

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.

**Hearing Procedures**

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.

An official record of the hearing (including but not limited to an audio recording) shall be made and preserved by the District, a copy of which shall be made available to the employee without charge.

**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.

**Hearing by an  
Attorney Designated  
by the Board**

The hearing must be private unless the employee requests in writing that the hearing be public, except that the attorney may close the hearing to maintain decorum. If the employee does not request a public hearing, only the attorney designated by the Board, the employee, the Superintendent, their representatives, and witnesses shall be permitted to be in attendance, and 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 control of the attorney designated by the Board and shall generally follow the steps listed at Hearing by the Board.

Not later than the 15th day after the completion of the hearing, the attorney shall provide to the Board a record of the hearing and his or her recommendation on renewal.

**Board Review**

The Board shall consider the record of the hearing and the attorney's recommendation at the first Board meeting for which notice can be posted, unless the parties agree in writing to a different date. The Board shall notify the employee of the meeting date as soon as it is set. At the meeting, the Board shall allow each party an equal amount of time to present oral arguments. The Board shall notify the employee in writing of the Board's decision on renewal not later than the 15th day after the date of the meeting.

**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.

PERSONNEL-MANAGEMENT RELATIONS  
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA  
(LOCAL)

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.

PERSONNEL-MANAGEMENT RELATIONS  
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA  
(LOCAL)

<u>Notice of Complaint</u>	<u>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.</u>
<b>Freedom from Retaliation</b>	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
<b>Whistleblower Complaints</b>	Whistleblower complaints shall be filed within the time specified by law and may be made <del>to the Superintendent or designee</del> 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]
<b>Complaints Against Supervisors</b>	Complaints alleging a violation of law by a supervisor may be made to the Superintendent <del>or designee</del> . <u>Complaint forms</u> . <u>Complaints</u> alleging a violation of law by the Superintendent may be submitted directly to the Board or <u>Board's</u> designee.
<u>Direct Communication with Board Members</u>	<u>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.</u>
<b>General Provisions</b> Filing	Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, <del>including email and fax</del> , 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 <u>business</u> days after the deadline.
Scheduling <del>Conferences</del> <u>Hearings</u>	The District shall make reasonable attempts to schedule <del>conferences</del> <u>hearings</u> at a mutually agreeable time. If the employee fails to appear at a scheduled <del>conference</del> <u>hearing</u> , the District may hold the <del>conference</del> <u>hearing</u> and issue a decision in the employee's absence.
<u>Response</u> <u>At Levels One and Two,</u> <u>"response"</u> <u>Decision</u>	<u>A "decision" shall mean a written communication to the employee from the appropriate administrator. <del>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</del></u>

PERSONNEL-MANAGEMENT RELATIONS  
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA  
(LOCAL)

	<p><u>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.</u></p> <p><u>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.</u></p> <p>A <u>decision</u> 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 <del>responses</del><u>decisions</u> shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p><del>"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."</del></p>
<u>Representative</u> <del>Representative</del>	<p>"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 <del>him or her</del><u>the employee</u> in the complaint process.</p> <p>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 <u>business</u> days' notice to the District before a scheduled <del>conference or</del> hearing, the District may reschedule the <del>conference or</del> 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.</p>
Consolidating Complaints	<p><del>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 <u>any</u> event or series of events could be addressed in one complaint. <del>events that have been or could have been addressed in a previous complaint.</del></del></p> <p><del>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.</del></p>
Untimely Filings	<p><del>All time limits shall be strictly followed unless modified by mutual written consent.</del></p> <p><del>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any</del></p>

	<p><del>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.</del></p>
<u>Costs Incurred</u>	<p><del>Costs Incurred</del></p> <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 <del>in writing</del> on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be <del>attached to</del> <u>included with</u> the complaint form. If the employee does not have copies of these documents, <del>they</del> <u>copies</u> may be presented at the Level One <del>conference</del> <u>hearing</u>. After the Level One <del>conference</del> <u>hearing</u>, <del>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.</del></p>
<u>Record</u>	<p><u>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.</u></p>
<u>Remand</u>	<p>A complaint or appeal form that is incomplete in any material aspect <del>may</del> <u>shall</u> be <del>dismissed but may be refiled with all the required information if the refiling is within the designated time for filing. re-</del> <u>filed, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.</u></p> <p><u>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.</u></p>
<u>Assignment of Hearing Officer</u>	<p><u>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.</u></p>
<u>Investigation</u>	<p><u>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.</u></p>

**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:~~

- ~~1. 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~~
- ~~2. 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. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint. 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 request hearing 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. If the complaint is against a District employee, the written response of the District employee, if any.
- 3.4. The decision issued at Level One and any attachments.
- 4.5. 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 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 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.

Level Three

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

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

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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.

EMPLOYEE STANDARDS OF CONDUCT

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(LOCAL)

**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.]

**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

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

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.

EMPLOYEE STANDARDS OF CONDUCT

DH  
(LOCAL)

**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 ARRANGEMENTS  
LESSON PLANS

EEP  
(LOCAL)

**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.

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**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.

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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 and a parent serving on the campus-level committee or district-level committee. If a campus-level committee or district-level committee parent is not available, the principal or curriculum and instruction administrator will select another parent from the campus or district. Other members of the committee may include District-level staff, secondary-level students, 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.

INSTRUCTIONAL RESOURCES  
INSTRUCTIONAL MATERIALS

EFA  
(LOCAL)

<i>Frequency of Review</i>	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]

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**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.

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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.

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.

### **Students Release from School**

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**

~~Except for off-campus physical education programs authorized by the Commissioner of Education, no elementary or middle school student may be excused during school hours for private lessons of any nature and no high school student may miss a class to take private lessons.~~ 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~~ 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.

**Emergency Basis**

The District shall purchase certain nonprescription medications to administer to students only on an emergency basis and in accordance with:

1. Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
2. Parental consent given on the emergency treatment form.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions.

**Opioid Antagonist**

This provision shall be applicable to every campus.

*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.

WELLNESS AND HEALTH SERVICES  
MEDICAL TREATMENT

FFAC  
(LOCAL)

*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.

**Financial  
Responsibility**

Except as otherwise provided by law, the District, the Board, and the employees of the District shall not be financially responsible for the medical treatment and/or related expenses of students who are injured or become ill while participating in or as the result of participation in school or school-related activities.

<b>Threat Assessment and Safe and Supportive Team</b>	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	<p>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.</p> <p>The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.</p>
Notification to Teaching Staff of Threat	<p>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:</p> <ol style="list-style-type: none"><li>1. The existence of the threat;</li><li>2. The nature of the threat; and</li><li>3. Any other pertinent detail to ensure student and staff safety.</li></ol> <p>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.</p>
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<br>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.   |

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**Note:** See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

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The District shall notify a parent of a student with whom ~~an educator~~ 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 ~~educator's~~ individual's alleged abuse or commission of an otherwise unlawful act with ~~the~~ student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with ~~the~~ student.

**Notice of Suspected  
Criminal Offense**

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense 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 ~~48~~24 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](#)<sup>1</sup>;
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]

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<sup>1</sup> 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.

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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.

No Prior Informal Process

[See Formal Process, below]

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.

~~Freedom from Retaliation~~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.

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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, <del>including email and fax,</del> 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 <del>Conferences</del> Hearings	The District shall make reasonable attempts to schedule <del>conferences</del> hearings at a mutually agreeable time. If a <del>student or parent-complainant</del> fails to appear at a scheduled <del>conference</del> hearing, the District may hold the <del>conference</del> hearing and issue a decision in the <del>student's or parent's</del> complainant's absence.
Response <del>At Levels One and Two,</del> "response"Decision	A "decision" shall mean a written communication to the <del>student or parent</del> complainant from the appropriate administrator. <del>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 shall be timely if they are postmarked by U.S. Mail on or before the deadline.</del>
Days	<del>"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."</del> 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.

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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.

Representative

"Representative" shall mean any person who or organization that is designated by the ~~student or parent~~complainant to represent the ~~student or parent~~complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The ~~student or parent~~complainant may designate a representative through written notice to the District at any level of this process. ~~If the student or parent~~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

~~Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent 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.~~

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 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 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 ~~student or parent~~complainant does not have copies of these documents, copies may be presented at the Level One ~~conference~~hearing. After the Level

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	<p><del>One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference</del>hearing, 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 <del>may</del>shall be <del>dismissed but may be refiled with all the required information if the refiling is within the designated time for filing</del>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><del>Complaint forms must be filed:</del></p> <ol style="list-style-type: none"><li><del>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; and</del></li><li><del>2. With the lowest level administrator who has the authority to remedy the alleged problem.</del></li></ol> <p><del>In most circumstances, students and parents shall file Level One complaints with the campus principal.</del></p> <p><del>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.</del></p> <p><del>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.</del></p>

~~Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. 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**

~~The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days 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. The decision issued at Level One and any attachments.

4.5. 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 lim-~~  
~~ited to the issues and documents considered at Level One. At the~~  
~~conference, the student or parent may provide information con-~~  
~~cerning any documents or information relied upon by the adminis-~~  
~~tration 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 deci-  
sion within 20 calendar days following the ~~conference~~hearing. In  
reaching a decision, the ~~Superintendent or designee~~hearing officer  
may consider the Level One record, any additional information provid-  
ed ~~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 re-  
quested at Level Two or if the time for a ~~response~~decision has ex-  
pired, 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 dead-  
line.

~~The Superintendent or designee shall inform the student or parent~~  
~~of the date, time, and place of the Board~~Unless the Board dele-  
gates 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 cal-  
endar 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. Corporal punishment shall be administered only by an employee who is the same sex as the student.
4. The instrument to be used in administering corporal punishment shall be approved by the principal.
5. 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

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violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

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.

PUBLIC COMPLAINTS

GF  
(LOCAL)

Consolidating Complaints	<p><del>Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file</del>To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from <del>any</del>an event or series of <del>events that have been or could have been addressed in a previous complaint.</del></p>
Untimely Filings	<p><del>All time limits shall be strictly followed unless modified by mutual written consent.</del></p> <p><del>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 timeliness</del>related 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 <del>in writing</del>on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be <del>attached to</del>included with the complaint form. If the <del>individual</del>complainant does not have copies of these documents, <del>they</del>copies may be presented at the Level One <del>conference</del>hearing. After the Level One <del>conference</del>, <del>no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference</del>hearing, 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 <del>may</del>shall be <del>dismissed but may be refiled with all the required information if the refile is within the designated time for filing</del>, refiled, 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. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator investi~~  
**Complaint Levels**  
**gation**

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. 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 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 conferencehearing officer may set reasonable time limits for the hearing.

The ~~Superintendent or designee~~hearing officer shall provide the ~~in-~~dividual a written response within ~~ten~~complainant a decision within 20 calendar days following the ~~conference~~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 issued at Level Two and any attachments.~~
- ~~4.3. All~~Any other documents ~~relied upon~~submitted by the ~~administration in reaching the~~complainant at Level Two ~~decision.~~
4. The ~~appeal shall be limited to the issues and documents considered~~decision issued at Level Two, ~~except that if at the Level Three hearing and any attachments.~~

5. All other documents relied upon by 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~~in reaching the Level Two decision.

The ~~District shall determine whether~~complainant may request that the complaint ~~will be presented~~heard in open or closed meeting. ~~in accordance with~~The District shall honor that request unless the Texas Open Meetings Act ~~and~~or other applicable law ~~requires otherwise~~. [See BE]

~~The~~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 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.

**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]



# **Board of Trustees Meeting**

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*March 6, 2026*



# Local Policy Update 126

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*Mrs. Alison Sims*



# Items in Your Board Packet

- Cover Page
- Copy of this presentation
- Annotated LEGAL Policies
- Annotated LOCAL Policies
- LEGAL and LOCAL Explanatory Notes



# Process Overview

- TASB Updates were released in late November of 2025
- Administration Reviews Materials
- Board hears 1st reading of policies and administrative recommendations at March Board Meeting
- TASB Update 126 will be on the consent agenda for the April Regular Board Meeting



# Legal Framework Changes

Over 140 LEGAL  
policies in  
Update 126





# **LOCAL Policies - Local Governance**



# BE (LOCAL) Board Meetings

- Board meetings must be outside of typical work hours
- 72 hour posting requirement changed to three business days for public notice
- Voting must be a record vote; voice voting is no longer permitted





# BED (LOCAL) Public Participation



- Emphasis that public comment shall be at the beginning of the meeting
- Public comment limited to three minutes



# **LOCAL Policies - Business and Support Services**



# CJ (LOCAL) Contracted Services

- Contractors may not engage in DEI activities
- Violation of this policy shall result in contract termination
- Prohibits the District from giving employment assistance to contractors if the contractor has engaged in sexual misconduct regarding a minor or student





# CJA (LOCAL) Contracted Services: Background Checks and Required Reporting

- No change to this policy - change in sub-topic name to Background Checks and Required Reporting
- District continues to require background checks for all contracted service providers and follows requirement to report child abuse to CPS





# CLE (LOCAL) Buildings, Grounds, Equipment Management: Required Displays



- No text changed in this policy, subtopic name changed to Required Displays
- Notably, in CLE (LEGAL), a subsection regarding the 10 Commandments was added



# CQB (LOCAL) - Technology Resources: Cybersecurity

- Requires District to develop a plan to secure cyberinfrastructure against a cyberattack
- District must have a cybersecurity training program
- District must notify all involved of a security breach or cybersecurity incident





# CSA (LOCAL) Safety and Security



The District shall ensure that private spaces in District facilities are appropriately designated in accordance with law as required by the Texas Women's Privacy Act.



# CV (LOCAL) Facilities Construction

- Added language regarding increase in procurement threshold
- AISD Board updated this policy in September 2025
- Changes reflect this update





# LOCAL Policies - Personnel



# DBD (LOCAL) Employment Requirements and Restrictions: Conflict of Interest



- Added language regarding personal services provided by an administrator
- Administrators who wish to perform personal services for businesses that conduct or solicit business with their District must first seek approval from the Board



# DEC (LOCAL) Compensation and Benefits: Leaves and Absences

- Clarifies the calculation of daily rate for a contract employee
- Allows employees who are on FMLA related to pregnancy or the birth or adoption of a child to opt out of FMLA running concurrently with paid leave





# DFBB (LOCAL) Nonrenewal

Added language to the reasons for nonrenewal of a term contract to include DEI activities and assigning any activity to a student that is prohibited by law





# DGBA (LOCAL) Personnel-Management Relations: Employee Complaints/Grievances

- Clarifies steps for filing of a grievance against an employee
- An employee against whom a complaint has been filed must be notified and be given opportunity to respond to the complaint in writing





# DH (LOCAL) Employee Standards of Conduct

- Added a section prohibiting instruction or guidance on programming prohibited by law
- Prohibition of DEI duties or assignments
- Prohibition of assisting a District student with social transitioning, including providing information about social transitioning





# **LOCAL Policies - Instruction**



# EEP (LOCAL) Instructional Arrangements: Lesson Plans

- New Policy
- Requires teachers to submit course syllabi or instructional plans each semester to the District for the District website
- For AISD, our District Developed Curriculum Documents will fill this requirement





# EFA (LOCAL) Instructional Resources: Instructional Materials

- Requires a notice posted on the District's website stating that a parent is entitled to review instructional materials
- Added requirements to the Instructional Material Review Process





# **EHBAF (LOCAL) - Special Education: Video/Audio Monitoring**

- Clarified language in policy for special education settings
- Changed wording of “self-contained” classroom to “special education” classroom





# LOCAL Policies - Students



# FA (LOCAL) - Parent Rights and Responsibilities

- New Policy
- Establishes a parent portal on the District's website through which parents may submit comments to campus administrators, District administrators, and the Board
- Currently available under "Ask AbileneISD"





# FEF (LOCAL) Attendance: Released Time

- Students may be released from class for an off-campus religious course provided by an outside entity
- Outlines requirements for a student to be released for such a course





# FFAC (LOCAL) - Medical Treatment

Allows administration of medication by a school nurse under certain guidelines, including parent permission





# FFB (LOCAL) Student Welfare: Crisis Intervention

Requires teachers and aides to be notified as soon as safely possible when a threat is made against a campus to include the nature of the threat and details to ensure student safety





# FFF (LOCAL) - Student Welfare: Student Safety

Requires the District to notify parents no later than one business day after an employee first suspects that a criminal offense has been committed against the parent's child





# FFG (LOCAL) Student Welfare: Child Abuse and Neglect

Changes requirement for reporting any suspicion of child abuse for a district employee from 48 to 24 hours





# **FNG (LOCAL) - Student Rights and Responsibilities: Student and Parent Complaints/Grievances**

- Changes the grievance filing deadline for students and parents
- 90 calendar days from the date a parent first knew of the reason for the complaint
- 30 calendar days from the date on which the District provided information regarding how to file a grievance
- Other procedural clarifications regarding grievances
- Allows 20 calendar days for District response to grievances



# FO (LOCAL) - Student Discipline

Changes  
language  
regarding video  
and audio  
recording and  
required notices





# **LOCAL Policies - Community and Governmental Relations**



# GF (LOCAL) - Public Complaints

- Changes the grievance filing and response timelines
- Requires notification to the employee whom a complaint has been filed, with an opportunity to respond in writing
- Clarifies grievance procedures





# GKA (LOCAL) - Conduct on School Premises

Language regarding handguns changes from Texas license to in general a handgun license - not allowed to be carried on school premises



**Abilene Independent School District Board Document - Agenda Item VIII.D.**

Meeting Date: March 5, 2026

Meeting Type: Regular

Item Type: Report

Future Action Required: No

If Yes, Month: N/A

Subject: 2026-2027 Budget Calendar

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Background Information: At the beginning of the budget cycle the Board can review and comment on the AISD Budget Calendar. The calendar is attached for your review. A presentation of the AISD Budget Calendar will be a part of the March regular meeting, where the Chief Financial Officer will welcome any questions or comments on the calendar. The budget process to develop and approve the 2026-2027 AISD Budget will be reviewed.

Attached Supporting Documents: Presentation, AISD 2026-2027 Budget Calendar

Fiscal Implications: None

Administrative Recommendation: N/A

Contact Person: Jennifer Hinds





# Budget Calendar FY27

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Jennifer Hinds  
Chief Financial Officer

# Budget Calendar 2026-2027

- Budget Calendar to Board
- Staff Assessment (Ongoing through June)

- Prepare zero based budget workbooks for non-payroll budget allocations for all budget owners

- Review zero based budget workbooks
- set non-payroll budget allocations
- discuss projections and budget factors
- Budget meetings
- Preliminary taxable values

- Budget Workshop - FY27 Budget Overview - Enrollment & Attendance Projections, assumptions and strategy

- Budget Workshop - Expenditure Projections

- Budget Workshop - Revenue Projections, Updated Expenditure Projections
- Certified Taxable Values Received from CAD
- Tax Rate Calculation

- Budget Workshop - Final Budget Discussions with updated projections
- Vote on Tax Rate
- Public Meeting regarding Budget & Tax Rate
- Budget & Tax Rate Adoption



# Initial Budget Framework

- **Staffing Levels Aligned to Enrollment**
  - Adjust personnel to match projected enrollment trends, maintaining service levels while managing costs.
- **Legislative Action and Funding Outlook**
  - Monitor state and federal policy changes that may affect funding and compliance; plan for multiple scenarios.
- **Property Value Growth**
  - Incorporate growth and assess revenue impact.
- **Tax Compression**
  - Evaluate effect on local revenue.
- **Economic Changes**
  - Account for economic shifts affecting revenues and expenditures.



**QUESTIONS?**



# Budget Calendar FY27

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Jennifer Hinds  
Chief Financial Officer

## ABILENE INDEPENDENT SCHOOL DISTRICT 2026-27 BUDGET CALENDAR

ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE
Discuss budget calendar and other budget items	Cabinet	January 2026
Ongoing assessment of 2026-2027 staffing needs	Assoc. Superintendent for the Development of Human Resources	February - June, 2026
Discuss budget calendar with Board	Chief Financial Officer	February 2026 (Workshop)
Prepare zero based budget workbooks for non-payroll allocations for all budget owners to complete and return to CFO.	Chief Financial Officer	March 2026
Review of zero based budget workbooks: 2026-27 non-payroll budget allocations set. Allocation amounts communicated to budget managers	Chief Financial Officer Cabinet	April 2026
Discuss enrollment & attendance projections, revenue factors, overall financial condition and other budget items	Chief Financial Officer Cabinet/Executive Leadership Team	April 2026 Executive Team
Budget Meetings with all Budget Owners	Chief Financial Officer	April - May 2026
Receive estimated tax values from Taylor and Jones county	Appraisal Districts	April 28, 2026
2026-27 Budget Overview and preliminary budget discussion with Board	Chief Financial Officer	May 2026 (Workshop)
Discuss preliminary expenditure projections with Board	Chief Financial Officer	June 2026 (Workshop)
Discuss preliminary revenue estimates and special needs with Board	Chief Financial Officer	July 2026 (Workshop)
Receive certified 2026 tax rolls from Taylor and Jones county	Appraisal Districts	July 24, 2026
Calculation of rollback tax rate and other information for public notice	Chief Financial Officer Taylor County Appraisal District	July 24, 2026
Approval of budget parameters to be used for budget workbook and set public meeting date to discuss budget and proposed tax rate <b>(Recommendation: August 24, 2026)*</b>	Board of Trustees	August 2026 (Workshop)

## ABILENE INDEPENDENT SCHOOL DISTRICT 2026-27 BUDGET CALENDAR

ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE
Final discussions of 2026-27 preliminary budget with Board	Chief Financial Officer	August 2026 (Workshop)
Vote on proposed tax rate that will be published in the notice	Board of Trustees	August 2026 (Regular Meeting)
Publish <i>NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE</i>	Chief Financial Officer	August 14, 2026*
Post summary of proposed budget on district website	Chief Financial Officer	August 14, 2026*
Conduct public hearing on 2026-27 proposed budget and tax rate, adopt budget, adopt tax rate	Board of Trustees	August 24, 2026 (Special Meeting)*

\*Date Subject to Change

<p>THIS CALENDAR COMPLIES WITH THE LAWS AND REQUIREMENTS FOR THE PREPARATION AND APPROVAL OF THE 2026-2027 BUDGET. IT ALSO COMPLIES WITH ALL TRUTH-IN-TAXATION LAWS.</p>
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**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: 3/5/2025

Meeting Type: Regular

Item Type: Voting Item

Future Action Required: No

If Yes, Month: N/A

Subject: The board will consider acceptance of the certification of unopposed candidates for Abilene ISD Board of Trustees Places 4, 5, and 6.

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Background Information: The authority responsible for the ballot (Robin Jones) has certified in writing that the candidates for Abilene ISD Board of Trustees Places 4, 5, and 6 are unopposed. Texas Election Code Section 2.051—2.053 specifies the appropriate legal process for cancellation of an election in which no candidate faces opposition. Acceptance of this certification is the first required step.

Attached Supporting Documents: Certification

Fiscal Implications: No cost. Election cancellation will save Abilene ISD the cost of running off an election, which is approximately a five-figure dollar amount.

CONNECT • LEAD • SUCCEED

Administrative Recommendation: The Superintendent recommends that the AISD Board of Trustees accept the certification of unopposed candidates for Abilene ISD Board of Trustees Places 4, 5, and 6.

Contact Person: John Kuhn

**CERTIFICATION OF UNOPPOSED CANDIDATES FOR OTHER  
POLITICAL SUBDIVISIONS (NOT COUNTY) CERTIFICACIÓN DE  
CANDIDATOS ÚNICOS  
PARA OTRAS SUBDIVISIONES POLITICAS (NO EL CONDADO)**

**To: Presiding Officer of Governing Body**  
**Al: Presidente de la entidad gobernante**

**As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on May 2, 2026.**

**Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el 2 de mayo de 2026.**

**List offices and names of candidates:**  
**Lista de cargos y nombres de los candidatos:**

<b>Office(s) Cargo(s)</b>	<b>Candidate(s) Candidato(s)</b>
Abilene ISD Board of Trustees - Place 4	Amanda Pittman
Abilene ISD Board of Trustees - Place 5	Danny Wheat
Abilene ISD Board of Trustees - Place 6	Alana Jeter

  
\_\_\_\_\_

**Signature (Firma)**

Robin Jones  
\_\_\_\_\_

**Printed name (Nombre en letra de molde)**

Administrative Assistant to the Board of Trustees  
\_\_\_\_\_

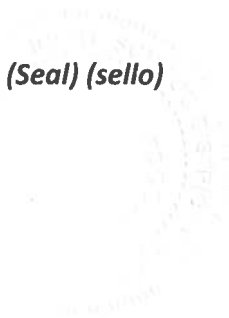
**Title (Puesto)**

March 5, 2026  
\_\_\_\_\_

**Date of signing (Fecha de firma)**

*See reverse side for instructions  
(Instrucciones en el reverso)*

**(Seal) (sello)**



**Abilene Independent School District Board Document - Agenda Item**

Meeting Date: 3/5/2025

Meeting Type: Regular

Item Type: Voting Item

Future Action Required: No

If Yes, Month: N/A

Subject: The board will consider an Order of Cancellation of the Election for Abilene ISD Board of Trustees Places 4, 5, and 6.

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Background Information: The authority responsible for the ballot (Robin Jones) has certified in writing that the candidates for Abilene ISD Board of Trustees Places 4, 5, and 6 are unopposed. Texas Election Code Section 2.051—2.053 specifies the appropriate legal process for cancellation of an election in which no candidate faces opposition. Passage of an Order of Cancellation is the second and final required step.

Attached Supporting Documents: Order of Cancellation

Fiscal Implications: Election cancellation will save Abilene ISD the cost of running off an election, which is approximately a five-figure dollar amount.

CONNECT • LEAD • SUCCEED

Administrative Recommendation: The Superintendent recommends that the AISD Board of Trustees accept the certification of unopposed candidates for Abilene ISD Board of Trustees Places 4, 5, and 6.

Contact Person: John Kuhn

**ORDER OF CANCELLATION**  
**ORDEN DE CANCELACIÓN**

The Abilene Independent School District hereby cancels the election scheduled to be held on May 2, 2026 in accordance with Section 2.053(a) of the Texas Election Code.

The following candidates have been certified as unopposed and are hereby elected as follows:

*El Abilene Independent School District por la presente cancela la elección que, de lo contrario, se hubiera celebrado el 2 de mayo de 2026 de conformidad, con la Sección 2.053(a) del Código de Elecciones de Texas. Los siguientes candidatos han sido certificados como candidatos únicos y por la presente quedan elegidos como se haya indicado a continuación:*

<b>Candidate (<i>Candidato</i>)</b>	<b>Office Sought (<i>Cargo al que presenta candidatura</i>)</b>
Amanda Pittman	Abilene ISD Board of Trustees, Place 4
Danny Wheat	Abilene ISD Board of Trustees, Place 5
Alana Jeter	Abilene ISD Board of Trustees, Place 6

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.

*El Día de las Elecciones se exhibirá una copia de esta orden en todas las mesas electorales que se hubieran utilizado en la elección.*

---

President (*Presidente*)

---

Secretary (*Secretario*)

(seal) (*sello*)

March 5, 2026  
Date of adoption (*Fecha de adopción*)

See reverse side for instructions  
*Instrucciones en el reverso*

### Instructions for sample order of cancellation:

To cancel an election, the governing body must first receive and accept the Certification of Unopposed Candidates form (or the authority may create its own form) from the authority responsible for preparing the ballot. The cancellation order/ordinance must be adopted in an open meeting. The candidates are not required to be present. Certificates of election should be prepared for each unopposed candidate; however, the certificates of election should not be issued until after Election Day, as follows. Section 2.053 provides that the certificate of election shall be issued "in the same manner and at the same time" as for a candidate elected at an election. Therefore, the candidates, who have been declared "elected" at the meeting ordering the cancellation, must wait until after the official election day (even though no election is held) and no earlier than the prescribed canvassing period (even though no canvass is held) to be sworn in and assume their duties. Candidates may complete the Statement of Elected Officer prior to Election Day. The Statement should be kept locally; it does not need to be sent to the Secretary of State's Office. Copies of this order/ordinance must be posted on Election Day at each polling place that would have been used had the election not been cancelled.

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#### An election\* may be cancelled if:

- 1) The election is one in which a declaration of write-in candidacy is required; and
- 2) No opposed at-large race is on the ballot\* within that election;\*and
- 3) Each candidate whose name is to appear on the ballot\* is unopposed, with some exceptions;

This means:

- In an all at-large election\* (with no single-member districts), if there is one or more opposed at-large races, then all the races go on the ballot within that election.\*
- In an election\* in which any members of the governing body are elected from single-member districts, an election in a particular district may be cancelled if the candidate is unopposed and the election otherwise meets the above requirements (i.e., there is no at-large opposed race on the ballot).

**Note:** A general election (for full terms) or a special election (to fill a vacancy in an unexpired term) is considered a *separate election* with a *separate ballot* for purposes of these tests, even if held on the same election date. See our online Cancellation guide for details.

### Instrucciones para el ejemplo de orden de cancelación:

*Para cancelar una elección, la entidad gobernante primero debe recibir y aceptar, de la autoridad responsable para preparar la boleta, el formulario de Certificación para Candidatos Sin Oposición (o la autoridad puede crear su propio formulario) de la autoridad responsable para preparar la boleta. La orden/ordenanza de cancelación debe ser adoptada en una reunión abierta. No se requiere que los candidatos estén presentes. Se debe preparar un certificado de elección para cada candidato sin oposición; sin embargo, los certificados de elección no se deben emitir hasta el Día de las Elecciones, así como se detalla a continuación. La sección 2.053 indica que el certificado de elección será publicado "en la misma manera y al mismo tiempo" para un candidato elegido en una elección. Por lo tanto, los candidatos que hayan sido declarados "elegido" en la reunión de la cancelación, deben esperar hasta después del día oficial de elecciones (aunque no se hayan llevado una elección) y no antes del período prescrito de la campaña política (aunque no se lleve a cabo la campaña política) a ser jurados y asumir sus deberes. Los candidatos pueden llenar la Declaración de Funcionario Elegido antes del Día de las Elecciones. Este documento se debe mantener en los archivos locales. No es necesario enviarlo a la Oficina del Secretario de Estado. El Día de las Elecciones se debe exhibir una copia de esta orden/ordenanza en todos los sitios de votación que se hubieran utilizado en la elección si no hubiera sido cancelada.*

---

#### Una elección\* puede ser cancelada si:

- 1) *la elección es una en la que se requiere una declaración de candidatos por escrito en la boleta de votación; y,*
- 2) *no hay oposición para la carrera por acumulación en la boleta\* de votación dentro de esa elección\* y*
- 3) *Todos los candidatos cuyos nombres deben aparecer en la boleta\* de votación no tienen oposición, con unas excepciones;*

*Esto significa:*

- *En una elección\* por acumulación (sin ningún distrito con miembro único), si se encuentra una o más de una carrera por acumulación con oposición, entonces todas las carreras estarán en la boleta dentro de esa elección\*.*
- *En una elección\* en la que cualquiera de los miembros de la entidad gobernante se eligen de distritos con un solo miembro, se puede cancelar una elección en un distrito específico si hay oposición para el candidato y la elección cumple con los requisitos que anteceden (ej. no hay oposición para la carrera por acumulación en la boleta).*

**Nota:** Una elección general (con términos completos) o una elección especial (para llenar una vacante de un término no vencido) es considerada como una elección distinta con una boleta distinta con los propósitos de estas pruebas, aunque se lleven a cabo en la misma fecha electoral. Vea nuestra guía de cancelación en línea para más detalles.

**Abilene Independent School District Board Document - Agenda Item IX.C.**

Meeting Date: March 5, 2026

Meeting Type: Regular

Item Type: Action

Future Action Required: No

If Yes, Month: N/A

Subject: Rename Thomas Elementary to Thomas Learning Center

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Background Information: In a process similar to changing the name of Mann MS to Mann STEAM Academy, this agenda item requests action to change the name of Sam Thomas Elementary School to Sam Thomas Learning Center.

Board Policy CW (LOCAL) authorizes the Board to have the final say in the naming of a facility. While CW (LOCAL) refers to a name of a facility being changed or created, it does not specify the action for a change in classification of a facility. Just like Mann, Thomas is staying with "Sam Thomas" as the person the facility is being named after. Board policy CW has clear language outlining a process for changing the name of the Facility from Thomas to being named after another person. We did that entire process when we considered Alcorta, Stafford, Purcell, and Hartford. This request is to refer to the facility as a "Learning Center" because it will not function as an elementary. Dr. Kuhn promised the Thomas family that the building will retain the "Sam Thomas" name after it closes, so we are respecting that agreement.

The name "Sam Thomas Learning Center" positions the district to place programs at the facility without any additional name consideration, and it was proposed by the Director of the program. In the 26-27 school year, the Thomas facility will house the K-12 SAP program and the elementary STEPS program. Both of these programs are currently housed at the Hartford Professional Learning Center, which was intended to be a temporary home. Please reach out if I can offer any additional support relating to this item.

Attached Supporting Documents: CW (LOCAL)

Fiscal Implications: No material fiscal impact.

Administrative Recommendation: Approve as Presented.

Contact Person: Dr. Joe Waldron



ABILENE ISD

# Sam Thomas Elementary

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*Dr. Joe Waldron*

# Naming of a Facility

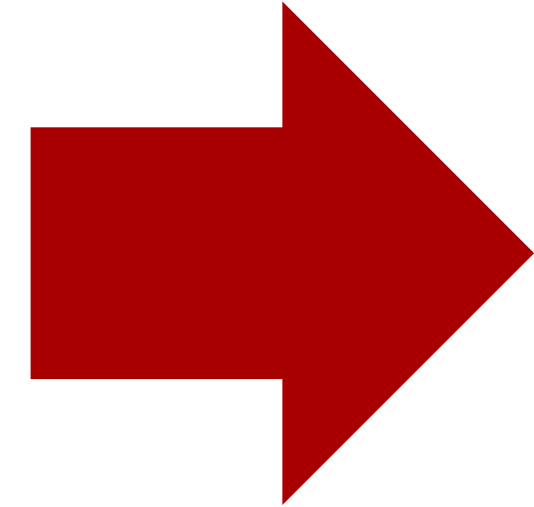
Abilene ISD  
221901

## NAMING FACILITIES

### Criteria for Name Selection

The naming or re-naming of any facility within the District shall be at the discretion of the Board. No two schools or facilities shall be given the same name.

For newly constructed schools or other District facilities; including portions of a building such as wings, annexes, libraries, auditoriums, gymnasiums, drives located on school property, and the like; the Board shall select a name in accordance with the criteria described below.



CW  
(LOCAL)

# Naming of a Facility

Abilene ISD  
221901

NAMING FACILITIES

CW  
(LOCAL)

**We are not changing the SAM THOMAS NAME**

## Selection

at the discretion of the Board. No two schools or facilities shall be given the same name.

For newly constructed schools or other District facilities; including portions of a building such as wings, annexes, libraries, auditoriums, gymnasiums, drives located on school property, and the like; the Board shall select a name in accordance with the criteria described below.

# Proposal

Sam Thomas Elementary



Sam Thomas Learning Center

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ABILENE ISD

# Sam Thomas Elementary

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*Dr. Joe Waldron*

**Abilene Independent School District Board Document - Agenda Item IX.D**

Meeting Date: March 5, 2026

Meeting Type: Regular Meeting

Item Type: Action Item

Future Action Required: No

If Yes, Month: N/A

Subject: VATRE Budget Amendment

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Background Information: Attached is the proposed budget amendment for VATRE Funds that requires Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. This amends our budget to show increased revenue from the passage of the VATRE as well as adjusts expenditures at the function level to balance our budget.

Attached Supporting Documents:

- Proposed VATRE Budget Amendment
- Presentation

Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendment as presented.

Contact Person: Jennifer Hinds



**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF PROPOSED VATRE BUDGET AMENDMENT  
GENERAL FUND  
March 5, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
<b>GENERAL FUND:</b>			
<b>Revenues -</b>			
Local	\$ 46,677,984	\$ 3,708,599	\$ 50,386,583
State	\$ 102,572,963	7,695,557	110,268,520
Federal	\$ 2,391,000	-	2,391,000
Total	<u>151,641,947</u>	<u>11,404,156</u>	<u>163,046,103</u>
<b>Expenditures -</b>			
Instruction	82,450,265	3,822,529	86,272,794
Instructional Resources and Media Services	2,068,492	28,813	2,097,305
Curriculum and Instructional Staff Development	1,249,792	77,602	1,327,394
Instructional Leadership	3,194,879	4,169	3,199,048
School Leadership	9,611,909	118,000	9,729,909
Guidance, Counseling and Evaluation Services	8,016,151	185,076	8,201,227
Social Work Services	1,913,541	96,269	2,009,810
Health Services	2,116,684	2,685	2,119,369
Student Transportation	6,063,378	1,167,937	7,231,315
Extracurricular Activities	3,581,306	72,865	3,654,171
General Administration	7,895,724	26,495	7,922,219
Plant Maintenance and Operations	16,267,070	329,092	16,596,162
Security and Monitoring Services	1,439,102	567,828	2,006,930
Data Processing Services	5,910,210	166,961	6,077,171
Community Services	663,406	84,368	747,774
Debt Services	2,607,865	-	2,607,865
Facilities Acquisition and Construction	-	249,320	249,320
Payments to JJAEP	275,000	-	275,000
Intergovernmental Charges	721,320	-	721,320
Total	<u>156,046,094</u>	<u>7,000,009</u>	<u>163,046,103</u>
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	<u>\$ (4,404,147)</u>	<u>\$ 4,404,147</u>	<u>\$ 0</u>

**Summary of Change in Budgeted Fund Balance:**

2025-26 Original Budgeted Deficit	(3,404,674)
Net Proceeds of Bev Ball Volleyball Tournament (Split between AHS & CHS)	(8,970)
Band Boosters Donation	3,032
Taylor Elem Donation	9,312
Net Proceeds of Halloween Girls Golf Tournament (Split between AHS & CHS)	(1,503)
Net Proceeds of AISD Soccer Invitational Tournament (Split between AHS & CHS)	(10,904)
FY25 Outstanding Purchase Orders rolled to FY26	(1,214,578)
Reverse Budget for FY25 Rolled PO's paid in FY25	224,138
Additional Local & State Funds - VATRE	<u>4,404,147</u>

\$ -

**PROPOSED VATRE BUDGET AMENDMENTS**

**March 5, 2026**

Account code	Revenues - Increase/ (Decrease)	Expenditures - Increase/ (Decrease)	Excess/ (Deficit)	Account Code Explanation			
				Fund	Function	Object	Organization
#1 199-00-57XX-XX-XXX-XX-XXX	3,708,599.00			General	Revenue	Local Revenues	N/A
199-00-58XX-XX-XXX-XX-XXX	7,695,557.00			General	Revenue	State Revenues	N/A
199-11-6XXX-XX-XXX-XX-XXX		3,822,529.00		General	Instruction	Expenditures	N/A
199-12-6XXX-XX-XXX-XX-XXX		28,813.00		General	Media	Expenditures	N/A
199-13-6XXX-XX-XXX-XX-XXX		77,602.00		General	Staff Development	Expenditures	N/A
199-21-6XXX-XX-XXX-XX-XXX		4,169.00		General	Instructional Leadership	Expenditures	N/A
199-23-6XXX-XX-XXX-XX-XXX		118,000.00		General	Campus Leadership	Expenditures	N/A
199-31-6XXX-XX-XXX-XX-XXX		185,076.00		General	Guidance & Counseling	Expenditures	N/A
199-32-6XXX-XX-XXX-XX-XXX		96,269.00		General	Health Services	Expenditures	N/A
199-33-6XXX-XX-XXX-XX-XXX		2,685.00		General	Health Services	Expenditures	N/A
199-34-6XXX-XX-XXX-XX-XXX		1,167,937.00		General	Student Transportation	Expenditures	N/A
199-36-6XXX-XX-XXX-XX-XXX		72,865.00		General	Extracurricular Activities	Expenditures	N/A
199-41-6XXX-XX-XXX-XX-XXX		26,495.00		General	General Administration	Expenditures	N/A
199-51-6XXX-XX-XXX-XX-XXX		329,092.00		General	Plant Maintenance	Expenditures	N/A
199-52-6XXX-XX-XXX-XX-XXX		567,828.00		General	Security	Expenditures	N/A
199-53-6XXX-XX-XXX-XX-XXX		166,961.00		General	Data Processing	Expenditures	N/A
199-61-6XXX-XX-XXX-XX-XXX		84,368.00		General	Community Services	Expenditures	N/A
199-81-6XXX-XX-XXX-XX-XXX		249,320.00		General	Community Services	Expenditures	N/A
199-00-3110-00-000-00-000		4,404,147.00		General	N/A	Budgeted Fund Balance	N/A
General Fund Totals	<u>11,404,156.00</u>	<u>11,404,156.00</u>	<u>-</u>				



# **Amendment of FY26 Budget for VATRE Funds**

---

Jennifer Hinds  
Chief Financial Officer

# Road to the VATRE

## June 2025

Board Selected  
Efficiency Auditor

01

## July 2025

Property Values  
Recieved, Tax Rate  
Figured, Final Revenue  
Projections prepared

02

## August 2025

Budget & Tax Rate  
Adopted

Board calls a VATRE  
Election

03

## September 2025

Eide Bailey presented  
the Efficiency Audit  
Results

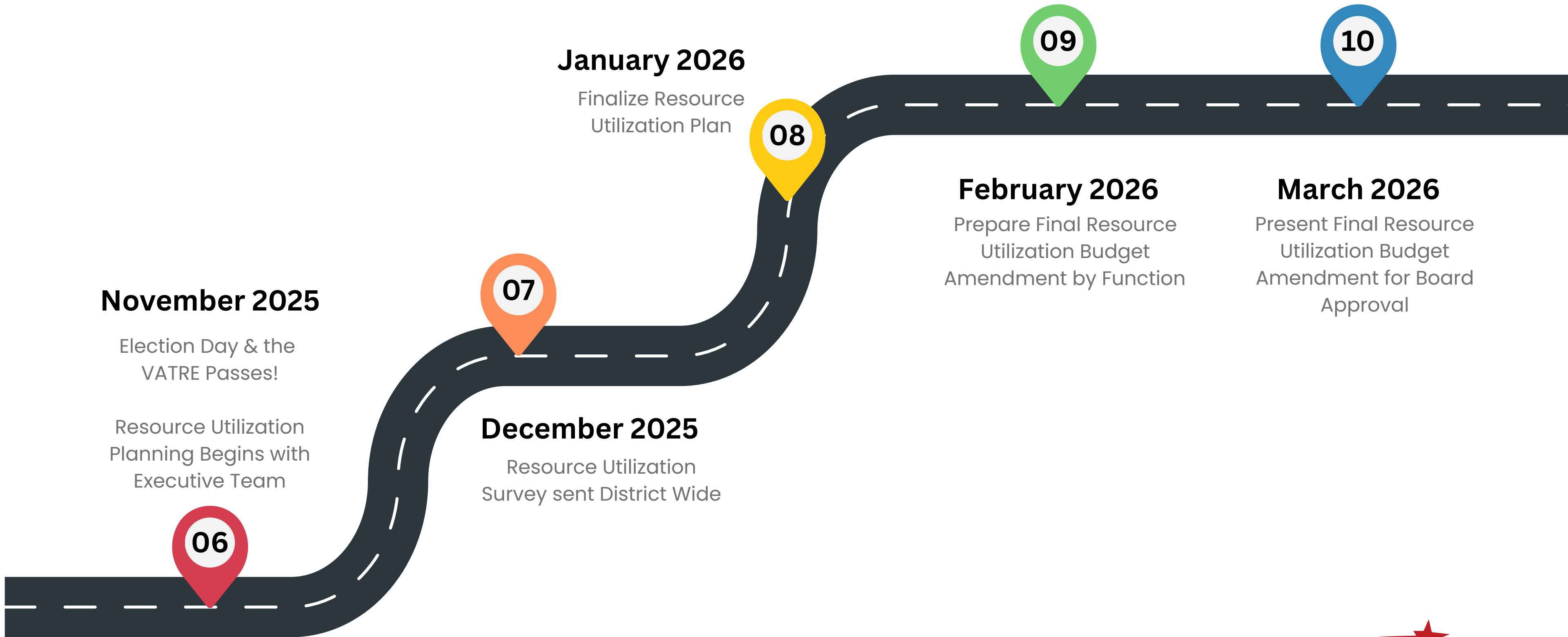
04

## October 2025

VATRE Presentations &  
Information Sessions

05

# Road to the VATRE



## November 2025

Election Day & the VATRE Passes!

Resource Utilization Planning Begins with Executive Team

07

## December 2025

Resource Utilization Survey sent District Wide

## January 2026

Finalize Resource Utilization Plan

08

## February 2026

Prepare Final Resource Utilization Budget Amendment by Function

09

## March 2026

Present Final Resource Utilization Budget Amendment for Board Approval

10

# VATRE Impact on AISD

VATRE funds would be used to help AISD teachers, students, and schools:



Recruit and retain more great teachers, possibly reducing class sizes



Eliminate our current budget deficit



Stop the cycle of deferring necessary school maintenance



Address our aging bus fleet (65+ buses moving kids daily!)



Support development of new instructional programs

**ABILENE INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF PROPOSED VATRE BUDGET AMENDMENT  
GENERAL FUND  
March 5, 2026**

	Approved budget	Proposed amendments	Proposed amended budget
<b>GENERAL FUND:</b>			
<b>Revenues -</b>			
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Total	<u>156,046,094</u>	<u>7,000,009</u>	<u>163,046,103</u>
<b>Other Resources</b>	-	-	-
<b>Other Uses</b>	-	-	-
<b>Excess Revenues Over/(Under) Expenditures</b>	<u>\$ (4,404,147)</u>	<u>\$ 4,404,147</u>	<u>\$ 0</u>

**Summary of Change in Budgeted Fund Balance:**

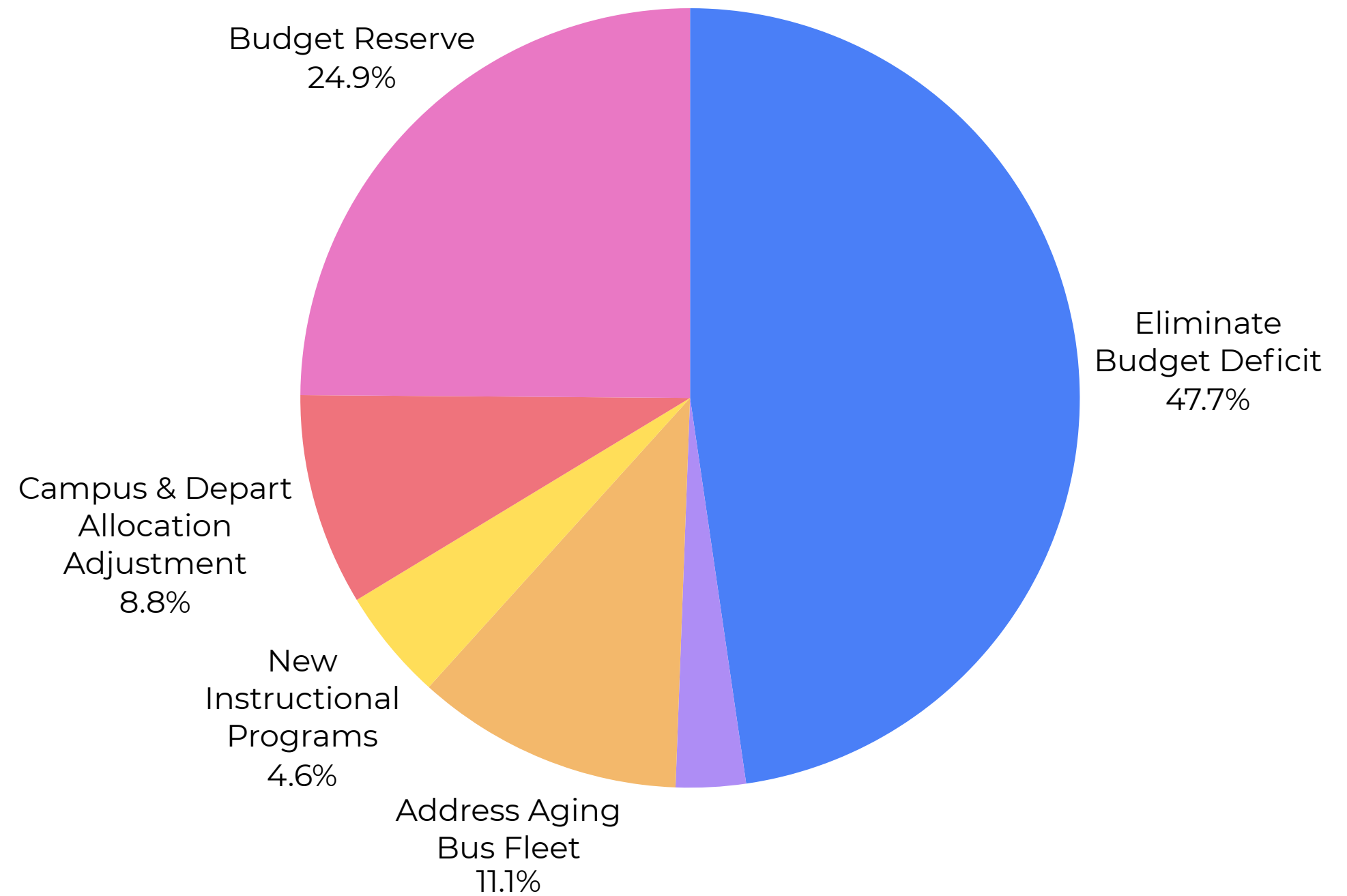
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Additional Local & State Funds - VATRE	<u>4,404,147</u>
	<u>\$ -</u>

## FY26 VATRE BUDGET BY PRIORITY

Recruit & Retain	2,171,085.00
Eliminate Budget Deficit	4,404,147.00
Stop Deferred Maintenance	267,270.00
Address Aging Bus Fleet	1,025,000.00
New Instructional Programs	427,822.00
Campus & Depart Allocation Adjustment	811,259.00
Budget Reserve	2,297,573.00
	<u>11,404,156.00</u>

# FY26 VATRE BUDGET BY PRIORITY

Recruit & Retain	2,171,085.00
Eliminate Budget Deficit	4,404,147.00
Stop Deferred Maintenance	267,270.00
Address Aging Bus Fleet	1,025,000.00
New Instructional Programs	427,822.00
Campus & Depart Allocation Adjustment	811,259.00
Budget Reserve	2,297,573.00
	11,404,156.00





**RECOMMENDATION:**

**THE BOARD APPROVE THE BUDGET  
AMENDMENT FOR VATRE FUNDS  
AS PRESENTED.**



# **Amendment of FY26 Budget for VATRE Funds**

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Jennifer Hinds  
Chief Financial Officer