Notice of Board Work Session
by Videoconference or Telephone Call
Board of Trustees
Thursday, August 7, 2025

A Board Work Session of the Board of Trustees will be held on Thursday, August 7, 2025, beginning at 6:00 PM, Boardroom of the Mark Henry, Ed.D. Administration Building, 11440 Matzke Road, Cypress, Texas 77429.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference or telephone call. At least a quorum of the board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Members of the public may access this meeting and or provide public comments as identified below:

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. For more information about public comment, see Policy BED. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Notice of this meeting was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building on August 4, 2025, at 7:30 a.m.

MEETING OPENING

1. **Call to Order**
2. **Invocation and Pledge of Allegiance**
3. **District's Vision and Mission Statement**
4. **Recognitions and Awards Announcements**

A. The Superintendent will make remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provide information regarding district and community events or items of interest.

5. **Board Comments**

Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

MEETING AGENDA

6. **Public Comments**

A. **Agenda Comments**

Per BED (Local), patrons may address the Board during any Board Meeting under Agenda Comments regarding items listed on the agenda for that meeting. Individuals must register in

advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under each agenda item listed for that meeting on the district website. This electronic speaker form must be completed in its entirety. Agenda Comments will generally be heard before each agenda item to be discussed or considered by the Board unless rearranged by the Board President. Any registered speaker who is absent from the meeting at the time for Agenda Comments forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

B. **Citizen Participation**

Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

CITIZEN PARTICIPATION WILL BE HEARD AT THE REGULAR BOARD MEETING ON MONDAY, AUGUST 11, 2025.

7. **Reports**

A. The administration will provide a report on the results of a parent survey administered by Baselice & Associates.

B. The administration will provide a written end-of-year report on the progress of the Strategic Plan, Guardrail 3: Community Relations.

8. **Consent Items**

A. The Board will consider approving the minutes of the June 23, 2025, Regular Board Meeting.

B. The Board will consider approving an Election Order calling for an election on Tuesday, November 4, 2025, for Cypress-Fairbanks Independent School District Trustees, Positions 5, 6, and 7.

C. The Board will consider approving a Resolution to Declare a Good Cause Exception for Armed Security Officer Requirement. [This item may be discussed in closed session.]

D. The Board will consider approving the Agreement for the Purchase of Attendance Credits (Netting Chapter 48 Funding) for the 2025-2026 school year and delegating contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent.

E. The Board will consider a resolution approving the individual authorized to calculate the no-new-revenue tax rate, the voter-approval tax rate and other truth-in-taxation requirements.

F. The Board will consider approving on second reading the additions, revisions, or deletions to district policies:

1. CAA (Local) - Fiscal Management Goals and Objectives: Financial Ethics (Revise)
2. CB (Local) - State and Federal Revenue Sources (Revise)
3. CDA (Local) - Other Revenues: Investments (Revise)

G. The Board will consider approving the Memorandum of Understanding between the Harris County Juvenile Board and Cypress-Fairbanks I.S.D.

H. The Board will consider approving a request for a TEA waiver to train staff on various educational

strategies for the 2025-2026 school year.

I. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

1. College Readiness & Career Interest Tests
2. CFISD Pure Flash Array / E Quote

9. **Non-Consent Items**

A. The Board will consider approving the 2025-2026 Cypress-Fairbanks I.S.D. Student Code of Conduct.

B. The Board will consider approving on first reading the additions, revisions, or deletions to district policies:

1. EHBC (Local) Special Programs: Compensatory Services and Intensive Programs (Revise)
2. EHBCA (Local) Compensatory Services and Intensive Programs: Accelerated Instruction (Add)

C. The Board will consider approving on dual reading the additions, revisions, or deletions to district policies:

1. BE (Local) Board Meetings (Revise)
2. BED (Local) Board Meetings: Public Participation (Revise)
3. DEC (Local) Compensation and Benefits: Leaves and Absences (Revise)
4. DC (Local) Employment Practices (Revise)
5. DH (Local) Employee Standards of Conduct (Revise)
6. EFB (Local) Instructional Resources: Library Materials (Revise)
7. EIA (Local) Academic Achievement: Grading/Progress Report To Parents (Revise)
8. EMB (Local) Miscellaneous Instructional Policies: Teaching About Controversial Issues (Revise)
9. FA (Local) Parent Rights and Responsibilities (Revise)
10. FNCE (Local) Student Conduct: Personal Communication Devises/Electronic Devices (Revise)

D. The Board will consider approving the Second Amendment to Site Lease with Option with T-Mobile West Tower, LLC. [This item may be discussed in closed session.]

E. The Board will consider authorizing the sale of land located at Jack Road and Mound Road in the Dunham Pointe development. [This item may be discussed in closed session.]

10. **Discussion**

A. The administration will discuss forming a Long-Range Planning Committee to review and provide recommendations to the Board of Trustees related to the facilities, technology, and transportation needs of the district.

B. The Board will receive legal advice from the general counsel regarding pending litigation. [This item will be discussed in closed session]

C. The Board will discuss the superintendent's evaluation. [This item may be discussed in closed session.]

11. **Closed Session**

If, during the course of the meeting covered by this notice, the Board should determine that a closed session of the Board should be held or is required in relation to any item included in this notice, then such closed session as authorized by Section 551.001 of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 through 551.084, of the Open Meetings Act.

A. There will be a Closed Session in accordance with Government Code Section 551.001 et. seq.

B. Section 551.071	C. For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law. For the purpose of consultation with the district's attorney concerning matters on which the attorney's duty to the district under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings laws.
D. Section 551.072	E. For the purpose of discussing the purchase, exchange, lease or value of real property.
F. Section 551.073	G. For the purpose of considering a negotiated contract for a prospective gift or donation.
H. Section 551.074	I. For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.
J. Section 551.076	K. To consider the deployment, or specific occasions for implementation, of security personnel or devices.
L. Section 551.0821	M. For the purpose of deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed.
N. Section 551.082	O. For the purpose of considering discipline of a public-school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
P. Section 551.083	Q. For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by section 13.901 of the Texas Education Code.
R. Section 551.084	S. For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

12. **Adjournment**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See TASB Policy BEC(LEGAL)]

On August 4, 2025, at 7:30 a.m., this notice was mailed or electronically transmitted to the news media, who previously requested such notice, and a copy was posted in the main/front office window of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building.

For the Board of Trustees

CFISD Parent Survey

Administered by Baselice & Associates

April 28 - May 4, 2025

2016 2022 2025

April 28 - May 4, 2025
N = 2,011 Respondents, margin of error: +/- 2.2%

April 12 - 25, 2022
N = 1,450 Respondents, margin of error: +/- 2.6%

April 14 - May 15, 2016
N = 840 Respondents, margin of error: +/- 3.4%

All results are rounded to the nearest whole percent.

CFISD

Objectives

1. To measure general attitudes about CFISD, including ratings of specific aspects of CFISD.
2. To assess how information about CFISD is currently received.
3. To gauge awareness of school choice/voucher legislation.
4. To assess whether respondents are more likely to want to keep their child in CFISD or switch to a private school or other non-CFISD alternative.
5. To measure the impact of informative statements on keeping their child in CFISD or switching to a private school or other non-CFISD alternative.

CFISD

Respondent Characteristics using PEIMS data

Free & Reduced Lunch

Ethnicity

Zip Code

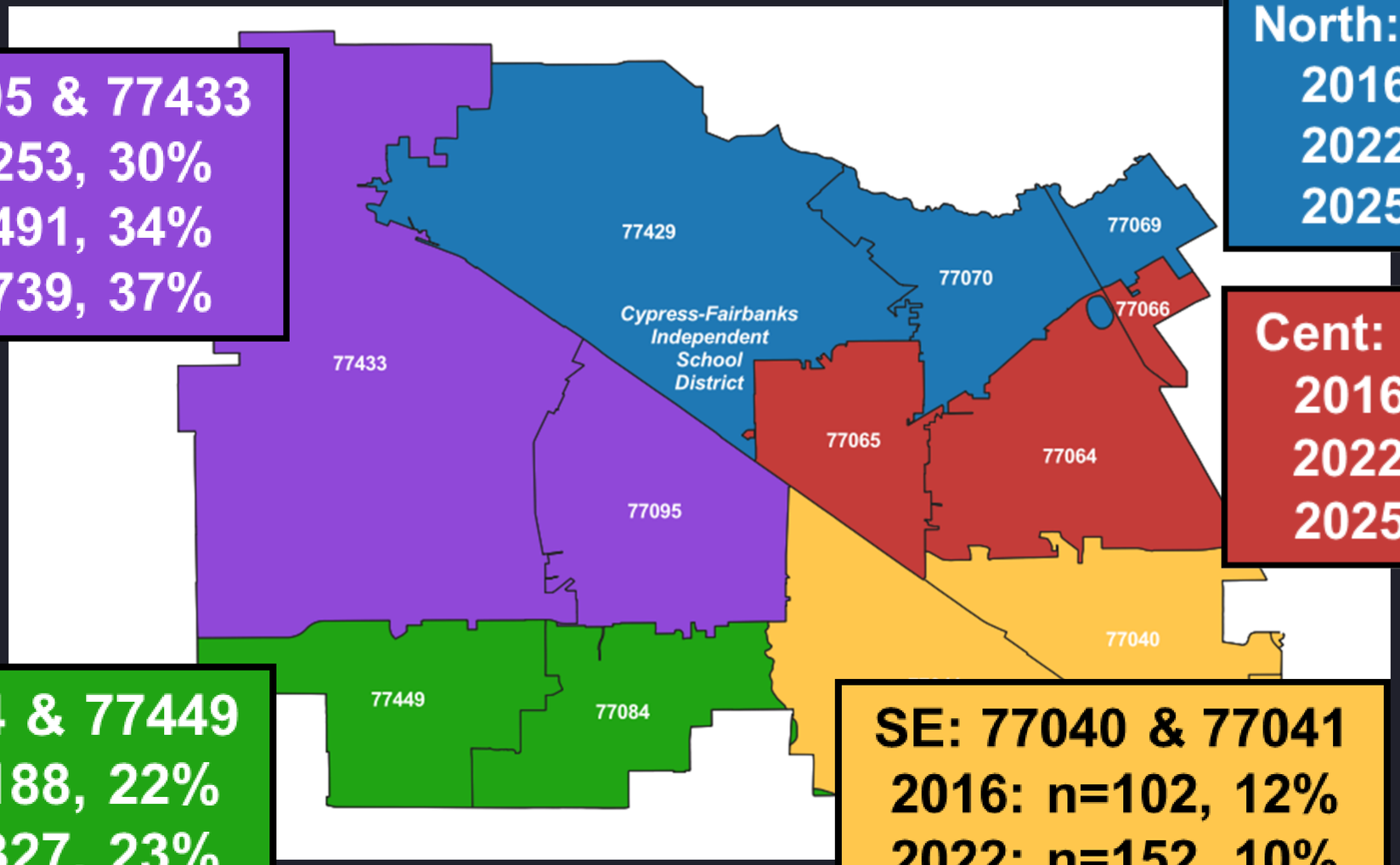
At Risk

CFISD

Distribution of Responses by Zip Code

West: 77095 & 77433
2016: n=253, 30%
2022: n=491, 34%
2025: n=739, 37%

North: 77070 & 77429
2016: n=185, 22%
2022: n=313, 22%
2025: n=417, 21%



Cent: 77064 & 77065
2016: n=112, 13%
2022: n=167, 12%
2025: n=219, 11%

SW: 77084 & 77449
2016: n=188, 22%
2022: n=327, 23%
2025: n=432, 21%

SE: 77040 & 77041
2016: n=102, 12%
2022: n=152, 10%
2025: n=204, 10%

CFISD

Respondent Demographics

Age

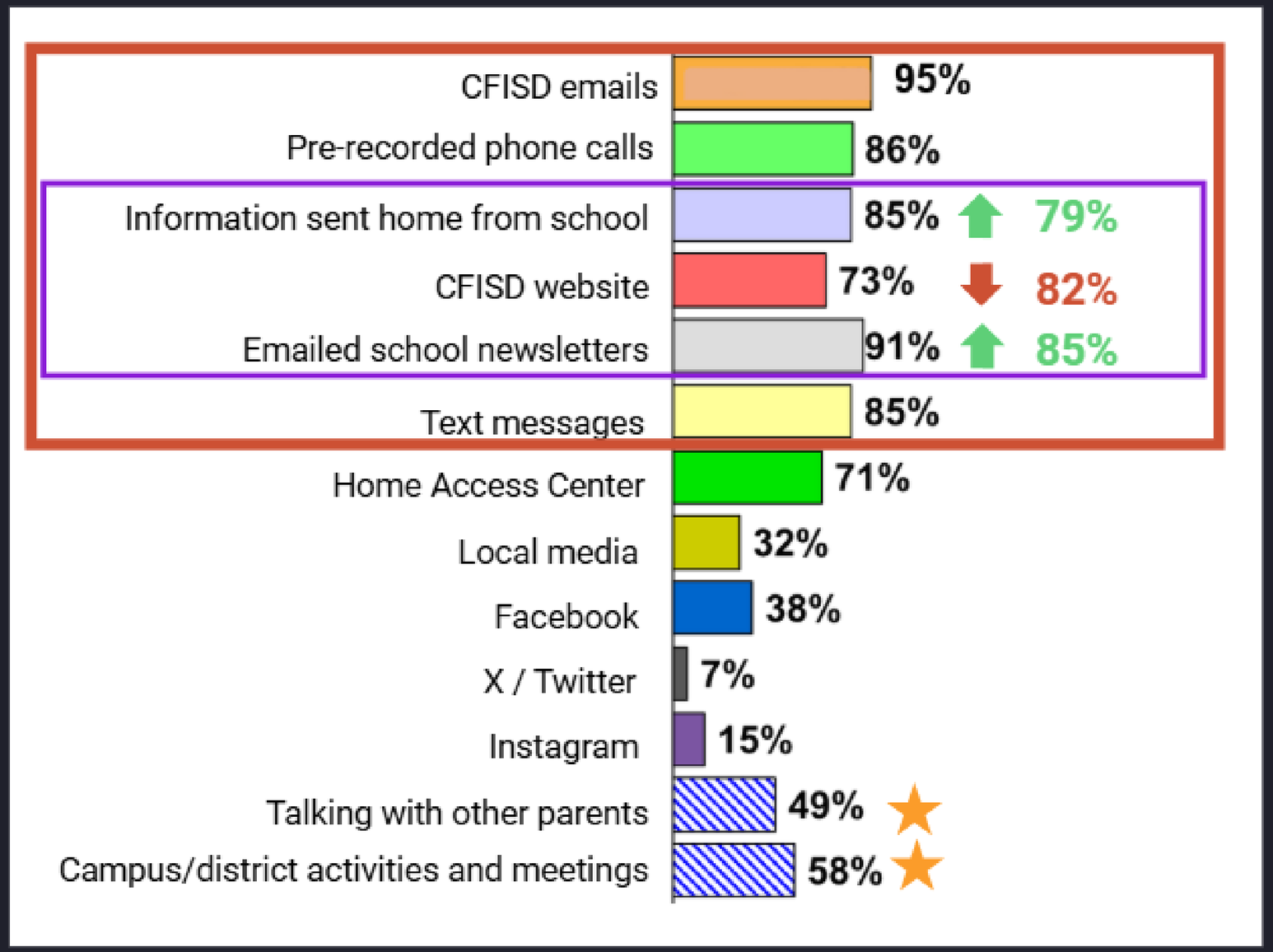
Race

Gender

Income

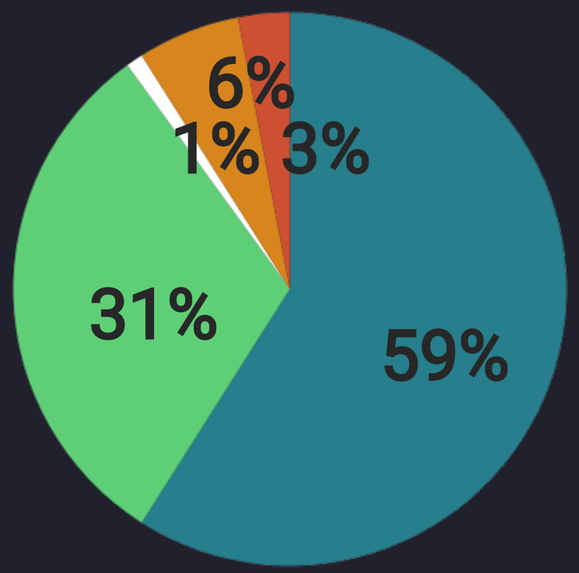
CFISD

How do you get information from CFISD?

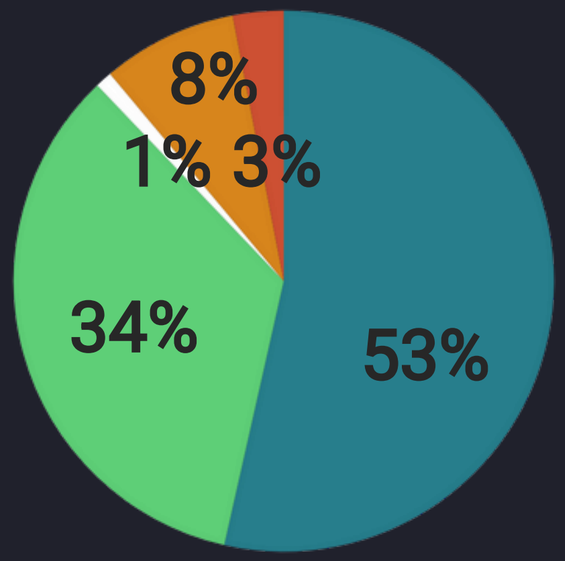


CFISD

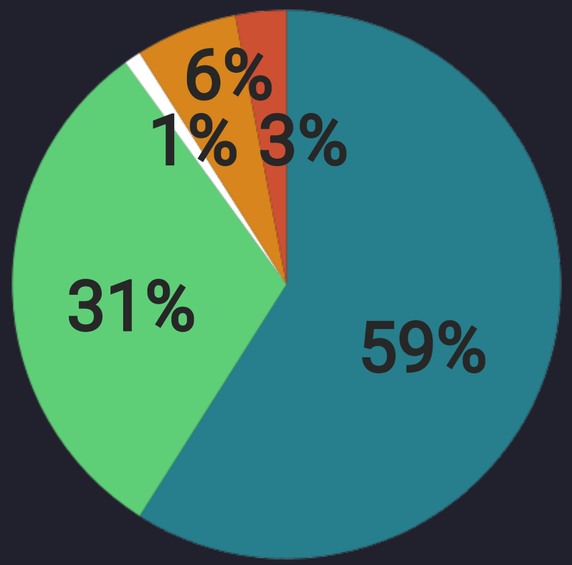
Do you feel welcome at your child's school?



2016
90% YES
(Strongly / Somewhat)

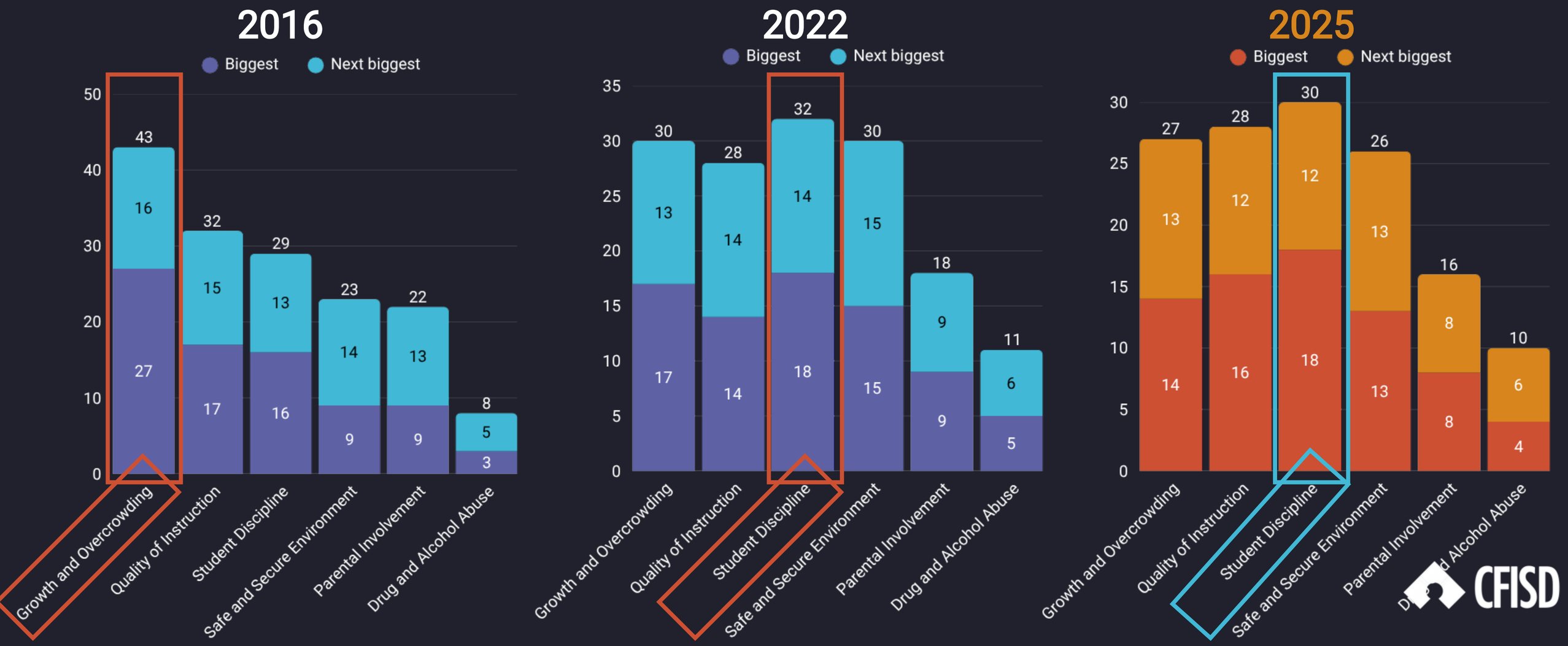


2022
87% YES
(Strongly / Somewhat)



2025
90% YES
(Strongly / Somewhat)

Which is the biggest/next biggest challenge facing CFISD?

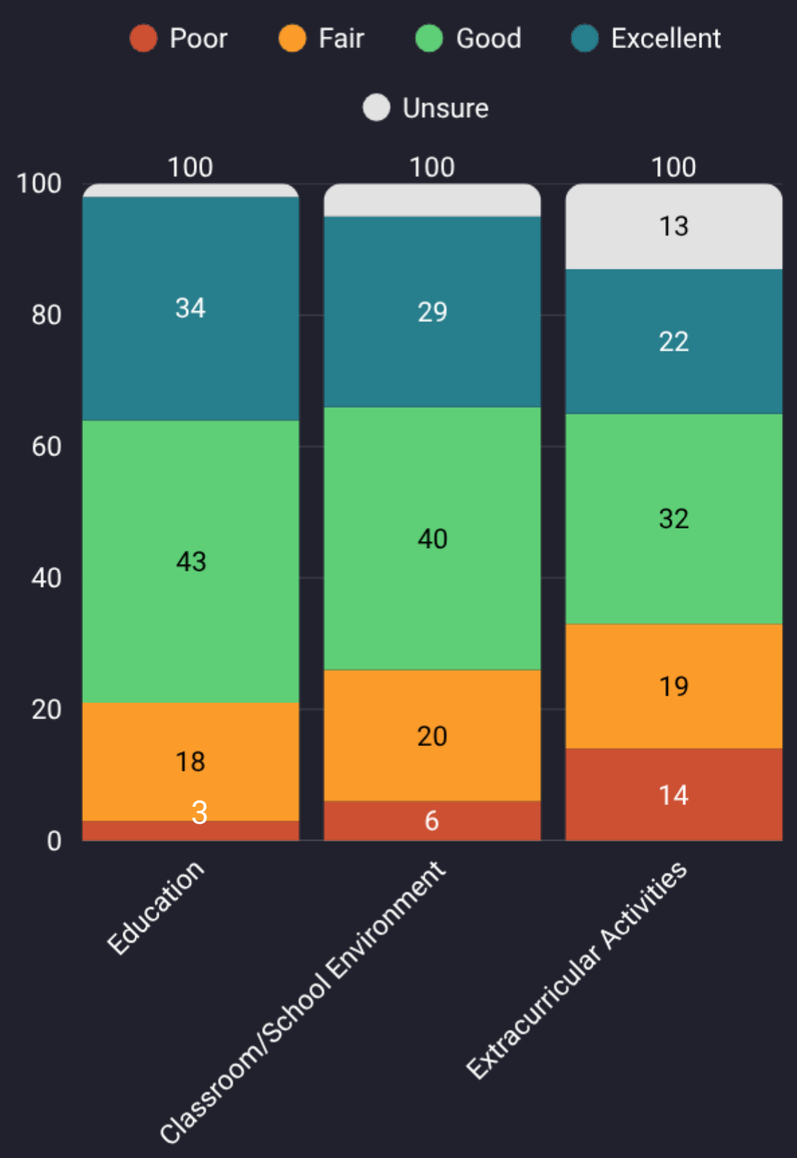


In general, what do you think of the academic standards in CFISD?

CFISD

Rate for youngest child

2nd youngest child



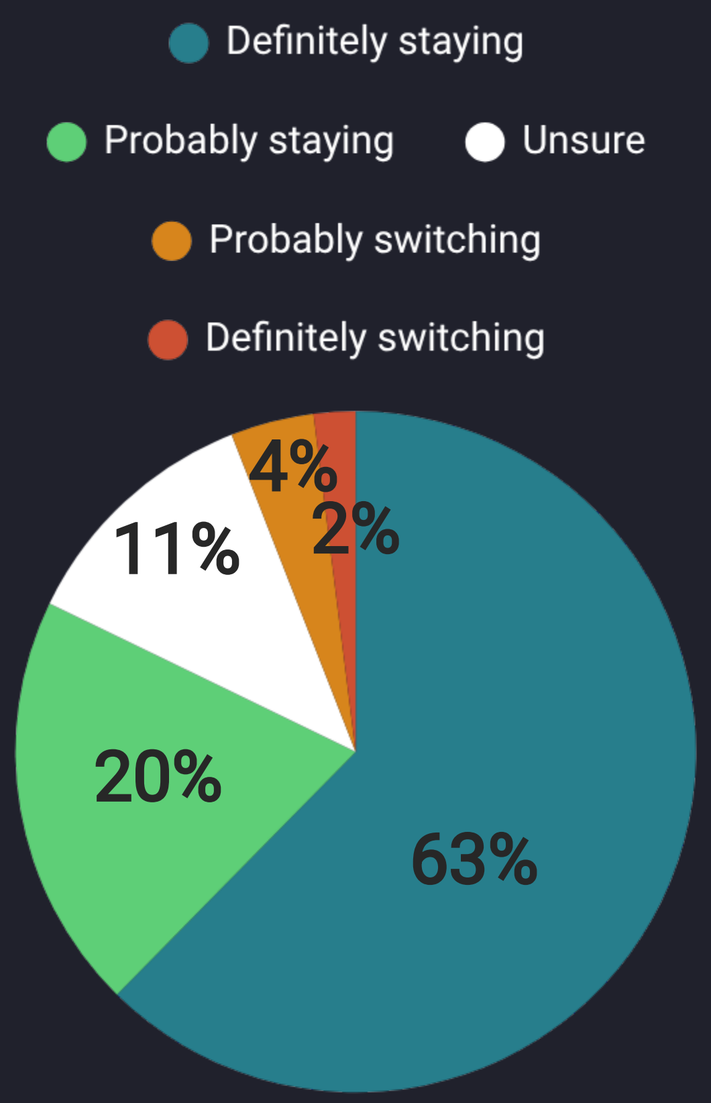
3rd youngest child

CFISD

Have you seen, read or heard about the state legislature passing Education Savings Accounts, also known as school vouchers, that would allow parents to use taxpayer funds to help pay for a child's education?

CFISD

Which best describes what you are thinking about next year for your child ?

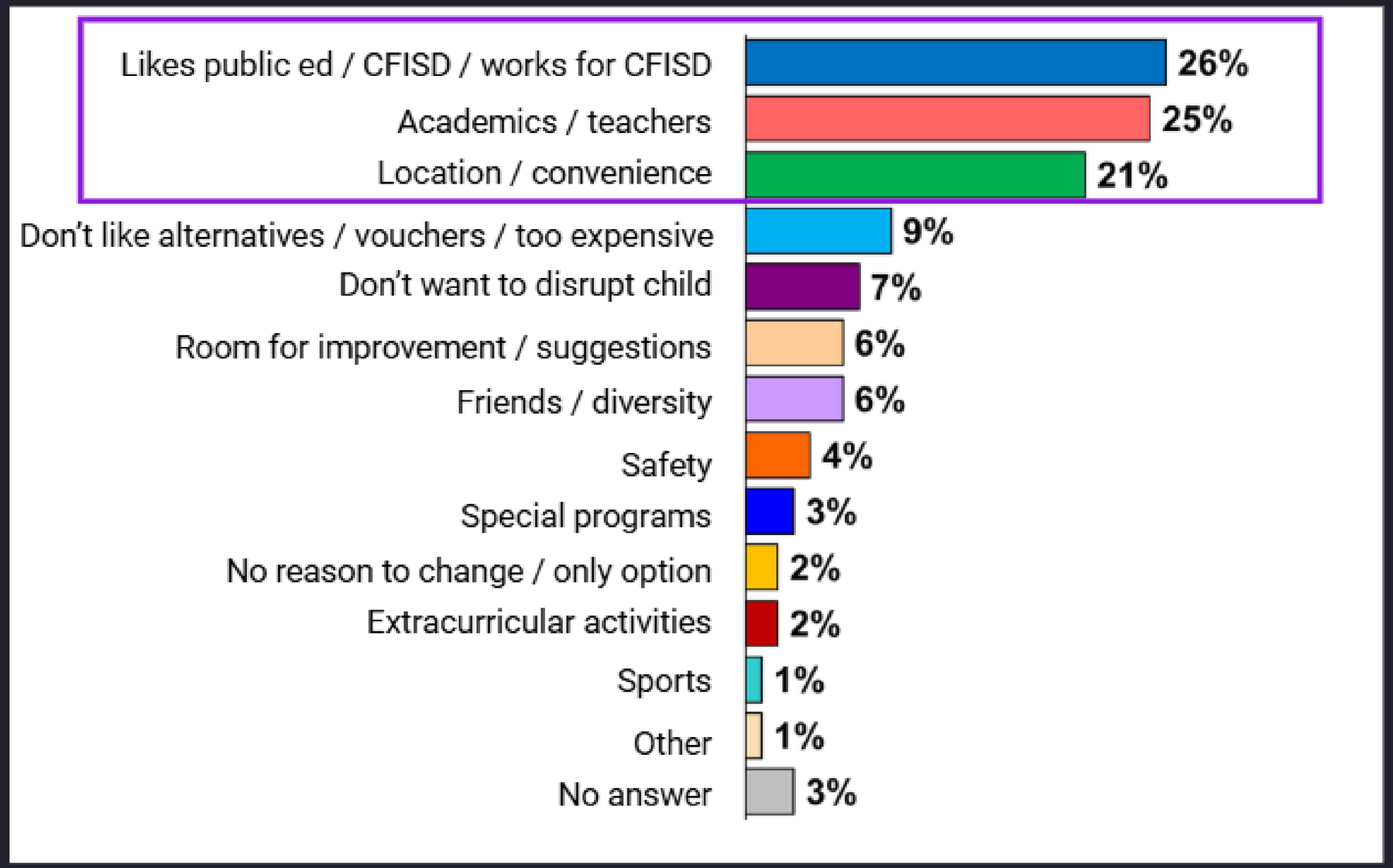


83%

Definitely / Probably Staying in CFISD

CFISD

What are the main reasons you will keep your child in CFISD?



CFISD

What are the main reasons you may switch?

Academics / Teachers

Safety / Discipline

A better / different setting

Awareness Statements

Q21	CFISD has 96 school campuses consisting of elementary schools, 20 middle schools, 12 high schools and 5 special program facilities.
Q22	With over 118,000 students, CFISD is the third-largest school district in Texas.
Q23	$85 million in academic scholarships were awarded to CFISD students last year.
Q24	CFISD offers before and after-school care for elementary students.
Q25	More than 20,000 students in CFISD participated in athletics and cheerleading last year.
Q26	Students in CFISD are taking Career & Technical Education courses and/or are on track to earn more than 70 certifications in career-related, ready-to-work programs.
Q27	CFISD was named among the "Best Communities for Music Education" for the seventh consecutive year.
Q28	CFISD offers a variety of opportunities in the fine arts, with students involved in dance, drill team, band, orchestra, and art.
Q29	CFISD coordinates a program with the Air Force Junior ROTC, and all 12 high schools participate in the program.
Q30	CFISD has increased safety and security across its campuses with security cameras, fencing, secured entrances, security card readers, enhanced video intercom systems, and lockdown buttons.
Q31	CFISD offers a gifted and talented program beginning in kindergarten, as well as honors and accelerated courses in middle and high school.
Q32	There are 35 elementary school campuses with a bilingual education program.
Q33	CFISD offers action-based labs (Spanish with P.E.) in several elementary schools.
Q34	CFISD offers a College Academy, which students can take dual credit courses and graduate high school with an associate degree from Lone Star College.
Q35	CFISD offers extensive advanced course options, including dual credit and advanced placement (AP).
Q36	CFISD has a zero-tolerance bullying policy.
Q37	CFISD has reduced and free breakfast / lunches based on a family's household income.

Impact Statements

Q38	CFISD has 96 school campuses consisting of 59 elementary schools, 20 middle schools, 12 high schools and 5 special program facilities.
Q39	With over 118,000 students, CFISD is the third-largest school district in Texas.
Q40	$85 million in academic scholarships were awarded to CFISD students last year.
Q41	CFISD offers before and after-school care for elementary students.
Q42	More than 20,000 students in CFISD participated in athletics and cheerleading last year.
Q43	Students in CFISD are taking Career & Technical Education courses and/or are on track to earn more than 70 certifications in career-related, ready-to-work programs.
Q44	CFISD was named among the "Best Communities for Music Education" for the seventh consecutive year.
Q45	CFISD offers a variety of opportunities in the fine arts, with students involved in dance, drill team, band, orchestra, and art.
Q46	CFISD coordinates a program with the Air Force Junior ROTC, and all 12 high schools participate in the program.
Q47	CFISD has increased safety and security across its campuses with security cameras, fencing, secured entrances, security card readers, enhanced video intercom systems, and lockdown buttons.
Q48	CFISD offers a gifted and talented program beginning in kindergarten, as well as honors and accelerated courses in middle and high school.
Q49	There are 35 elementary school campuses with a bilingual education program.
Q50	CFISD offers action-based labs (Spanish with P.E.) in several elementary schools.
Q51	CFISD offers a College Academy, which students can take dual credit courses and graduate high school with an associate degree from Lone Star College.
Q52	CFISD has a zero-tolerance bullying policy.
Q53	CFISD has reduced and free breakfasts / lunches based on the family's household income.
Q54	Dual language programs in elementary school.
Q55	Robotics in elementary school.
Q56	A multivariable calculus course in high school.
Q57	With 96 campuses, CFISD has a school that is convenient to where you live.

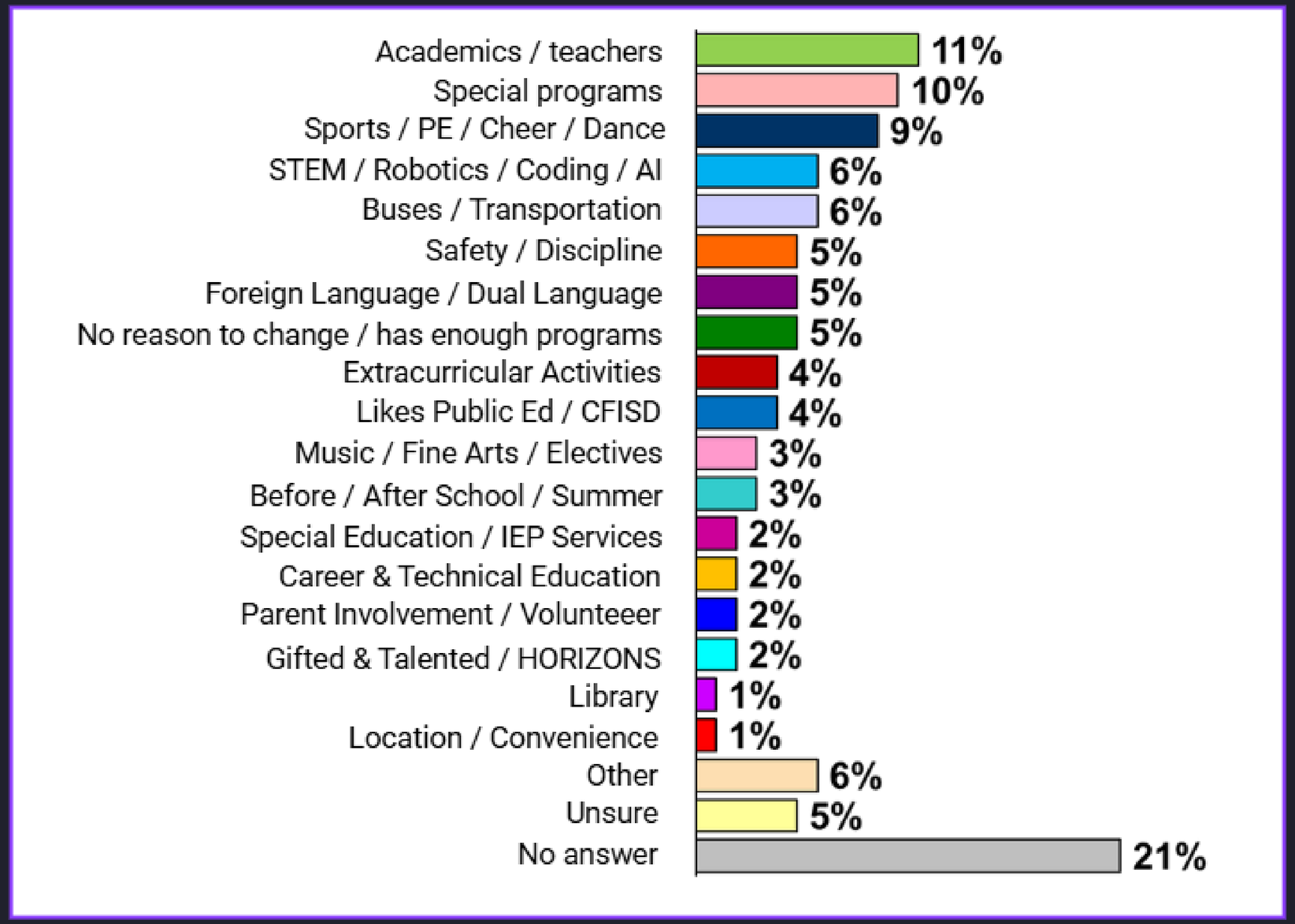
Statements Highly Correlated

1. With 96 campuses, CFISD has a school that is convenient to where you live.

2. CFISD has a zero-tolerance bullying policy.

CFISD

What new or other programs would you like in CFISD?



CFISD

Summary of Findings

1. The most popular methods for receiving information about CFISD are CFISD emails (95%), email newsletters from school (91%), pre-recorded phone calls (85%), information sent home from school (85%), and text messages (85%).

2. 90% of parents felt strongly or somewhat welcome at their child's school .

3. When asked what the biggest challenge facing CFISD is, 30% selected student discipline, as compared to 32% in 2022. In 2016, the biggest challenge was growth and overcrowding (43%).

4. While a majority of parents (66%) believe that the academic standards are about right, there has been an increase in the "too low" responses.

5. For the youngest child in the family, the education being provided was rated as good or excellent by 76%. The classroom and school environment was rated as good or excellent by 73%. The extracurricular activities available were rated as good or excellent by 53%.

Summary of Findings (cont.)

6 When asked if the respondent had seen, read or heard anything about Education Savings Accounts, 56% indicated yes. As annual household incomes increase, so does recall of ESAs (36% among those less than $40,000 vs. 76% among those with more than $125,000).

7 When thinking about next year for your child, 83% indicated planning to keep their child in CFISD, with only 6% indicating switching to a non-CFISD school (2% definitely, 4% probably). 11% are unsure.

8 When asked what the main reasons were for keeping their child in CFISD, the most popular were likes public education or CFISD, works for CFISD, academics and teachers, and location and convenience. In contrast, the main reasons for switching were academics and teachers, safety and discipline, and a better or different setting.

9 Parents said that the top items that they were aware of in CFISD were:
Free/reduced meals, GT and honors/accelerated courses, variety of fine arts (dance, drill team, band, orchestra and art), increased safety and security enhancements, zero-tolerance bullying policy

96 campuses with a school conveniently located and zero-tolerance bullying policy were the two most correlated statements between subgroups.

Summary of Findings (cont.)

10

The items parents were least familiar with were:
- o $85 million in academic scholarships awarded
- o CFISD named among the “Best Communities for Music Education”
- o Action-based labs in several elementary schools

11

The following items influence parents’ decisions to stay or switch:
- o Increased safety and security enhancements
- o College Academy
- o Proximity of campuses (highest correlation score across demographics)
- o Zero tolerance bullying policy (high correlation score across demographics)
- o CTE courses with certifications
- o GT and honors/accelerated courses

12

When asked what new programs parents would like to see offered in CFISD:
- o Academics/teachers
- o Special programs
- o Sports, PE, cheer, dance
- o STEM, robotics, coding, AI
- o Buses and transportation

CHOOSE *the path* TO AMAZING!

CFISD

2025-26
Leadership
Symposium &
Legal Conference

CHOOSE CFISD

Choice has never been easier for parents.

Let’s give them the best choice!

CFISD

Why CHOOSE?

89th Legislative Session

- Parental Rights & Engagement
- School Choice
  - Education Savings Accounts
  - Virtual Education
- Discipline
- Teacher's Rights

CFISD

Why CHOOSE?

Student Enrollment Trends

- Declining student enrollment
- Increase in private, charter, homeschool & virtual enrollment
- Interdistrict transfers

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- Alignment of district & campus messaging
- Promotion of new Vision / Mission / Portrait of a Graduate

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District/campus culture

- Customer service
- Discipline
- Academic standards
- Parental engagement
- Student engagement

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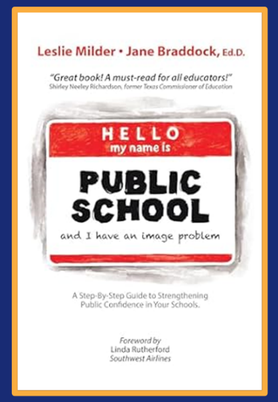
Implementation

- July 29: Principal kickoff & Campus Needs Assessment
- Aug. 6: video convocation
- September: Strategies in CIPs (CPOCs) & DIP
- Sept. 11: DLT dept. kickoff
- Oct. 16: DLT ambassador training/book study



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CFISD

2025-26
Leadership
Symposium &
Legal Conference

2024-25 Guardrail 3

July 2025 Update

- Teresa Hull – Chief of Staff
- Leslie Francis – Asst. Supt. of Communication & Community Relations
- Joel Weckerly – Director of Communication
- Dawn Tryon – Director of Community Engagement
- Nydia Stovall – Director of Community Programs
- Scott Tucker – Director of General Administration
- Devon Perry – Director of Berry Center
- Nicole Williamson – Director of VPAC/MHAB

Guardrail 3 focuses on the district's efforts to continually improve our community relations through enhanced communication measures, increasing the engagement of our stakeholders, and providing opportunities for input and feedback. Additionally, this area of the strategic plan includes strategies for generating additional revenue for the district.

Our 2025-2026 comprehensive marketing plan was aimed at recruiting exceptional teachers and boosting pre-K enrollment across the district. This strategic initiative included a combination of digital advertising, social media campaigns, community outreach events, and eye-catching print materials to highlight the district's supportive culture, competitive benefits, and commitment to early childhood education. By showcasing the rewarding experience of teaching in CFISD and the lifelong benefits of early learning, we aimed to attract passionate educators and inform families about the value of enrolling their children in our high-quality pre-K programs. With a focus on targeted messaging, CFISD created a powerful narrative that inspires both educators and families to become part of something extraordinary.

Partnering with Freed Marketing has significantly enhanced CFISD's ability to amplify our message and connect with our community in powerful, strategic ways and reach a broader audience. Freed brings a wealth of expertise in public education marketing, helping us craft compelling campaigns that resonate with educators, families, and stakeholders. Through data-driven strategies, creative storytelling, and targeted outreach, Freed has enabled CFISD to maximize our reach, elevate our brand, and effectively promote key initiatives such as teacher recruitment and pre-K enrollment. This collaboration ensures our district's voice is heard loud and clear, reinforcing our commitment to excellence in education for all children and robust community engagement.

Digital media ads, such as banners, videos, Pandora, and social media ads, were deployed to reach highly qualified users at multiple touchpoints. Additionally, we had print concepts in Cypress Lifestyle Magazine, My Neighborhood News, and Community Impact. We also utilized Eblasts, digital video campaigns, and social media posts to connect with users via email or mobile devices.

Our goal was to **increase pre-K enrollment** for CFISD schools with a more proactive approach and maintain consistent messaging to prevent enrollment declines and to demonstrate CFISD's superiority over charter and private schools by effectively communicating "CFISD the Path to Amazing" for every student through compelling, creative messaging while **attracting amazing teachers**.

Our strategy was to engage our community through targeted initiatives designed to reach parents of elementary-age children living within CFISD and the surrounding districts, as well as encourage educators to start a career in CFISD.

1. **Community Impact** includes newspaper print ads, network web ads, and targeted mail ads (stickies).

Community Impact bundles print and digital products to either reach different audiences or reach the same audience at different times and through different formats. Targeted newspaper deliverables extend to 135,526 residences or businesses, and the total readership was 212,776.

CI Network Web deliverables: 322,153 total impressions and 5,369 impressions per day.

2. **Cypress Lifestyle magazine** – 14,000 residents

CFISD ran a full-page ad from January to July. Additionally, the digital issues were live on citylifestyle.com/cypress

3. Our **Pandora** ads were non-skippable and included a display companion banner for added value.

The target audience was the greater Houston area, expanded due to out-of-district transfers, specifically adults 25-54 with school-age children or grandchildren. We targeted parents with interests in Early Childhood, Education Home Schooling, Montessori Education, Parenting Magazines, Positive Parenting, Primary Education, Primary School, and Private School.

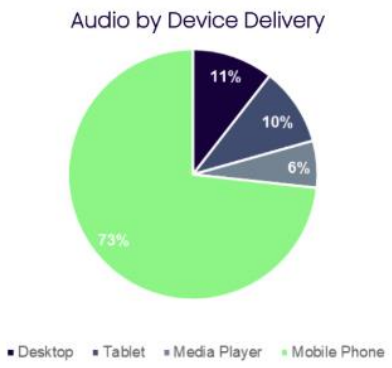
Campaign Summary Results:

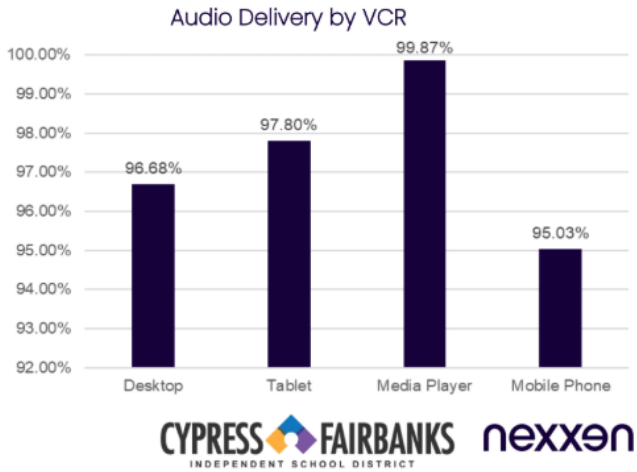
- Impressions- 7,291,771
- Reach- 2,186,014
- Clicks- 40,487

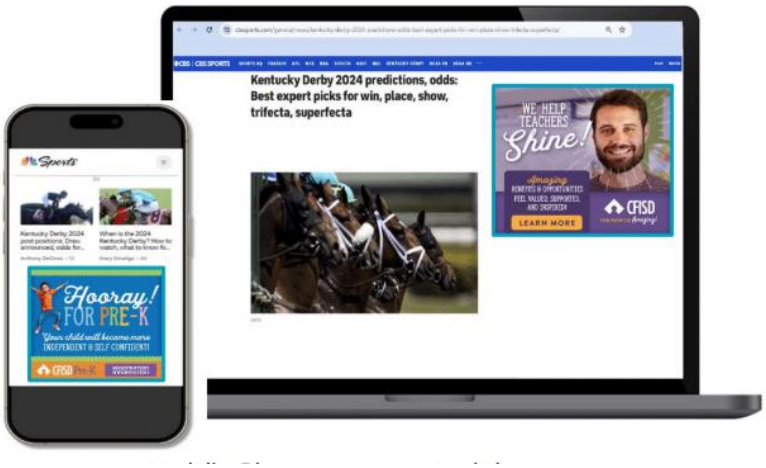
Click the image below for the English audio ad. (Spanish can be heard here.)

Streaming Audio Delivery and Performance - Pandora

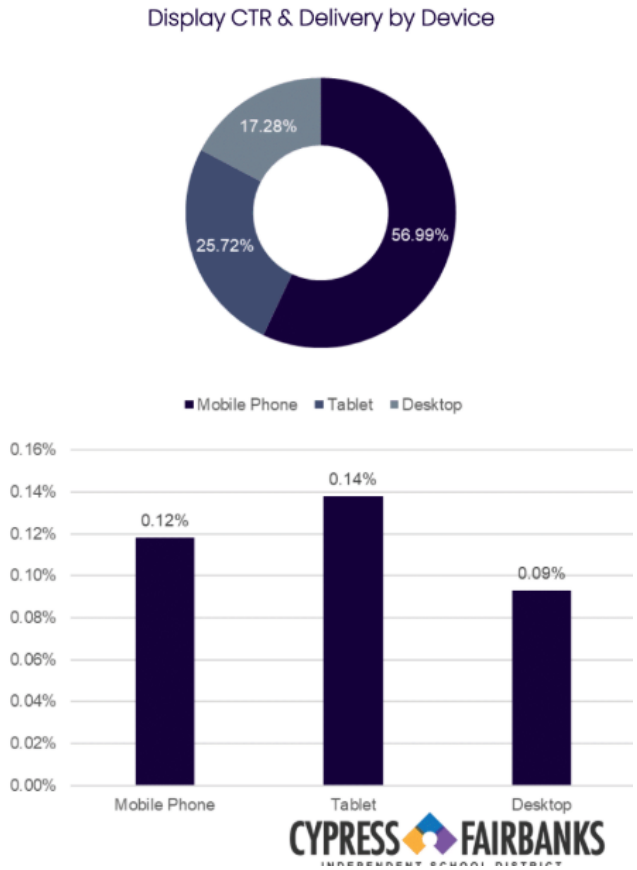
All components of audio messaging had outstanding performance. The majority of Pandora audio consumption (73%) was via Mobile. 27% of people listened to Pandora via Tablet, Desktop, or Media Player. Both completion rates and click-throughs exceeded the benchmark of 94%.





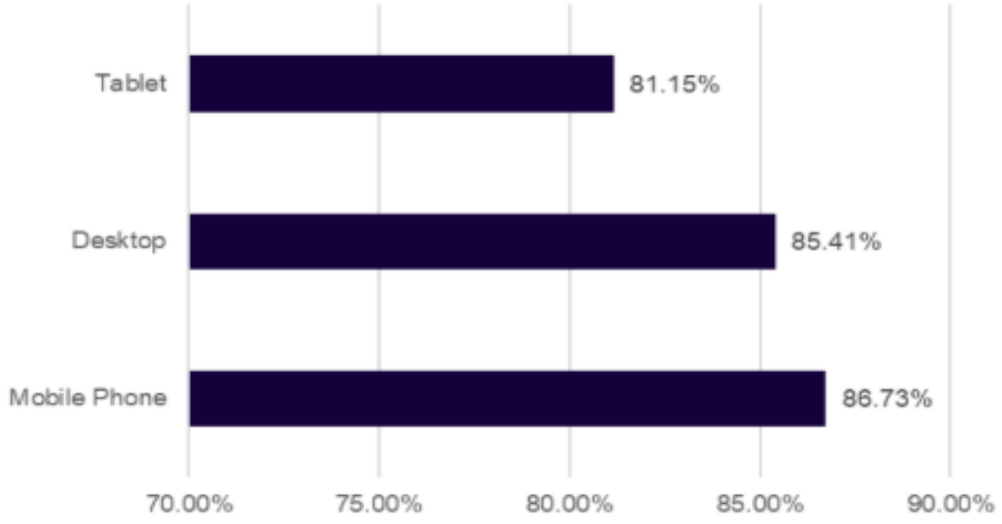


Mobile phones generated the highest number of impressions, while tablets closely followed. Additionally, the click-through rates were consistently above the 0.10% benchmark.



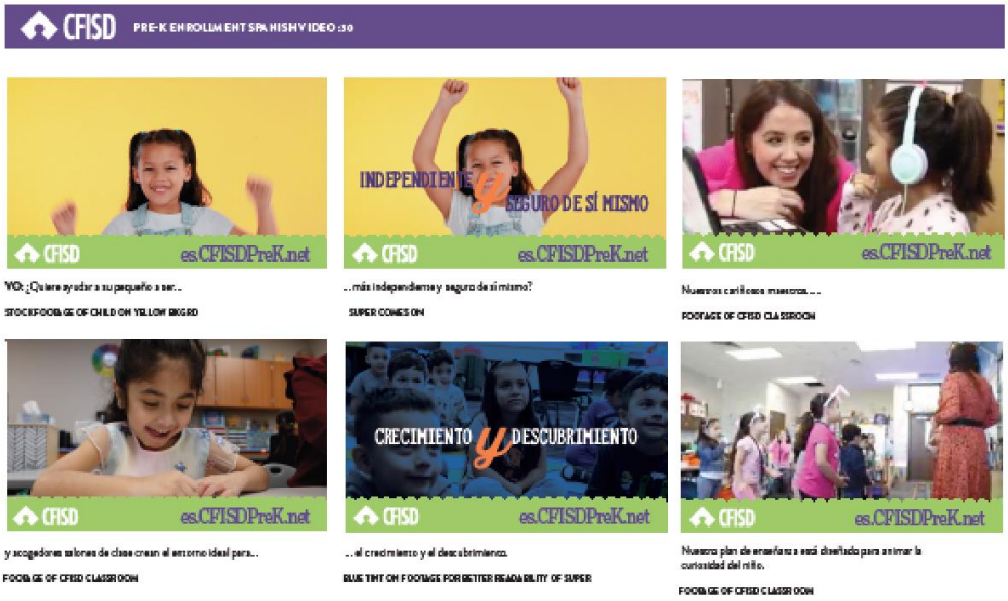
Video Delivery and Performance

Mobile phones produced the highest click rates at 86% and saw the most impressions delivered. Throughout the campaigns, we optimized towards the best-performing devices.



4. Social Media Campaigns

In addition, a paid social media campaign was intended to reach a target audience outside of current Facebook followers. The creative content was a slideshow on Facebook & Instagram.



Are you ready to make a difference where it matters most? Start your teaching journey with Cypress-Fairbanks ISD—one of the most dynamic and supportive school districts in Texas!

Our strategic teacher recruitment plan was designed to attract passionate educators eager to inspire, lead, and grow.

CFISD offers unmatched professional development, a collaborative culture, and the opportunity to impact thousands of students in a thriving, diverse community. There is truly nothing more rewarding than serving students in CFISD, where your dedication is valued and your career can flourish. Join us and become part of something extraordinary!

Although our performance objectives were to increase pre-K enrollment and focus on teacher recruitment and retention, we also launched several additional campaigns to recruit bus drivers and encourage open enrollment for out-of-district transfers.

To further engage the community and raise awareness of the increased bus driver hourly wages, the transportation department launched a targeted marketing campaign, including the lease of billboards across the district to spotlight this critical need.

If you're ready to drive the future of education, CFISD is ready for you! Cypress-Fairbanks ISD is actively seeking compassionate, reliable individuals to join our transportation team as bus drivers—a vital role that ensures students arrive safely and on time each day.

The conclusion of the school year focused on marketing initiatives to increase awareness of our new out-of-district enrollment opportunities and create a competitive edge with our neighboring districts.

4,076 hits were received at the CFISD webpage from the QR code as of June 30.

5. **Community Impact Targeted Mail deliverables - "Stickie" in May and June editions for nearby district zip codes**

Stickies are a favorite direct mail product with Community Impact advertisers because they're front and center when our readers check out the front page, with a glossy finish that can't be missed. The QR code pointed to the CFISD website for more information on applying. The stickie was inspired by the messaging here:

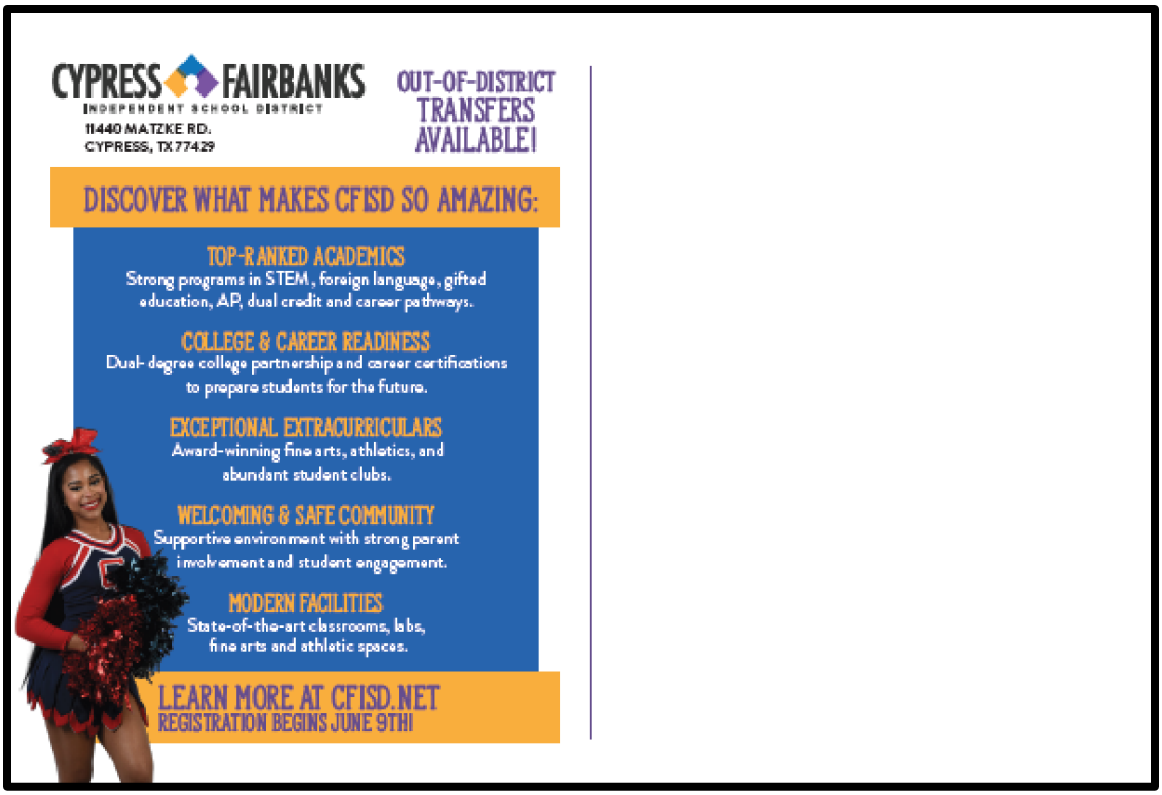
Discover the difference an exceptional education can make—join the Cypress-Fairbanks ISD family! Whether you're inside or outside our district boundaries, CFISD welcomes transfer students who are ready to thrive in a vibrant, inclusive, and high-achieving school community. With award-winning academics, state-of-the-art facilities, and a wide range of extracurricular opportunities, CFISD is the perfect place to grow, learn, and succeed. Our dedicated educators and supportive environment ensure every student is empowered to reach their full potential. Make the move to CFISD and experience the excellence that sets us apart!

- Tomball: 57,257
- Spring/Klein: 59,113
- Katy: 114,895

Total Mailboxes: 231,265

102 hits were received at the CFISD webpage from the QR code as of June 30.

6. DIRECT MAIL: Out-of-district postcard (front and back)



We sent out 29,055 postcards to residents who reside in adjacent districts to bring awareness to the new out-of-district transfer opportunity.

Postcards are a tangible, personal, and highly visible form of communication that can make a strong impression in a digital-heavy world. They allow us to target specific neighborhoods or demographics, ensuring the message reaches families who may not be actively seeking school information online. With eye-catching design and clear calls to action, postcards can effectively highlight the benefits of CFISD—such as academic excellence, safe campuses, and enriching programs—while creating a sense of urgency and excitement about enrollment. This direct outreach helps build trust, increases awareness, and drives engagement with families who might otherwise be unaware of the opportunities CFISD offers.

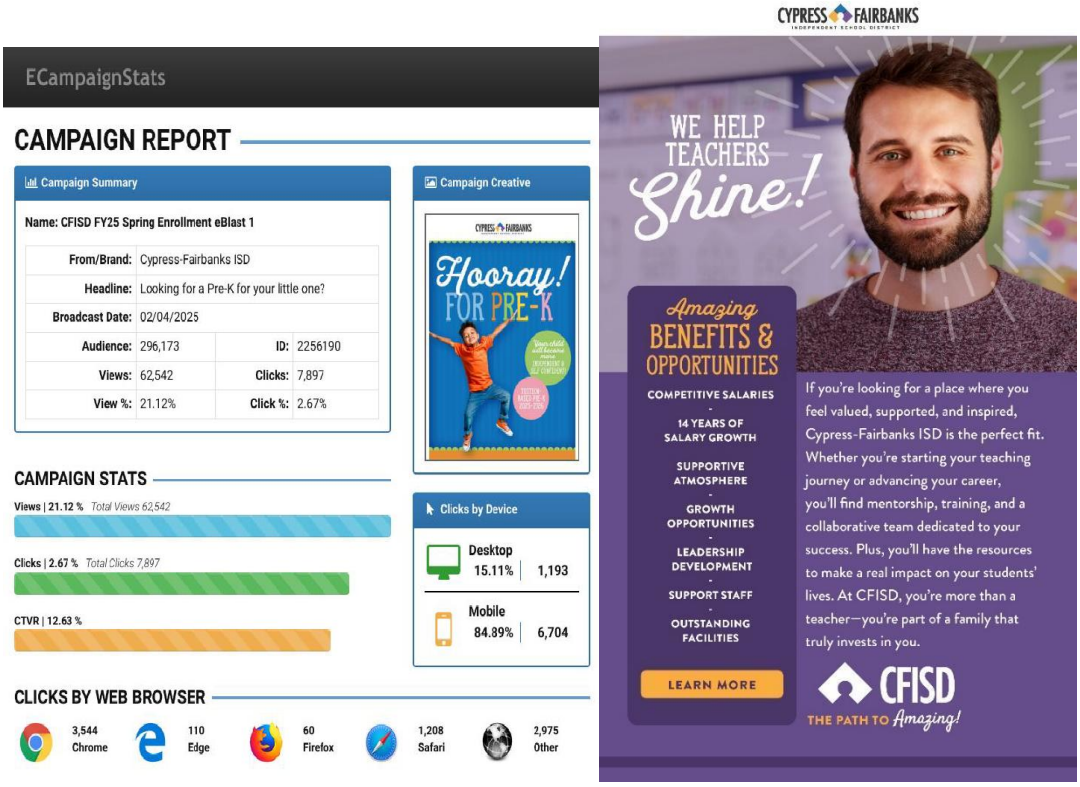
Tomball, Klein, Spring, Aldine, Houston, Spring Branch, Katy, Waller

- 77043: 1,438
- 77066: 2,228
- 77080: 1,868
- 77086: 1,422
- 77092: 1,500
- 77375: 5,575
- 77377: 4,100
- 77447: 2,264
- 77449: 8,660

Total Mailboxes: 29,055

218 hits were received at the CFISD webpage as of June 30.

7. **E-mail blast** deployments were sent to prospective parents within the CFISD district as reinforcement to encourage pre-K enrollment and teacher recruitment. The pre-K Eblast was sent out on Feb. 4 and March 11. The Spring teacher recruitment Eblast was deployed on March 25 and again on April 8. We targeted 42 zip codes featuring a high presence of children. You can see examples of the number of emails opened from our first two send-outs. Fridays and Saturdays saw the strongest completion rate at 92%.



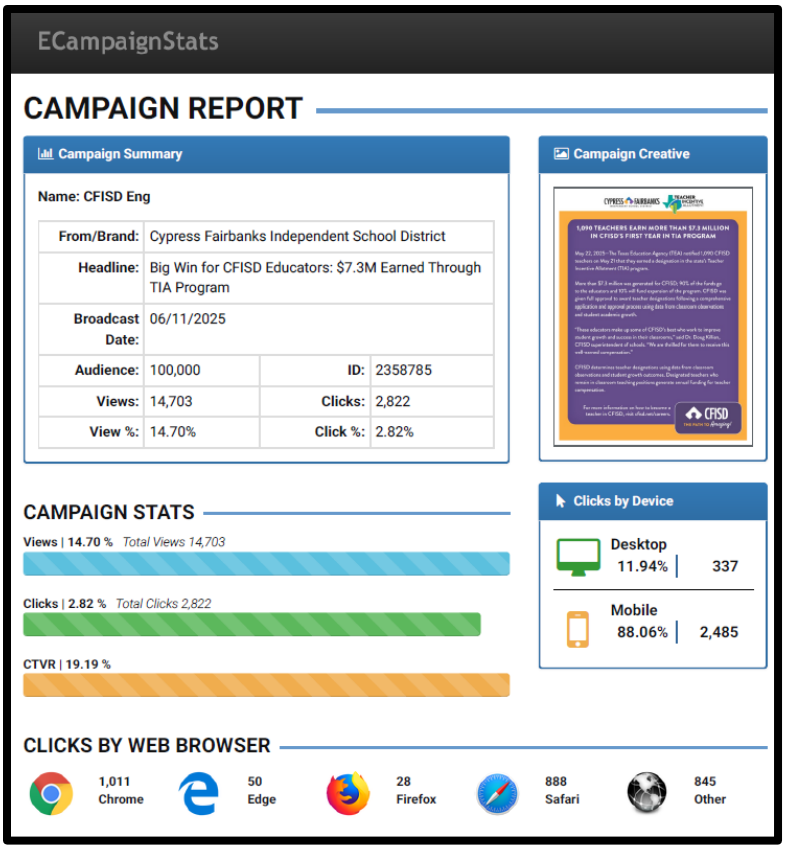
We're excited to celebrate some incredible news—on May 21, the Texas Education Agency (TEA) notified 1,091 outstanding teachers that they earned a designation through the state's Teacher Incentive Allotment (TIA) Program!

This recognition not only honors the dedication and excellence of educators across Texas, but it also presents a powerful opportunity to spotlight our district as a destination for top teaching talent.

To seize this momentum, we launched a vibrant E-blast campaign on June 6 targeting residents in surrounding districts—showcasing our commitment to excellence and reinforcing our teacher recruitment efforts.

This is just the beginning of an exciting chapter in attracting and retaining the very best educators!

- Email Audience= 100,000 emails
- Views= 14,703
- View rate= 14.7%
- Click throughs= 2,822
- Click rate= 2.82%
- Click Through View Rate= 19.19%
- Media viewed= Desktop 337, Mobile 2,485



Integrating marketing elements throughout our everyday communication strategies brings intentionality to key messaging by maintaining a comprehensive communication calendar. Project types are color-coded for reference.

Communication *calendar*

PERFORMANCE OBJECTIVE 3.1
STRATEGY 2

COMMUNICATION DEPARTMENT
2024-2025 Communication Schedule

Summer / Fall 2024

Project	Social	Email	Video	Web	Printed	Prez	Begin	Proof	Translate	(Print/Post)(Rec'd)	By	Completed
World Teacher Day gfx				x			9/18		9/28		TB	☑
World Teacher Day video			x				9/29	10/4	10/5		RB	☑
T-Shirt Logo for SRC							9/18	9/30			TB	☑
Bond photo album	x			x			10/6	10/6			JW	☑
Technology Assets Logo							9/19	10/9			TB	☑
National Coaches Day				x			10/3	10/12			TB	☑
Board meeting reminder gfx	x						10/2	10/3	10/4		TB	☑
Board work session, October										10/3	all	☑
Board meeting, October										10/7	all	☑
September Monthly Recap			x				9/1				VK	☑
Byrd Dedication Video	x		x				9/22	9/22			RB	☑
Suicide Prevention PSA	x		x				9/11	9/11	9/12	9/20	VPT	☑
Hispanic Heritage - Chief Eric Mendez	x		x				10/1	10/1	10/2	10/6	VK/RM	☑
Hispanic Heritage - Abe & Carmen Lozano	x		x				10/7		10/18		VK/RM	☑
SOTW	x	x		x			10/9	10/9	10/9		AM/SP	☑
Advanced Academics page			x				10/8			10/9	JO	☑
Health Expo social post	x						10/11	10/11	10/11		JW	☑
Connection for Employees, October		x		x			10/2	10/3		10/8	TB	☑
Connection for Employees, Oct. Tip for Translators		x					10/2			10/8	RM/SP	☑
CFISD 360			x				9/29	10/4	10/6		VK	☑
Bond photo album	x			x			10/13	10/13			JW	☑
Early Voting	x		x	x			10/2	10/16			TB	☑
Superintendent Voting Message		x		x			10/8	10/8	10/9		JW	☑

CFISD

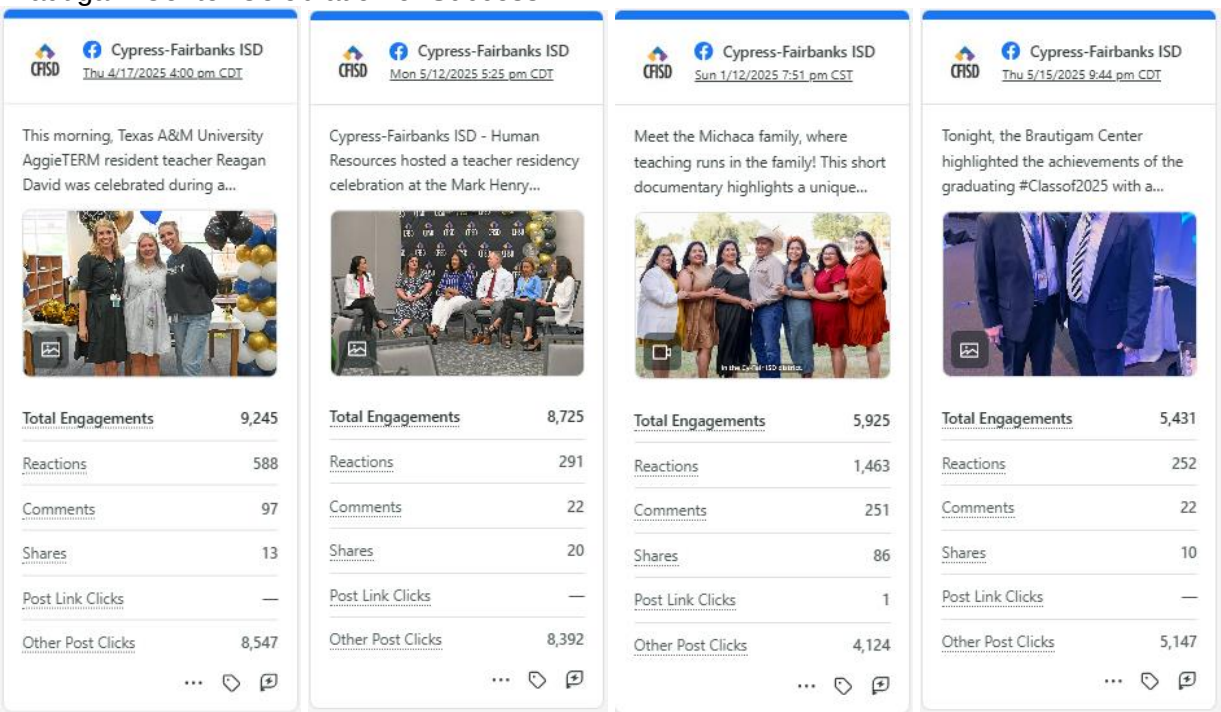
Internal use of *elements*

PERFORMANCE OBJECTIVE 3.1
STRATEGY 2

CFISD

Some of the marketing messaging takes place on our district Facebook page, where we share video features like “Destination District” or photo posts that will drive engagement and buy-in for CFISD.

Several top-performing posts from the spring semester of 2025 include a teacher residency signing ceremony, teacher residency celebration, a teaching family video feature and the Brautigam Center Celebration of Success.



Cypress-Fairbanks ISD
Thu 4/17/2025 4:00 pm CDT

This morning, Texas A&M University AggieTERM resident teacher Reagan David was celebrated during a...

Total Engagements	9,245
Reactions	588
Comments	97
Shares	13
Post Link Clicks	—
Other Post Clicks	8,547

Cypress-Fairbanks ISD
Mon 5/12/2025 5:25 pm CDT

Cypress-Fairbanks ISD - Human Resources hosted a teacher residency celebration at the Mark Henry...

Total Engagements	8,725
Reactions	291
Comments	22
Shares	20
Post Link Clicks	—
Other Post Clicks	8,392

Cypress-Fairbanks ISD
Sun 1/12/2025 7:51 pm CST

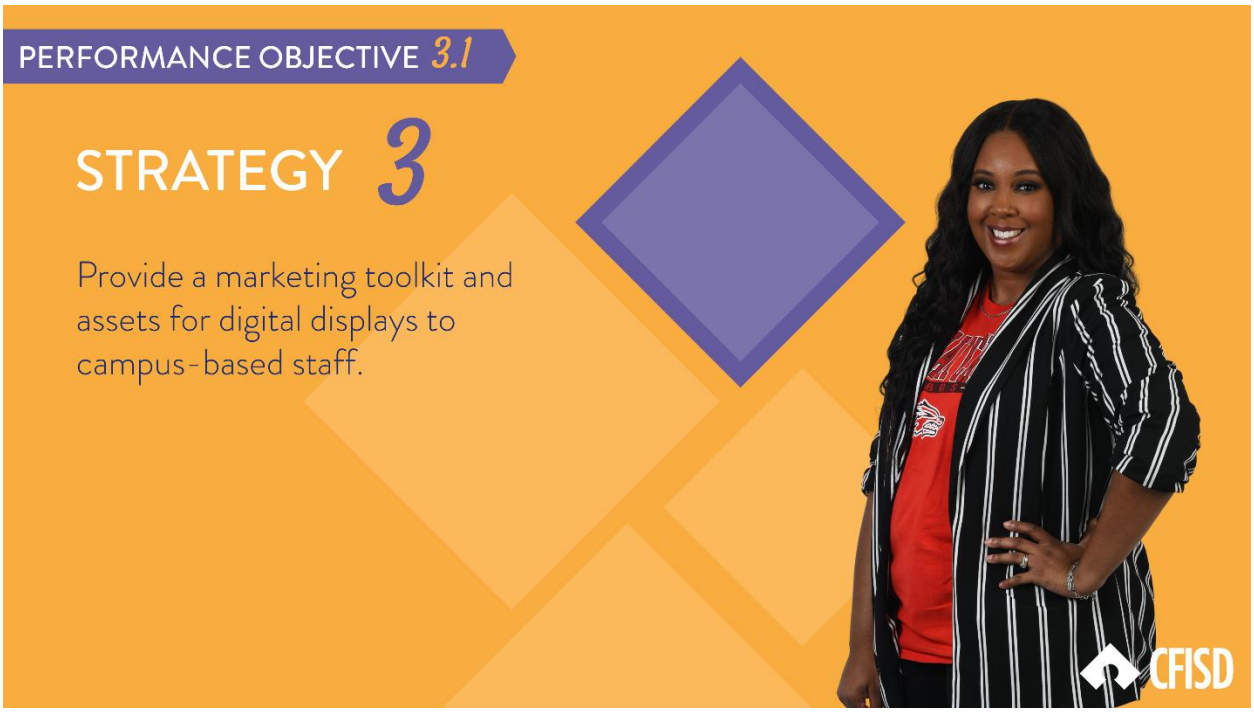
Meet the Michaca family, where teaching runs in the family! This short documentary highlights a unique...

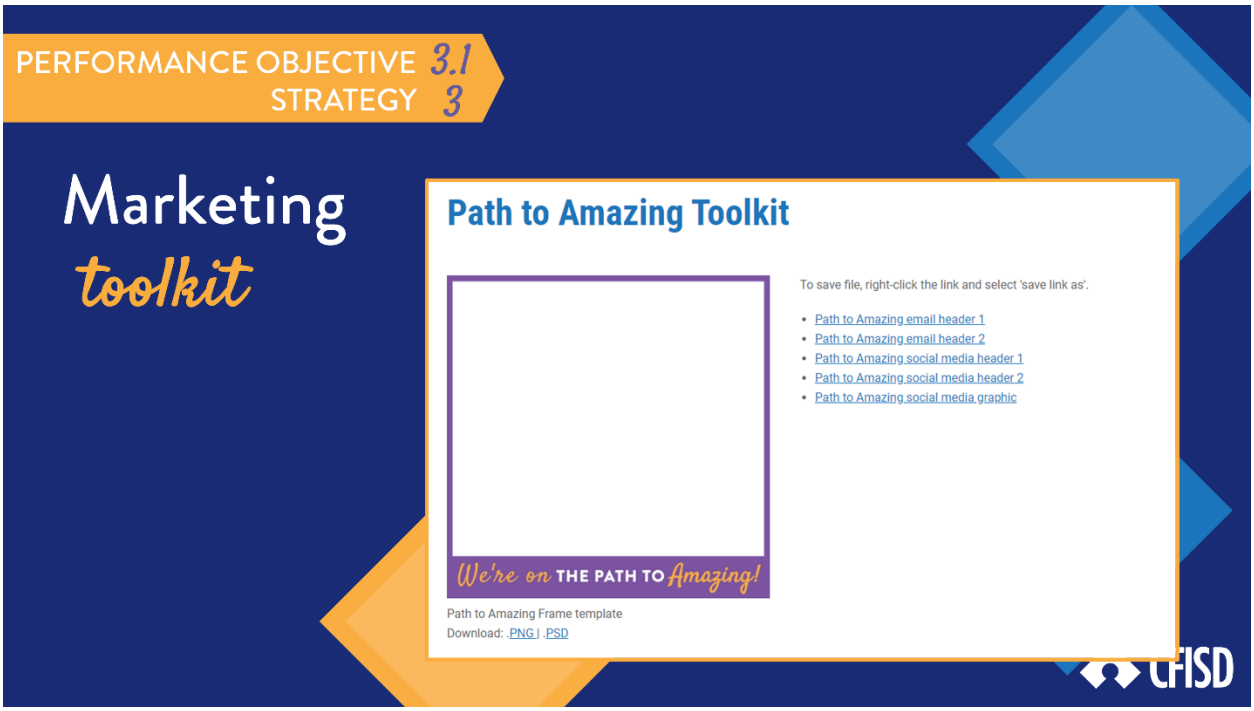
Total Engagements	5,925
Reactions	1,463
Comments	251
Shares	86
Post Link Clicks	1
Other Post Clicks	4,124

Cypress-Fairbanks ISD
Thu 5/15/2025 9:44 pm CDT

Tonight, the Brautigam Center highlighted the achievements of the graduating #Classof2025 with a...

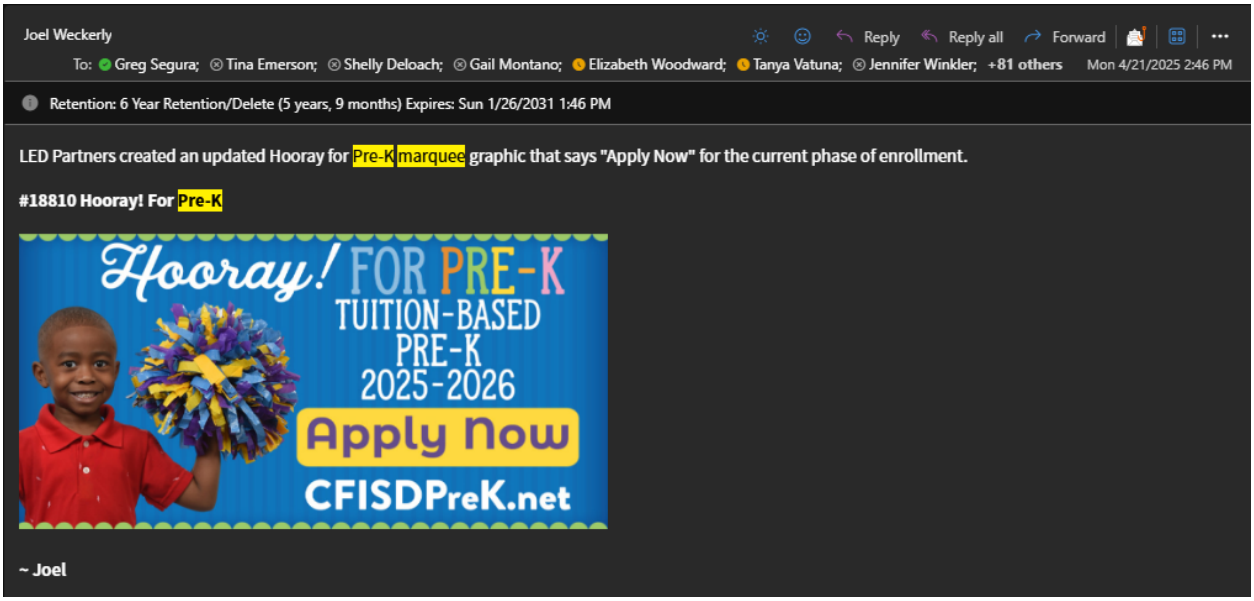
Total Engagements	5,431
Reactions	252
Comments	22
Shares	10
Post Link Clicks	—
Other Post Clicks	5,147





CFISD proudly offers a comprehensive marketing toolkit designed to empower staff, campuses, and departments to consistently represent our district with pride and professionalism. This toolkit encourages the use of official branding elements, including our logo, color palette, and fonts, to create visually engaging and unified content across all platforms. Whether you're posting on social media, designing a presentation, or promoting an event, using these tools helps showcase CFISD spirit and strengthens our identity as a district. By aligning our visuals and messaging, we build stronger recognition, foster community pride, and ensure that every communication reflects the excellence of CFISD.

Eighty-one CFISD campuses now have digital marquees. As campuses receive new marquees, a campus contact is added to the communication department's email distribution list, allowing us to provide updated districtwide content throughout the year.



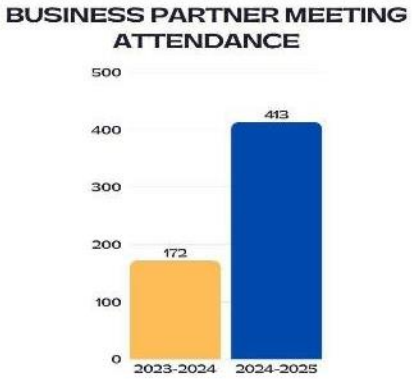
The content varies from upcoming dates or holidays to monthly character traits, transportation hiring efforts and free meals. Additionally, key marketing initiatives like customizable “Path to Amazing” graphics or tuition-based pre-K are pushed to campuses for streamlined branding throughout the district. This additional layer of advertising helps attract passers-by as well as the captive audiences of before- and after-school car-rider lines.

Public education thrives when it works hand-in-hand with the community, and in CFISD, that collaboration is at the heart of everything we do. By partnering with families, local businesses, and community organizations, we're able to amplify the incredible things happening on our campuses every day—from innovative classroom learning to inspiring student achievements. These partnerships bring valuable resources, support, and energy into our schools, creating a vibrant environment where students can flourish. Together, we are building a stronger, more connected district that celebrates success and invests in the future of every child.

Business Partner Expos and Meetings

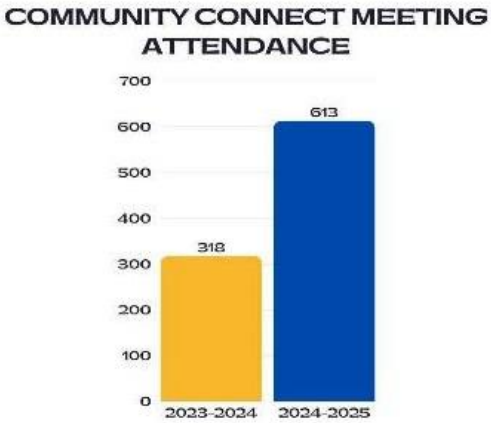
Our district proudly hosts two Business Partner Expos in July, offering a valuable opportunity for face-to-face networking with a wide range of business partners who share our dedication to enhancing both our schools and the broader community.

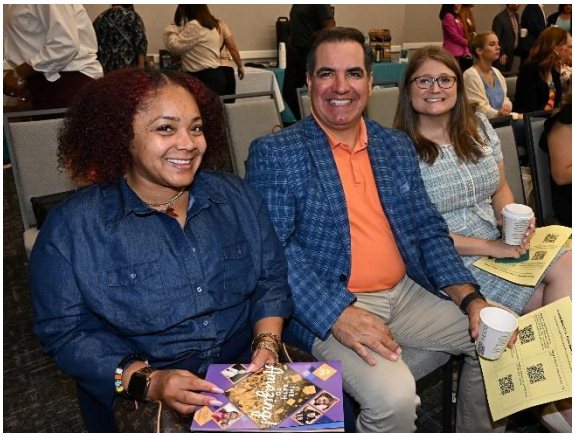
In addition, attendance at our monthly Business Partner meetings has grown significantly, resulting in a notable increase in advertising revenue. Thanks to their dedication and generosity, our these meetings have also blossomed into powerful collaborations—leading to numerous successful Adopt-a-School partnerships.



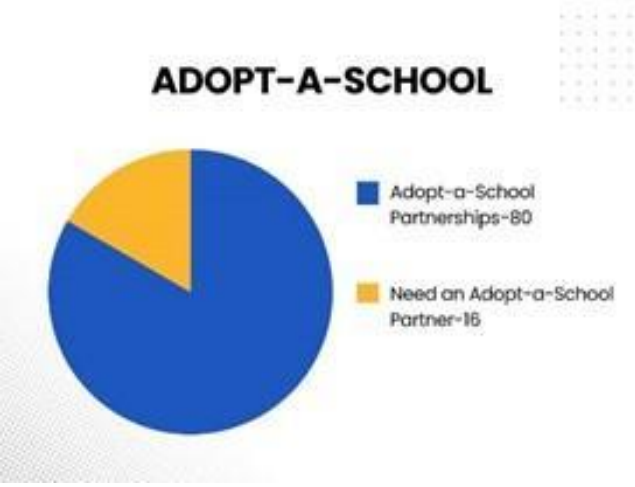
Community Connect meetings

We're excited to invite community members to our quarterly Community Connect meetings—dynamic gatherings where we dive into important educational and community topics. These sessions are more than just informative—they're interactive! Attendees have the chance to share their thoughts, ask questions, and provide valuable feedback, all while experiencing firsthand our district's strong commitment to collaboration and stakeholder involvement. This graph depicts the increased attendance from last year to the current school year.





We are incredibly grateful for the unwavering support of our amazing business partners and faith-based communities! The growth has been truly inspiring: as of 2025, 80 out of our 96 campuses have been proudly adopted by a business partner, a remarkable increase from fall 2024. These partnerships are making a real difference in our schools, and we couldn't be more thankful for the positive impact they continue to create!



Parents and community members play a vital role in the success of our schools, and their involvement on campus brings immeasurable value to the educational experience. Volunteering not only strengthens the connection between home and school but also creates a welcoming, supportive environment where students thrive. Organizations like PTOs and Booster Clubs are essential in this effort—they provide critical resources, organize events, and fundraise to enhance programs in academics, arts, and athletics. Their dedication helps build school spirit, foster community pride, and ensure that every student has access to enriching opportunities. When families and the community come together to support our campuses, everyone benefits.

This year, we started business partner recognitions at each Board Meeting, applauding them for their dedication to service, volunteerism and/or adoption of a CFISD school.

The list of recognitions are:

- Elite Auto Experts- March
- Daspit Law- April
- Mosaic United Methodist Church- May
- Cypress Assistance Ministries- June

PTOs and VIPS boards

We love the opportunity to welcome parents and volunteers on campus at all levels to support the needs and goals of each campus. At the elementary level, we have PTOs and VIPS boards. Our middle schools have VIPS boards, and our high schools have booster clubs & VIPS boards.

At the elementary level, **24 PTOs raised $1,495,300.73** last school year.

Parental involvement remains a key facet of the excellent educational environment across CFISD. Volunteer opportunities include, but are not limited to:

- Board service and general booster membership
- Classroom support and event volunteers
- Coffee with the Principal
- CPOC
- Mentoring programs
- Crosswalk and library volunteers
- Staff appreciation coordination
- Watch D.O.G.S. involvement
- Yearbook and social event support

- Safety and security volunteering
- Final exam exemption card support
- Donuts with Dad
- Muffins with Mom
- Hearing and Vision Assessments
- Staff Appreciation luncheons
- Spirit store volunteers

Our campuses actively communicate these opportunities through social media**,** SchoolMessenger, and a wide range of community and parent engagement events such as:

- Meet the Teacher
- Curriculum Nights & Open House
- Senior Conference Night
- Freshman Orientation
- New Student Express
- Kinder Round-Up
- Community Movie Nights and Fall Festivals

These events are successful because of the strong connection between our schools and their communities—many would not be possible without the dedicated support of our parent volunteers.

Mentors

Mentorship is a powerful tool that creates lasting, positive impacts for both students and their mentors. For school-age students, having a mentor means gaining a trusted role model who offers guidance, encouragement, and a listening ear—helping them build confidence, set goals, and navigate challenges both in and out of the classroom. For mentors, the experience is equally rewarding, offering a chance to make a meaningful difference in a young person's life while developing empathy, leadership, and a deeper connection to the community. These relationships foster a sense of belonging and support that can inspire academic success, personal growth, and lifelong resilience. In CFISD, we believe that every student deserves a champion—and mentors help make that vision a reality.

Between 2023–2024 and 2024–2025, there was an increase in global volunteer and mentor hours, reflecting a growing commitment to community engagement and personal development. This upward trend highlights the expanding role of individuals who dedicate their time and expertise to support others. The value of a mentor or volunteer extends far beyond the hours they contribute—these individuals serve as catalysts for growth, confidence, and connection. Their impact is both measurable in hours and immeasurable in the lives they touch.

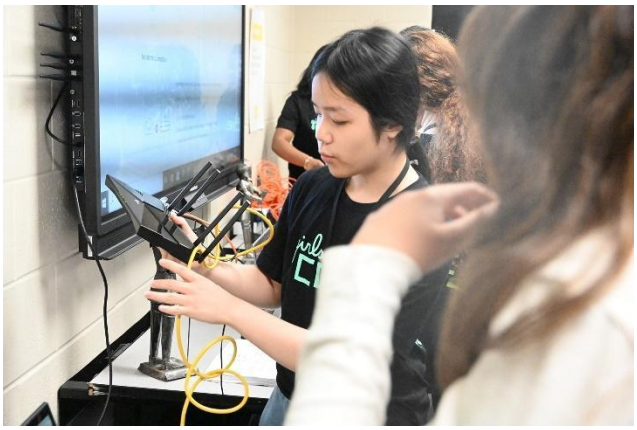
High School Booster Clubs & Student Involvement
CFISD supported a total of 78 active high school booster clubs during the 2024–25 school year. We are excited to report that all 78 booster clubs will continue into the 2025–26 school year, showing strong organizational stability and ongoing support across our campuses.

Financially, we are forecasting increased revenue in 2025–26 compared to the 2023–24 school year, with financial reports and review documents for the 2024–25 fiscal year due to our office no later than September 15, 2025. For context, booster clubs reported **$9,372,496.45 in total revenue** and **$9,197,628.24 in expenditures** for the **2022–23** school year. In **2023–24**, revenue increased to **$10,378,790.35**, with total expenditures of **$10,146,040.66**.

The ability of the booster clubs to generate significant revenue directly benefits campus programs and decreases the financial burden on the district. By providing funding for equipment, travel, and other program needs, booster clubs help ensure high-quality student experiences without requiring additional district resources.

These 78 booster clubs are powered by more than 7,500 members across our 12 comprehensive high schools, reinforcing the broad scope of parent and community involvement across our campuses in support of these organizations.

Student options remain high across CFISD, as our 12 high schools offer a combined total of over 550 student clubs and organizations, providing tremendous opportunities for student participation in both booster-affiliated and independent groups. At the middle school level, our students enjoy over 119 student clubs in addition to expanded extra and co-curricular options, ensuring strong engagement and enrichment opportunities at every secondary level to connect students to our campuses.



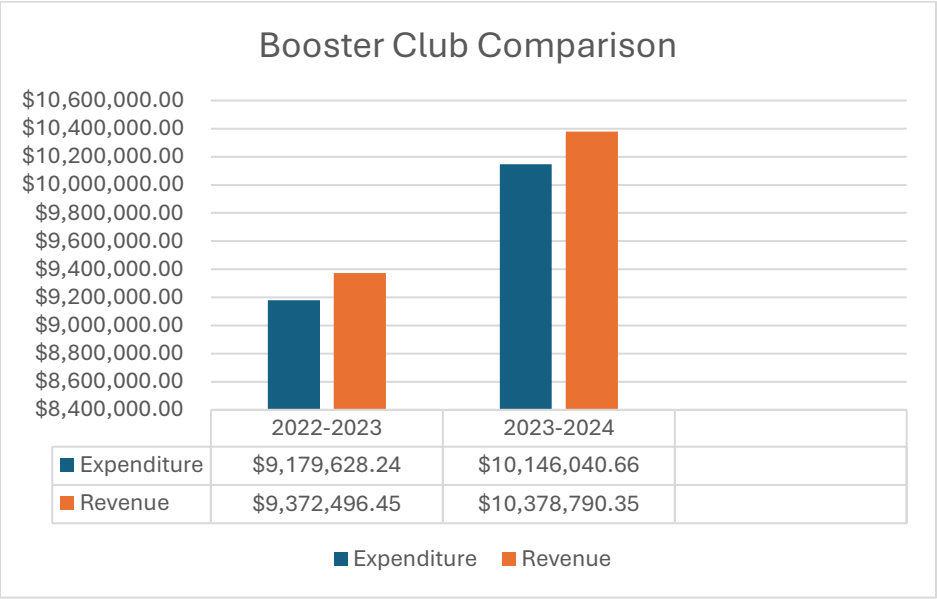
Parental involvement remains a key facet of the excellent educational environment across CFISD. Surveys were conducted by both Community Engagement and General Administration on two separate occasions to identify ways in which volunteers were engaging with our campuses and to discern how campuses were communicating information and opportunities to families. The surveys reinforced the importance that parents play in supporting school culture through a variety of volunteer opportunities at each of our elementary, middle, and high school campuses. These include, but are not limited to:

- Board service and general booster membership
- Classroom support and event volunteers
- Coffee with the Principal and mentoring programs
- Crosswalk and library volunteers
- Staff appreciation coordination
- Watch D.O.G.S. involvement
- Yearbook and social event support
- Safety and security volunteering
- Final exam exemption card support

Our campuses actively communicate these opportunities through social media, School Messenger, and a wide range of community and parent engagement events such as:

- Meet the Teacher
- Curriculum Nights & Open House
- Senior Conference Night & Freshman Orientation
- New Student Express & Kinder Round-Up
- Campus-wide fundraising opportunities
- Community Movie Nights and Fall Festivals

These events are successful because of the strong connection between our schools and their communities—many would not be possible without the dedicated support of our parent volunteers.

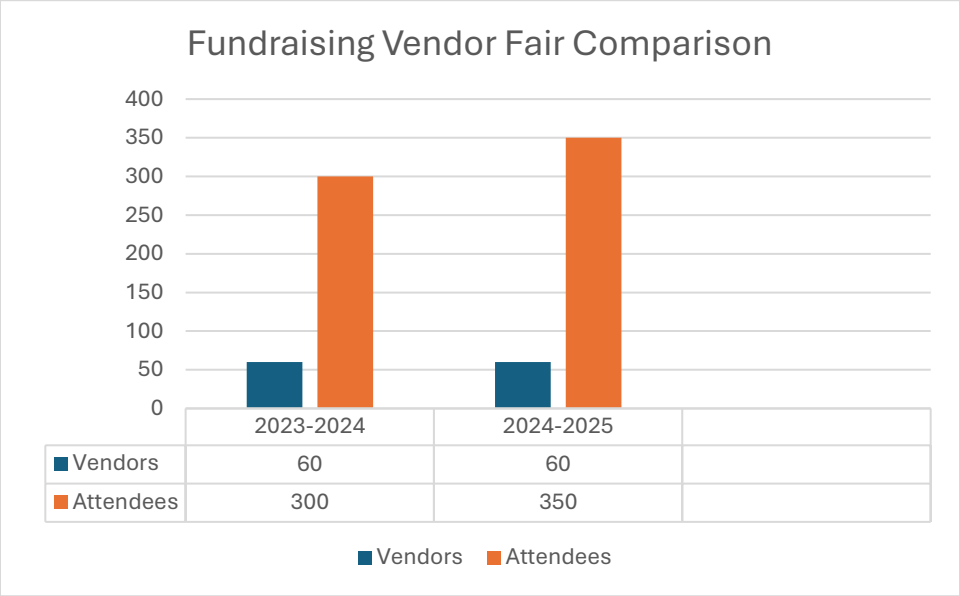


	2022-2023	2023-2024
Expenditure	$9,179,628.24	$10,146,040.66
Revenue	$9,372,496.45	$10,378,790.35

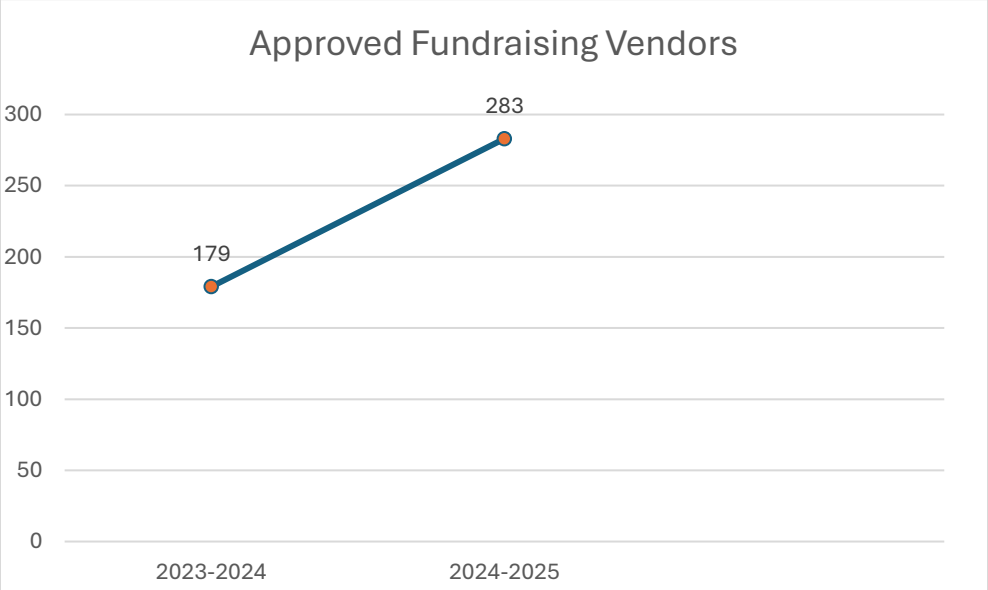
Fundraising Vendor Fair & District Vendor Access
Our 2024–25 Fundraising Vendor Fair hosted 60 vendor booths, matching the previous year's count, and welcomed over 350 attendees—an increase of more than 50 attendees from the 2023–24 event.

This fair aims to provide campus leaders, club sponsors, and parent organizations with direct access to vendors that have completed the district's approval process. This one-stop event offers a streamlined opportunity to evaluate fundraising options, build vendor relationships, and

align fundraising activities with district expectations. The event also fosters networking among school leaders, allowing them to share best practices and discover creative ways to support their students and programs.



As of the end of the 2024-25 school year, CFISD has 283 approved fundraising vendors, an increase of over 100 vendors over the year-end total in 2023–24 school year — all vendors are available to every campus across CFISD to support fundraising efforts for campuses, VIPS Boards, PTOs, Booster Clubs and campus-based clubs and organizations. These vendors provide support for all campuses across the district and contribute directly to the success of our academic, co-curricular, and extracurricular programs.



Superintendent's Fun Run

The 11th Superintendent's Fun Run, benefiting the Cy-Fair Educational Foundation, is one of CFISD's most anticipated community events—bringing together students, families, staff, business partners, and community members for a day of fun, fitness, and philanthropy. Held at the Berry Center, this vibrant event features a 5K race, a 1-mile walk, a children's activity area, and a bustling vendor fair where local businesses and partners host engaging booths. More than just a run, it's a celebration of community spirit and support for education, with all proceeds going toward scholarships and programs that directly benefit CFISD students. The Fun Run exemplifies the power of collaboration and the shared commitment to student success across our district. In 2025, this event raised $80,000 for CFEF.

YEAR	ATTENDANCE	DONATIONS
2014	3,500	$28,000
2015	4,000	$40,000
2016	5,000	$52,250
2017	5,500	$67,000
2018	6,000	$100,000
2019	6,000	$110,000
2020	-	$120,000
2021	Virtual	$120,000
2022	6,000	$150,000

2023	12,714	$237,000
2024	-	-
2025	6,447	$80,000
TOTALS	48,714	$1,104,250

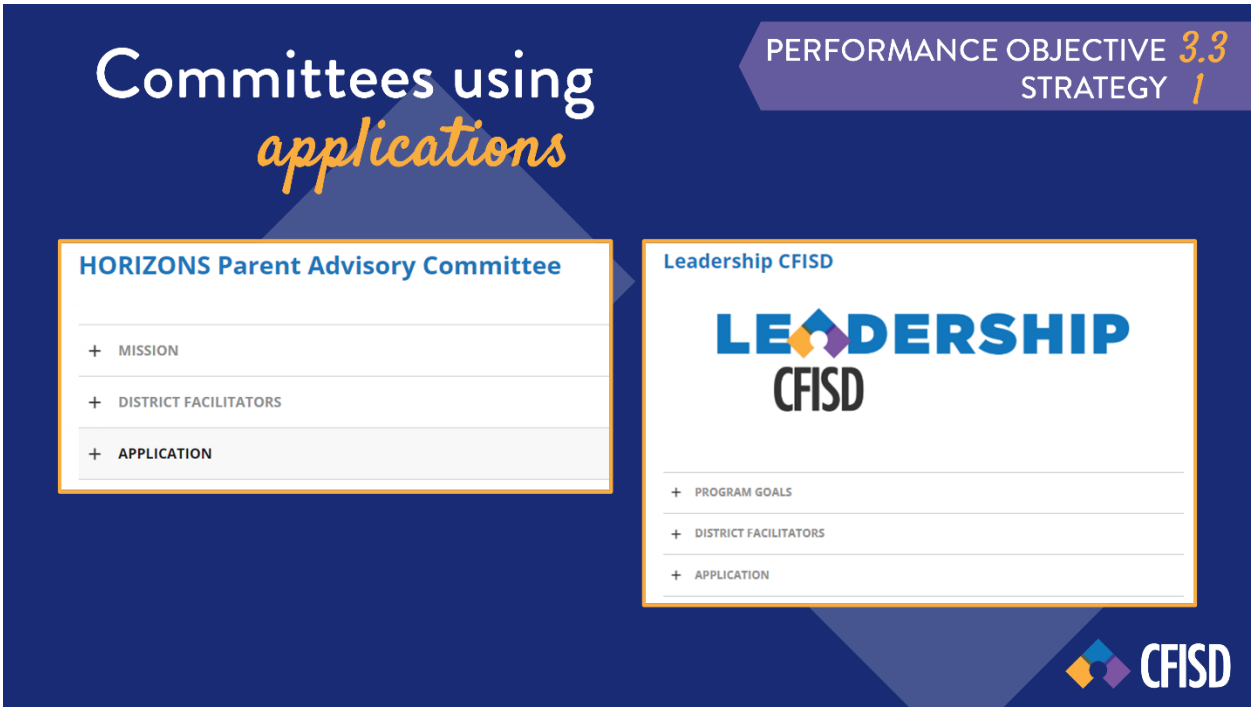
To build excitement and boost participation for the return of this beloved community event, we designed bright, engaging, and fun graphics to promote the Superintendent's Fun Run! These eye-catching visuals helped generate buzz and bring our community together for a day of energy, connection, and celebration.

VIPS Event

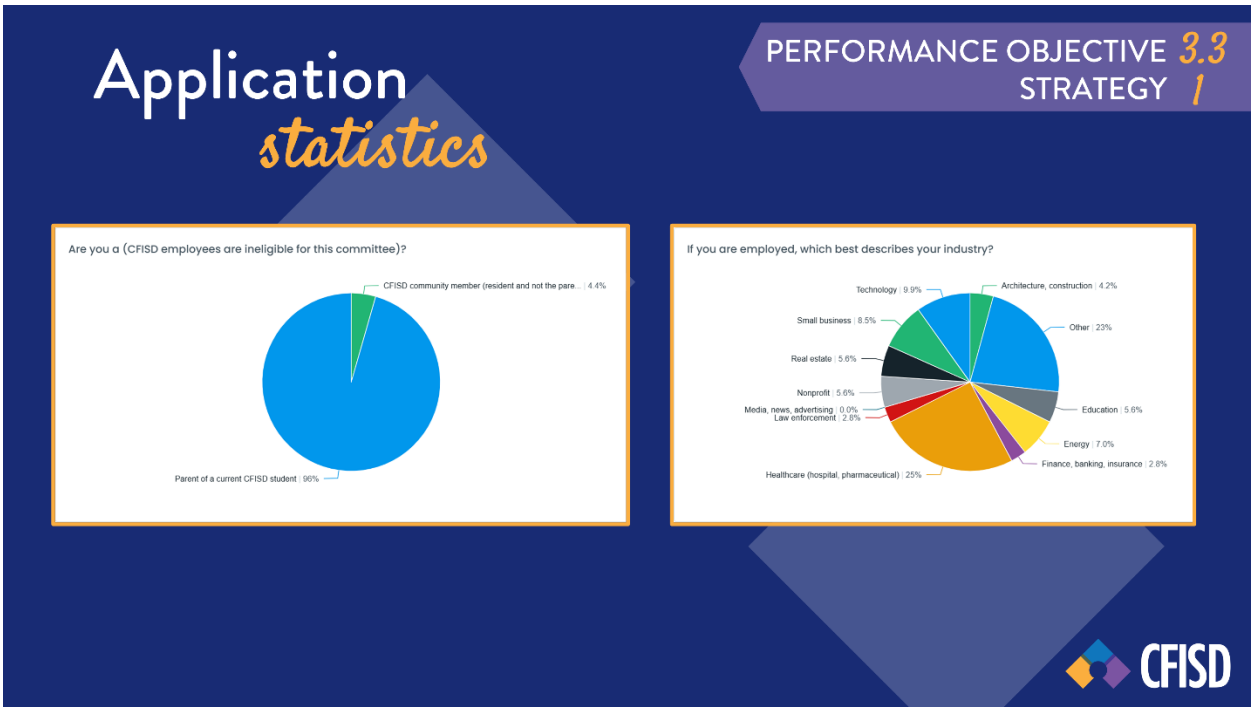
The 2025 VIPS (Volunteers in Public Schools) Luncheon was held on April 30 at the Berry Center. The annual event honored outstanding mentors, volunteers, and business partners who make a difference in CFISD schools. Multiple student groups participated in the celebration, helping to recognize and thank the dedicated individuals and organizations that support our students and staff. Sponsors underwrite the cost of this event and include Backyard Grill, Caldwell Companies, CFEF, Creekwood Grill, Cy-Fair FCU, HCA Hospital, Houston Methodist Hospital, Memorial Hermann Hospital, PBK, VLK, Cy-Hope, Copperfield Church, and Calvary Church.

PERFORMANCE
OBJECTIVE 3.3
Implement a comprehensive plan
to increase stakeholder
input & feedback
CFISD

Last school year, we began incorporating a districtwide committee application as a standard part of our process for selecting membership, in order to increase transparency in the process.

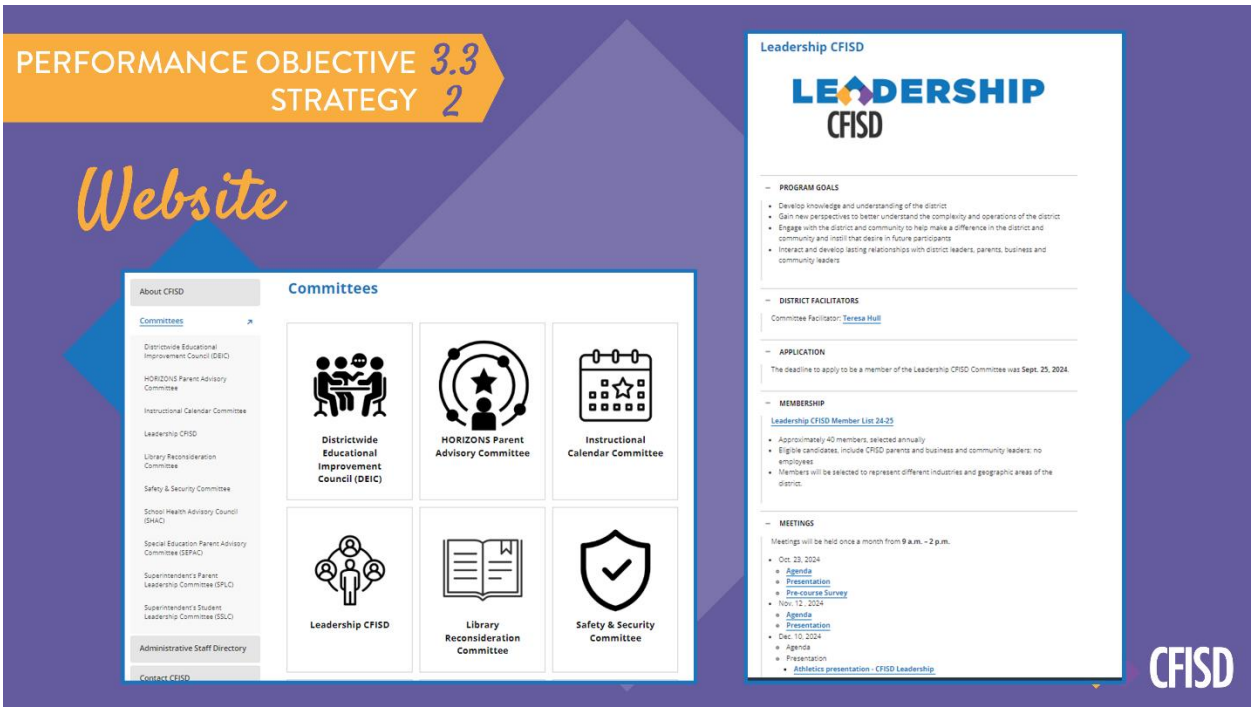


While every membership application is not exactly the same, many of the fields, such as zip code, high school, gender, ethnicity, and current role, seek information that can be used to select diverse and geographic representation on the committee.

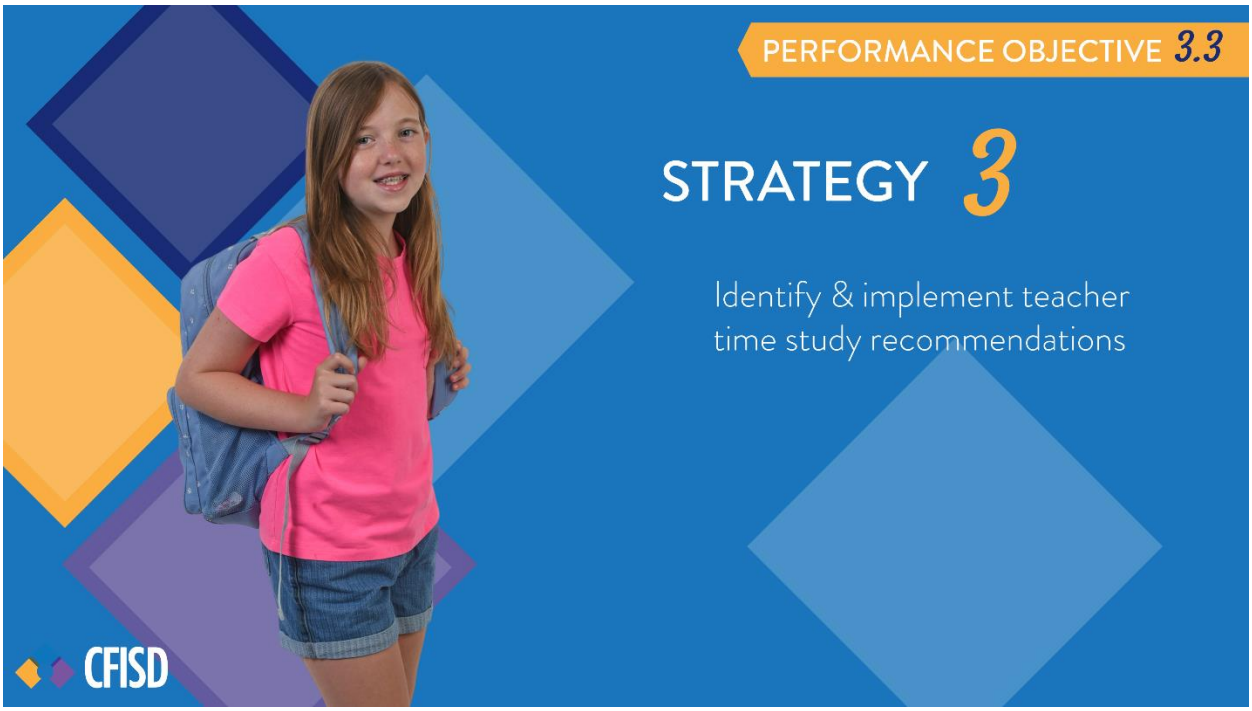


We are also able to view a breakdown of our applicants. For example, the pie graph on the left shows the distribution of current parents of students vs. community members, while the pie graph on the right shows the breakdown of industries represented.

An additional effort to improve transparency included posting all district committee information on the website.



This included the goals and mission of each committee, committee contact information, the application link and/or deadline for applying, the list of members, meeting dates, agendas and presentations.



- We continue to research and explore ways to reduce the number of content platforms utilized and the compliance documentation required for special programs. The

Educational Support Services department conducted an in-depth review of the compliance documentation requirements for special education, Section 504, and emergent bilingual. The review included identifying the compliance documents required, who creates the document, who receives the document, and who collects the data.

    - The results were reviewed with campus principals and other key personnel to eliminate any unnecessary or redundant documentation and to evaluate the classroom teacher workload.
- The Curriculum and Instruction department reviewed and updated the Administrative Regulation EER-R: Instructional Arrangements, Lesson Plans, ensuring that lesson plan requirements complied with state law and minimized paperwork for the classroom teacher.

    - The updated regulation was reviewed with and distributed to district and campus instructional administrators/leaders.
- The Educational Support Services conducted an audit of the Special Education department, and through the audit, several recommendations were given to improve our district practices.

    - We are currently reviewing:
        - our staffing models and will be making adjustments for the 2026-2027 school year to better meet the needs of students in CFISD, and
        - all instructional resources to ensure there are no duplicate programs across the district.
    - In September of 2025, we will be opening an RFP to seek a new special education software management system that will align and reduce the workload of staff, so they are not completing duplicate work throughout the school year.

Leadership CFISD was launched this past school year as a unique opportunity for parents and community members to gain insights into our school district, connect with fellow community leaders, and contribute to the success of our students and schools.

We sent the district application to a variety of district email lists, including all parents, to solicit potential candidates. We selected 76 participants from approximately 360 applications,

reviewing each applicant's rationale for wanting to participate, as well as ensuring geographic representation.

The year-long program was designed for participants to develop knowledge and understanding of the district and the complexity of our operations. Our goals were for the participants to gain new perspectives, develop lasting relationships with district leaders, other parents, and community members, and become ambassadors for CFISD.

The participants met monthly from 9:00 AM to 2:00 PM to learn about a different topic and area of the district. When appropriate for that month's topic, buses took the group to the designated department locations to experience and see the operations first-hand. Every meeting ended with a QR code, soliciting feedback on the session and providing an opportunity for additional questions to be asked. The program concluded with recognition at the May 2025 Board Meeting.

With a focus on continued improvement, we want to ensure Dr. Killian and the leadership team regularly receive input and feedback from our stakeholders. The list you see in the graphic is not an exhaustive list but highlights some of the key opportunities for receiving stakeholder feedback that occurred this school year. We will continue to seek opportunities to engage with parents and employees to gather feedback.

In April 2025, Baselice & Associates sent out a parent survey to:

- Measure general attitudes about CFISD
- Assess how information about CFISD is currently received
- Gauge awareness of the school choice/voucher legislation
- Assess whether respondents are more likely to want to keep their child in CFISD or switch to a non-CFISD alternative
- Measure the impact of informative statements on keeping their child in CFISD or switching to a non-CFISD alternative

Batches of emails were sent out to a sample of parents (2,011), matching CFISD students' demographics. Some of the questions were similar to those in the 2016 and 2022 surveys and can be used as comparative data, while other questions were intended to measure the possible impact of Education Savings Accounts on CFISD families.

A summary of the report will be given at the August 2025 board meeting.

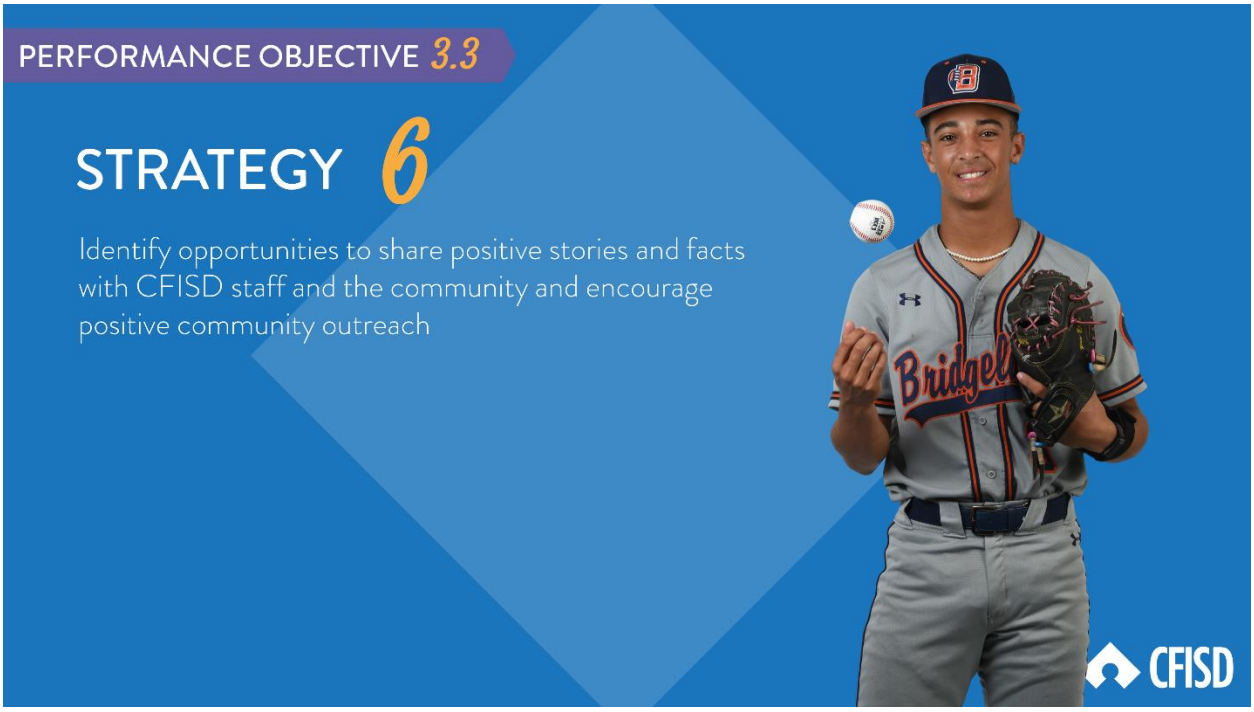
Key findings included:

- The most popular methods for receiving information about CFISD are CFISD emails (95%), email newsletters from school (91%), pre-recorded phone calls (85%), information sent home from school (85%), and text messages (85%).
  The most significant changes from 2016 and 2022 to 2025 were a decrease in the

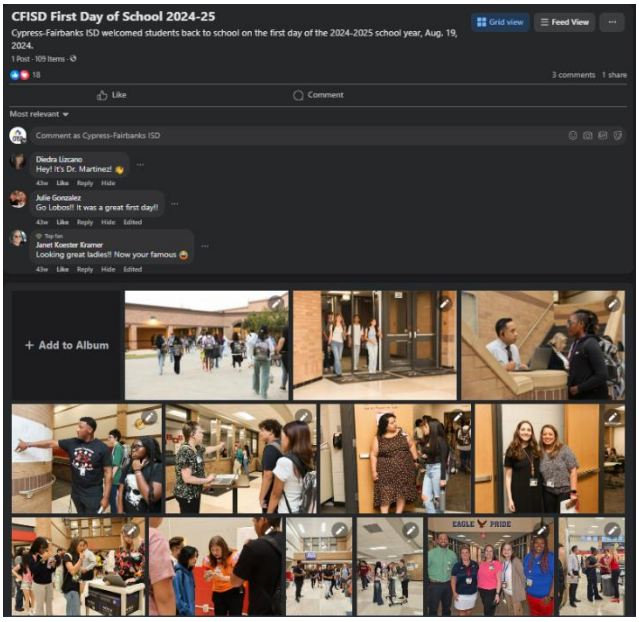
CFISD website (82% in 2016 and 2022 to 73% in 2025) and an increase in school newsletters (81% in 2016 and 85% in 2022 to 91% in 2025).

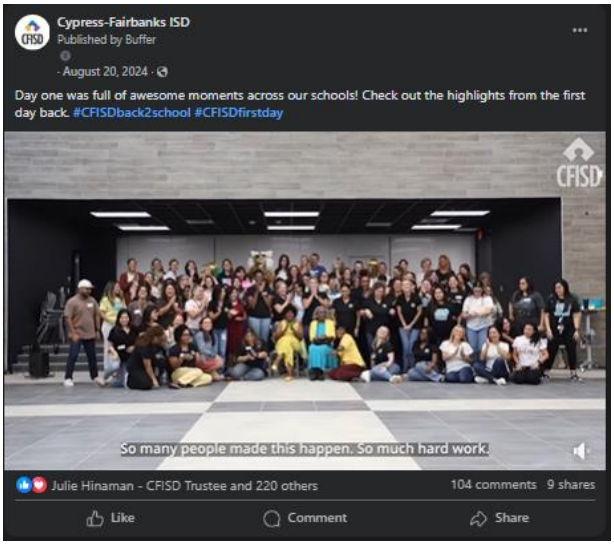
- 90% of parents felt strongly or somewhat welcome at their child's school (the same as in 2016 and an increase from 87% in 2022).
- When asked what the biggest challenge facing CFISD is, 30% selected student discipline, as compared to 32% in 2022. In 2016, the biggest challenge was growth and overcrowding (43%).
- A majority of parents (66%) believe that the academic standards are about right, although in 2016, 14% indicated too low, in 2022, 17% indicated too low, and in 2025, 21% indicated too low.
- For the youngest child in the family, the education being provided was rated as good or excellent by 76% (42% good, 34% excellent). The classroom and school environment was rated as good or excellent by 73% (40% good, 33% excellent). The extracurricular activities available were rated as good or excellent by 53% (31% good, 22% excellent).
- When asked if the respondent had seen, read or heard anything about Education Savings Accounts, 56% indicated yes.
- When thinking about next year for your child, 83% indicated plans to keep their child in CFISD (63% definitely, 20% probably), with only 6% indicating switching to a non-CFISD school (2% definitely, 4% probably).
- When asked what the main reasons were for keeping their child in CFISD, the most popular were likes public education or CFISD, works for CFISD, academics and teachers, and location and convenience. In contrast, the main reasons for switching were academics and teachers, safety and discipline, and a better or different setting.
- The two most highly correlated statements were:
    - With 96 campuses, CFISD has a school that is convenient to where you live.
    - CFISD has a zero-tolerance bullying policy.
- Parents said that the top items that they were aware of in CFISD were:
    - Free/reduced meals
    - GT and honors/accelerated courses
    - Variety of fine arts (dance, drill team, band, orchestra and art)
    - Increased safety and security enhancements
    - Zero tolerance bullying policy
- The items parents were least familiar with were:
    - $85 million in academic scholarships awarded
    - CFISD named among the "Best Communities for Music Education"
    - Action-based labs in several elementary schools
- The following items influence their decisions to stay or switch:
    - Increased safety and security enhancements
    - College Academy
    - Proximity of campuses (highest correlation score across demographics)
    - Zero tolerance bullying policy
    - CTE courses with certifications
    - GT and honors/accelerated courses
- When asked what new programs parents would like to see offered in CFISD:
    - Academics/teachers
    - Special programs
    - Sports, PE, cheer, dance

- STEM, robotics, coding AI
- Buses and transportation

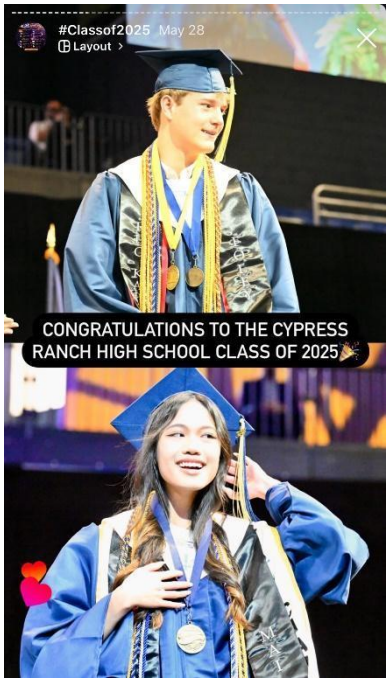


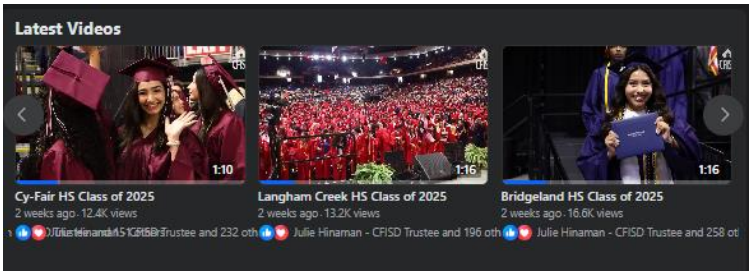
Communication staff work together to promote key events throughout the school year. One of these is the first day of school when team members post real-time tweets and Instagram story highlights to show how campuses are welcoming back students. A cumulative Facebook album and recap video are shared afterward. All posts unify around the #CFISDfirstday hashtag, which is shared in advance with the community via the website homepage and social media.





A similar approach was used for covering CFISD graduation ceremonies. Real-time content was tweeted and added to Instagram story highlights, and a photo album and recap video were shared for each of the 12 ceremonies within two hours of their conclusion.



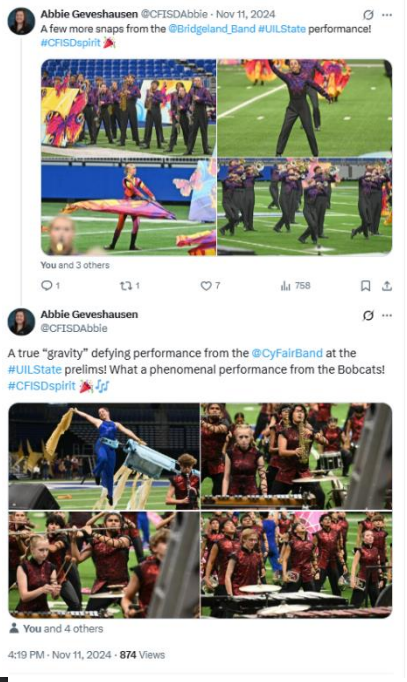


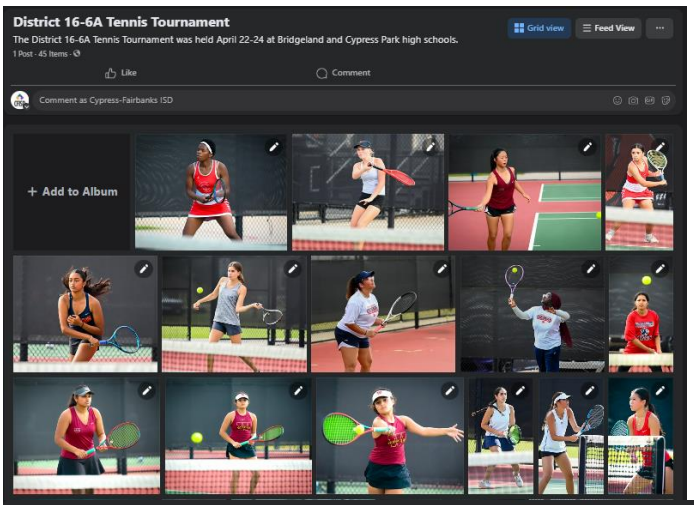
On Instagram alone, CFISD's #Classof2025 posts resulted in 441,412 post views, with an additional 458,453 views from the Instagram story highlights.

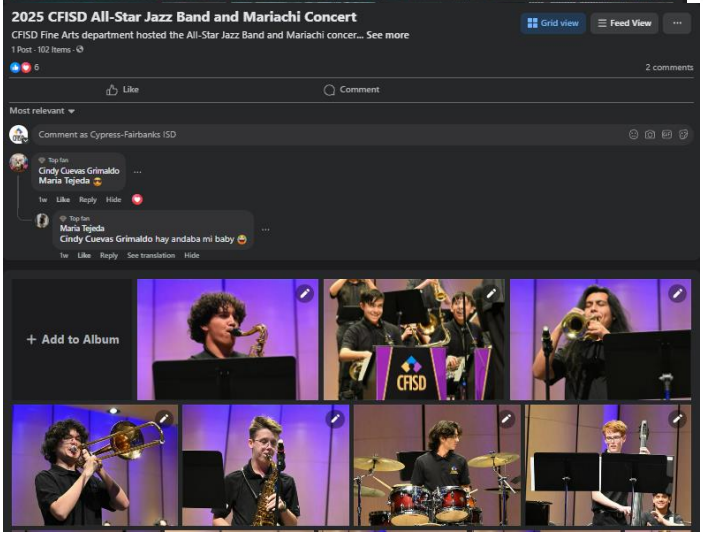
Communication staff promote a variety of events throughout the year, including after-hours and weekend extracurricular activities like athletics and fine arts.

Joel Weckerly
@CyFairJoel
Middle school football action — @CampbellGators @ @truittcfisd!
#CFISDspirit
Campbell MS Football and TW_CoachGarza
6:04 PM · Oct 15, 2024 · 2,335 Views
1
4
14

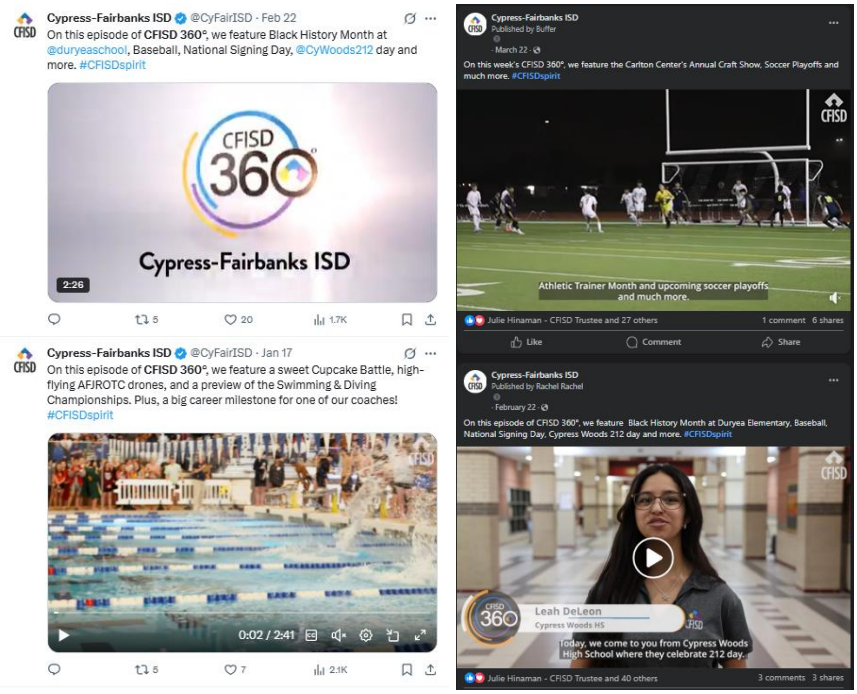
Joel Weckerly @CyFairJoel · Nov 30, 2024
Play of the day today from @BridgelandFB receiver Konner Dandridge.
#Txhsfbplayoffs #CFISDspirit
GIF
1
17
45
5.9K


Abbie Geveshausen @CFISDAbbie · Nov 11, 2024
A few more snaps from the @Bridgeland_Band #UILState performance!
#CFISDspirit
You and 3 others
1
1
7
758
Abbie Geveshausen
@CFISDAbbie
A true "gravity" defying performance from the @CyFairBand at the
#UILState prelims! What a phenomenal performance from the Bobcats!
#CFISDspirit
You and 4 others
4:19 PM · Nov 11, 2024 · 874 Views

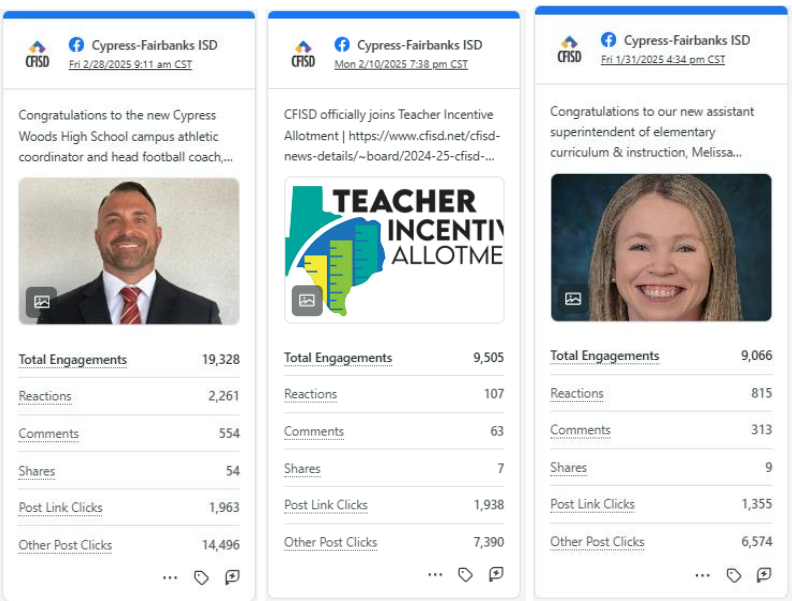

District 16-6A Tennis Tournament
The District 16-6A Tennis Tournament was held April 22-24 at Bridgeland and Cypress Park high schools.
1 Post · 45 Items
Grid view
Feed View
Like
Comment
Comment as Cypress-Fairbanks ISD
+ Add to Album


2025 CFISD All-Star Jazz Band and Mariachi Concert
CFISD Fine Arts department hosted the All-Star Jazz Band and Mariachi concer... See more
1 Post · 102 Items
Grid view
Feed View
6
2 comments
Like
Comment
Most relevant
Comment as Cypress-Fairbanks ISD
Top fan
Cindy Cuevas Grimaldo
Maria Tejeda
1w Like Reply Hide
Top fan
Maria Tejeda
Cindy Cuevas Grimaldo hay andaba mi baby
1w Like Reply See translation Hide
+ Add to Album
CFISD

The communication department's video production team produces a variety of videos throughout the year, including PSAs, recaps, event highlights and even a monthly news show, "CFISD 360," that utilizes audio/video production student anchors to showcase the latest district updates. The top-performing videos this year were from our Instagram account—the Cypress Ranch High School graduation recap (May 28, 2025 – 37,810 impressions), the Jan. 17, 2025 episode of CFISD 360 (37,643 impressions), the Bridgeland High School graduation recap (May 30, 2025 – 37,432 impressions) and the Junior Police Academy recap (July 16, 2024 – 36,802 impressions).



Press releases are distributed to local media outlets and posted on CFISD social media to share breaking news, achievements or items of interest to the community. Some top-performing press releases from the spring of 2025 included the Cypress Woods HS new campus athletic coordinator, CFISD joining the Teacher Incentive Allotment and an assistant superintendent announcement.



One of our initiatives has been to recognize “Path to Amazing Ambassadors” at the elementary, secondary & department levels during each monthly District Leadership Team meeting. This helps incentivize positive promotion of the district on social media by staff.

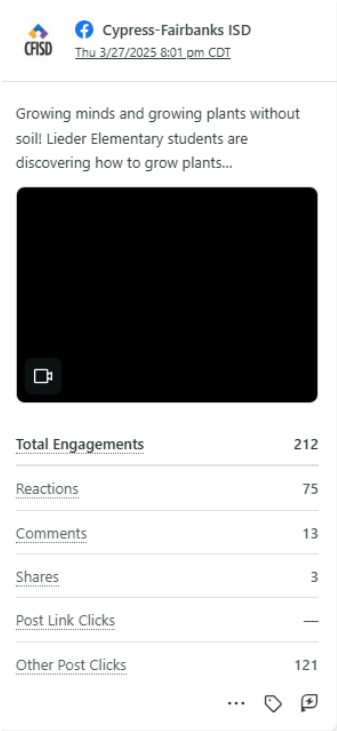
This recognition was also extended to the Leadership CFISD cohort. Our 2024-25 honorees were as follows:

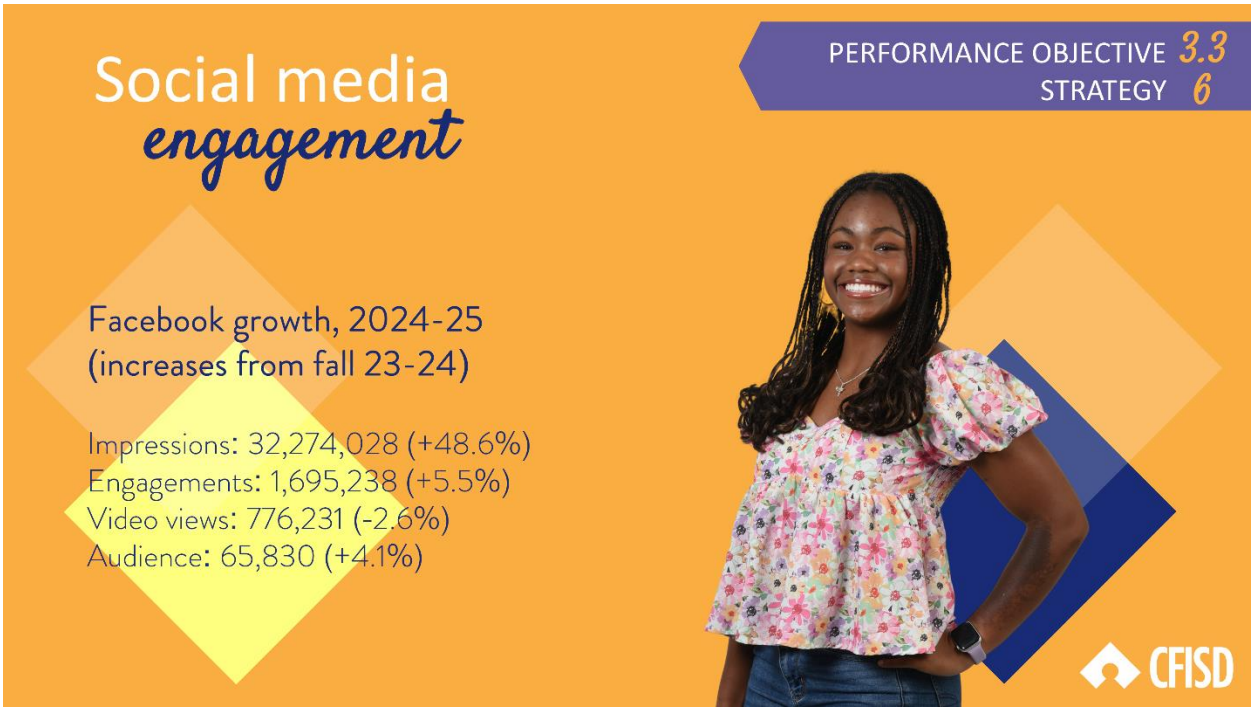
- Shaye Carpenter, Lieder Elementary School
- Kim Ward, Bleyl Middle School
- Bambi Robinson, community programs
- Christina Spoden, Frazier Elementary School
- Christina Huse, Hamilton Middle School

- Scott Tucker, general administration
- Jonalene Ly, Brosnahan Elementary School
- Becky Denton, Cypress Falls High School
- Tyler Hart, nutrition services
- Jennifer Moya, Leadership CFISD
- Krystal Malichi & Naheed Mujtaba, Bane Elementary School
- Percy Gilliam, Watkins Middle School
- Melissa Lester, community programs
- Lauren Fernandez, Leadership CFISD
- Leah Saintes-Martinez, Emmott Elementary School
- Dr. José Martinez, Langham Creek High School
- Jason Garza, athletics
- Kevin Price, Leadership CFISD
- Anya Lucas, Leadership CFISD
- LaToya Booker, Duryea Elementary School
- Dr. Krystal Love-Hoyer, Labay Middle School
- Natascha Strong, community programs

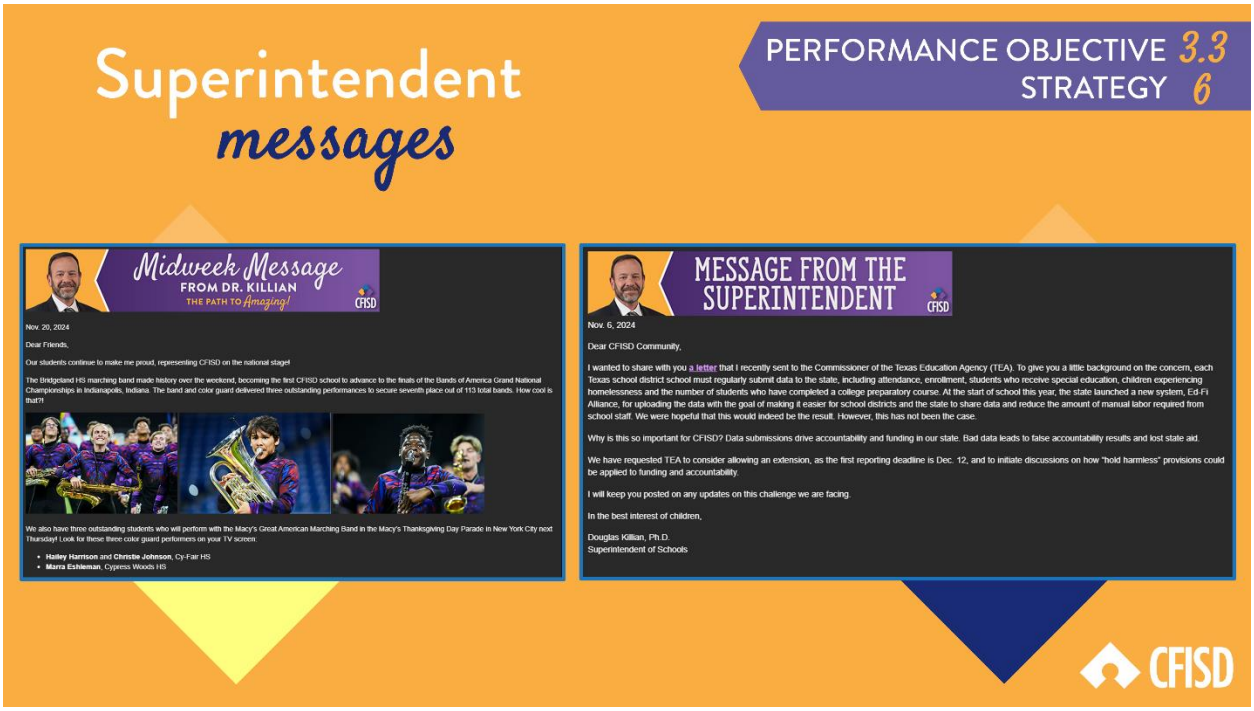
We have also regularly featured program highlights every week to help bring more attention to the positive things happening on campus. The bite-sized video content helps illuminate classrooms, like this spotlight on the garden curriculum at Lieder Elementary School: https://www.facebook.com/cyfairisd/videos/972733091640887.

This particular post generated 75 reactions, 13 comments and three shares.





Looking at our Facebook page, social media metrics reveal a yearly boost in total impressions, engagements, and audience, with a slight dip in video views.



The “Midweek Messages from Dr. Killian” to staff help draw attention to student and staff achievements, while community messages from the superintendent share important information with parents and followers on social media.

Cypress-Fairbanks ISD In his latest community message, Dr. Doug Killian, superintendent of schools, shares information about... Post	Tue, Apr 22, 2025 7:00 am CDT	34,274	33,576	N/A	16%	5,491	99	34	23

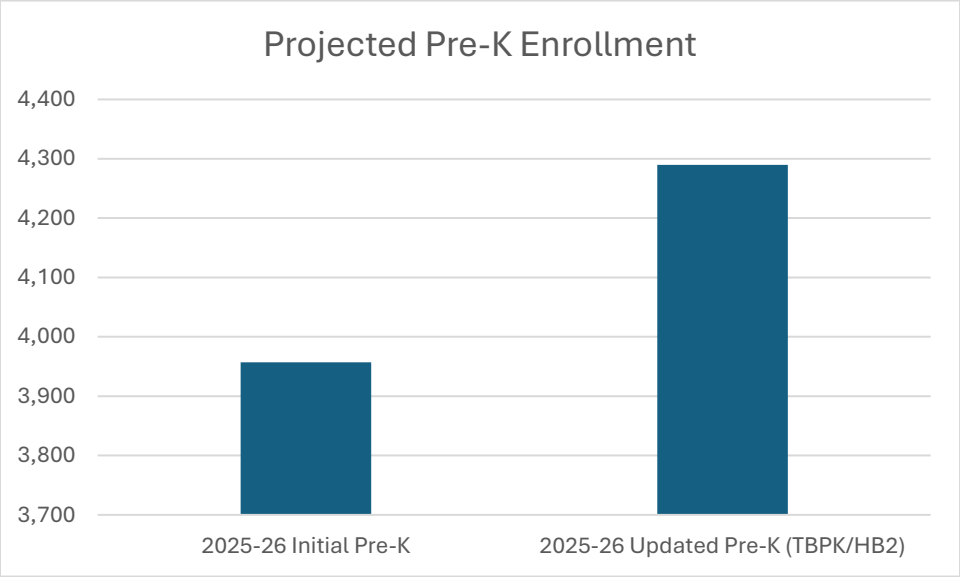
One of the “Community Messages from Dr. Killian”, pertaining to the 2023 TEA accountability ratings lawsuit, was among the top 25 performing Facebook posts of 2024-25, garnering nearly 35,000 impressions.

The facilities that were part of the Asset Inventory & Valuation and evaluated for naming rights: Cy-Fair FCU stadium (current contract ends June 2026), VPAC, field at Pridgeon Stadium, Natatorium, and conference center in Berry Center.

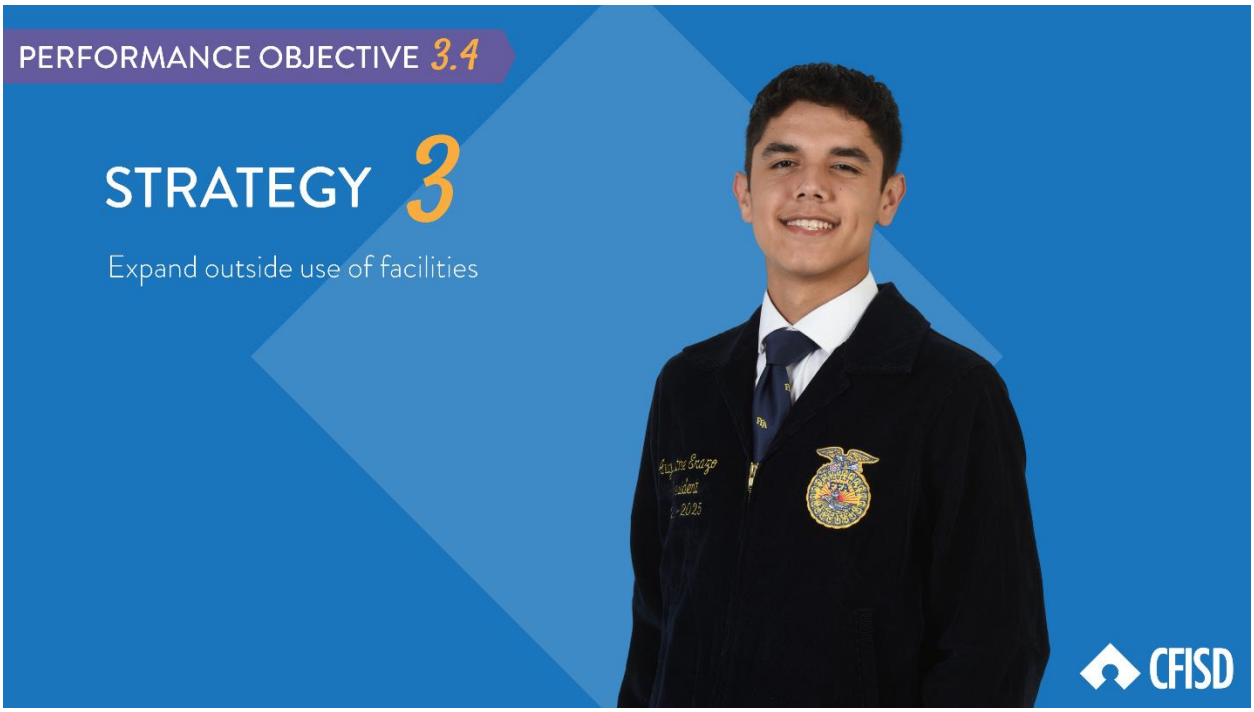
In addition to providing more opportunities for our loyal business partners, naming rights creates additional revenue. Through an RFP process, The Superlative Group was awarded the bid and provided an Asset Inventory & Valuation Report in January. The findings were discussed in Closed Session during the April 10, 2025 Board Work Session. The next phase of this process will be to issue an RFP for naming rights of the identified facilities, and then review submissions.

Tuition-Based Pre-K Program

As of the publication date, for the 2025–26 school year, 276 students were enrolled in CFISD's tuition-based pre-K program. These students would not have otherwise been eligible to attend CFISD schools without this new program. Additionally, we were able to enroll over 57 employees as qualifying students under the new guidelines established by HB2. This combined total represents an 8.5% increase in projected pre-K enrollment for 2025–26, positively impacting overall enrollment and connecting our littlest learners to CFISD.

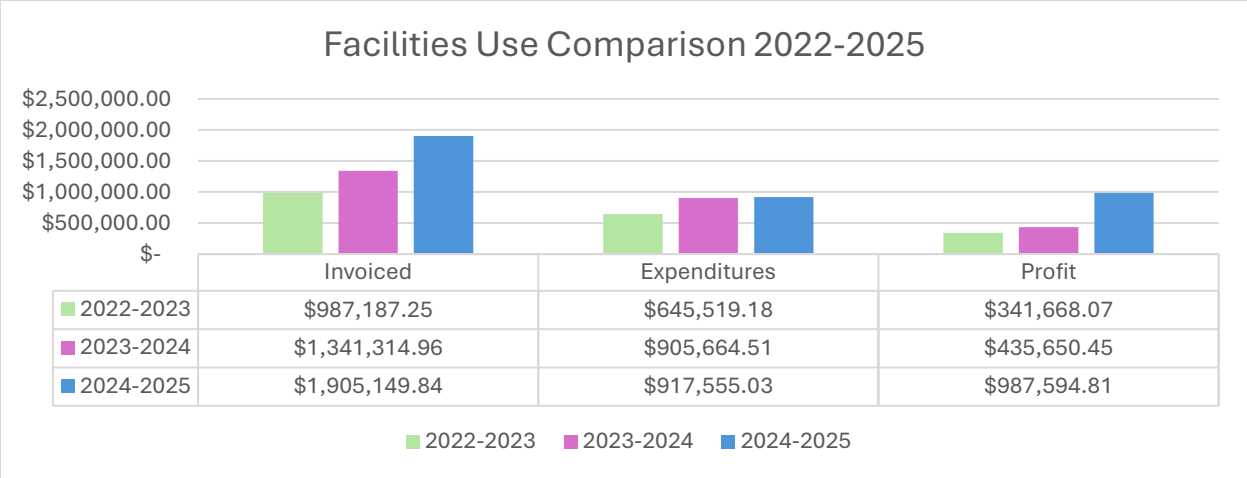


The tuition-based pre-K initiative was designed to expand access to high-quality early learning experiences for families who do not meet state-funded eligibility requirements. By offering tuition-based enrollment, CFISD is creating additional entry points into our school system, increasing long-term enrollment, and providing greater access to early childhood education. We feel the high level of interest in the tuition-based program represents a strong community interest in early learning options and are excited that CFISD is able to provide this to our community.



Outside Facility Use

Over the past three fiscal years, CFISD has experienced steady growth in facility use by outside organizations, leading to reduced expenditures and increased revenue—providing a much-needed revenue stream to the district.



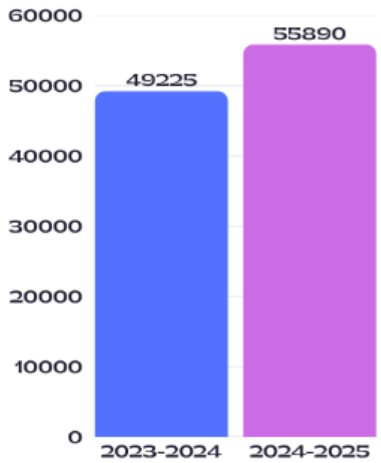
	Invoiced	Expenditures	Profit
2022-2023	$987,187.25	$645,519.18	$341,668.07
2023-2024	$1,341,314.96	$905,664.51	$435,650.45
2024-2025	$1,905,149.84	$917,555.03	$987,594.81

We proudly expanded the availability of our facilities during the 2024–25 school year, adding new rental options that were previously unavailable and opening access to for-profit entities. CFISD was pleased to welcome over 20 first-time rental partnerships in 2024–25 and already has booked 3 additional new partners for rentals to open the 2025–26 fiscal year. Despite weather challenges and ongoing construction projects that limited rental availability at several district facilities, CFISD achieved a **record-high total in invoiced revenue and net profit** from facility rentals this year—reflecting strong community engagement and operational efficiency. While the salaries for Facility Use staff are not currently funded through the revenue collected, if those costs were covered solely by that revenue, the dollars generated would still exceed expenses—demonstrating that the team operates in a self-sustaining manner.

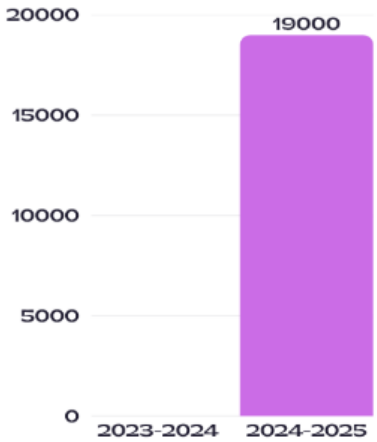
As a revenue-generating avenue for our school district, we've developed a dynamic and comprehensive plan to boost revenue through a variety of exciting advertising opportunities tailored for our incredible business partners. From digital displays to event sponsorships, these options are designed to spotlight our partners while directly supporting our students and schools. Our most successful new advertising option has been the sports complex banner ads, prominently displayed across all 12 high school campuses, offering consistent exposure to thousands of students, families, and fans. Additional advertising avenues include high-visibility stadium scoreboard placements during football season, monthly publication ads, and eye-catching bus banners that travel throughout the district. While our electronic ticket ads through Hometown Tickets did not yield the expected visibility for our partners, and the natatorium scoreboard ads faced logistical challenges due to outdated technology, we continue to refine our offerings to ensure maximum value. We are committed to building strong, mutually beneficial relationships with our partners and welcome new collaborations that support our students and schools.

The data highlights our top four revenue-generating advertising options and the growth we have seen this year.

Advertising Income

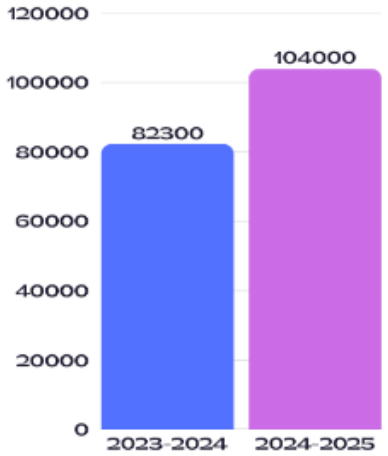


Publication Ads

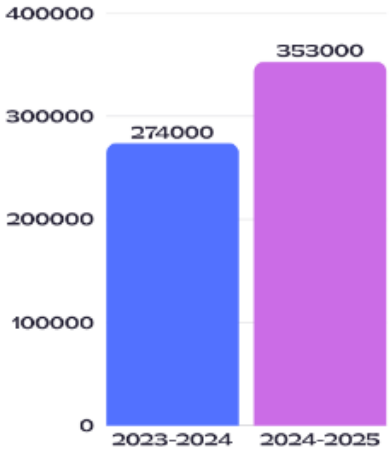


Athletic Complex Banners

Advertising Income



Bus Banners



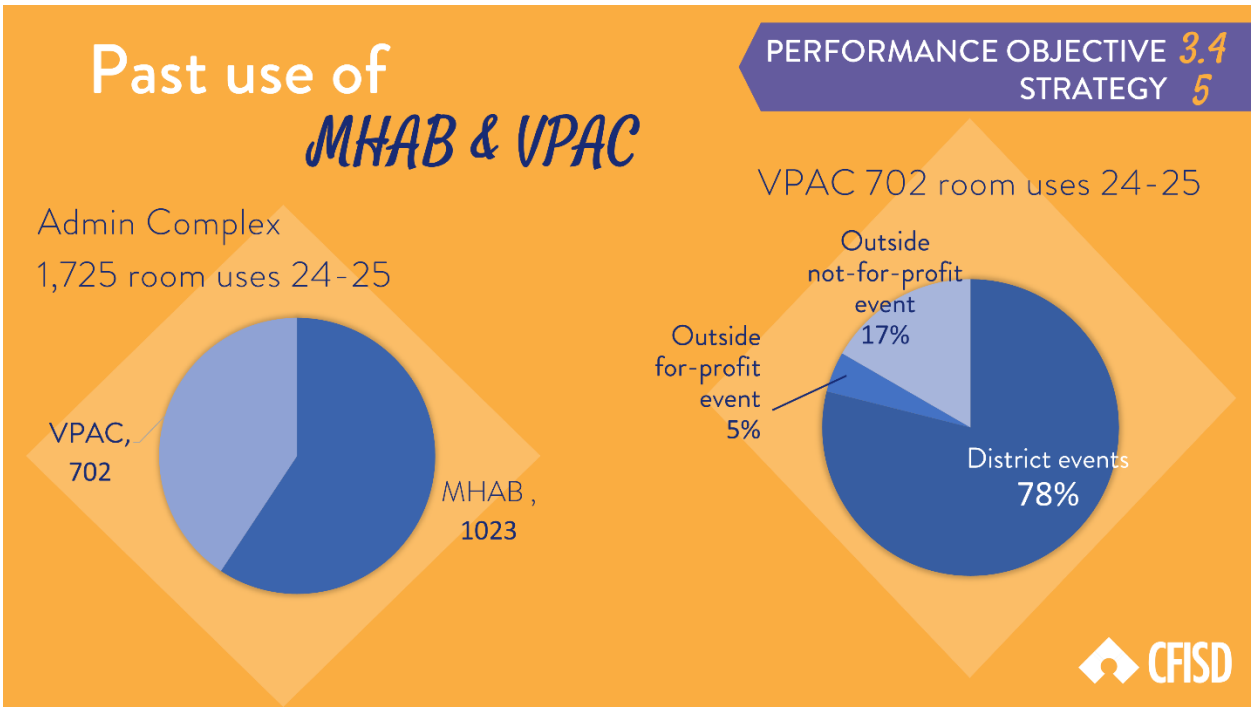
Stadium Naming Rights/Ads

Total Advertising Revenue

2023-2024 **$410,450**

2024-2025 **$551,766**

We are proud to celebrate the outstanding success of our partnerships with local, dedicated business leaders whose unwavering support has helped CFISD achieve record-breaking advertising sales. These collaborative relationships are more than just transactions—they are a testament to the shared commitment to enriching our schools and community. The revenue generated through these efforts plays a vital role in supporting our district's educational mission, and we are deeply grateful for the trust and investment our business partners continue to demonstrate. Together, we are building a stronger future for every student in CFISD.

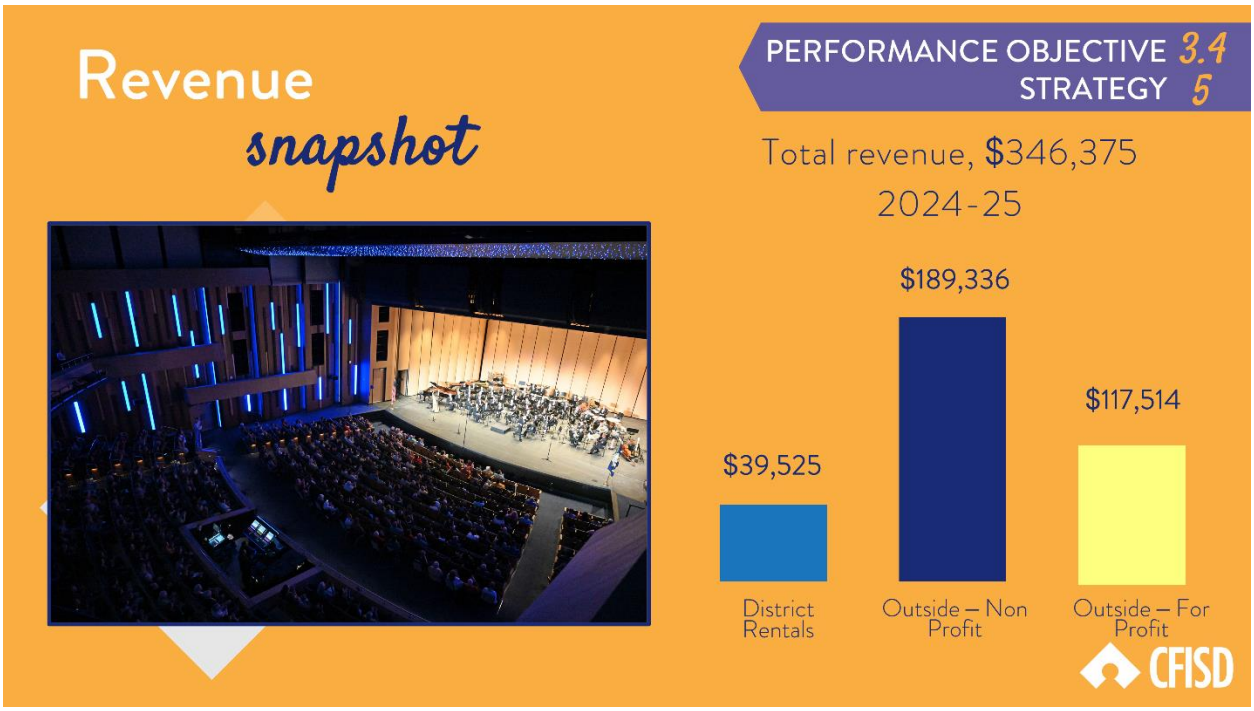


This report summarizes the utilization of rooms within the Admin Complex, specifically MHAB and VPAC, during the 2024–2025 period. The data reflects a total of 1,725 room uses during this timeframe and aligns with Performance Objective 3.4, Strategy 5.

District events are hosted by schools and groups within the district. VPAC serves a more diverse set of users but is still primarily used for internal (district) events. Based on client type, In-District events represent 78% of VPAC reservations. The remaining 22% of VPAC reservations are allocated to outside events.

Outside events come from a variety of external sources, including professional performance groups, local churches, and community organizations from outside the district, accounting for 22% of VPAC room utilization.

The room use data for 2024–2025 demonstrates effective utilization of VPAC, with a clear emphasis on supporting district operations while allowing for strategic community involvement. This usage aligns with the district's performance and strategic objectives.



VPAC revenue figures from 2024-25. District Rentals include student social, fundraising, and individual campus events like art shows, dance team, choir and orchestra performances.

This report provides a summary of revenue generated by the Visual and Performing Arts Center (VPAC) during the 2024–2025 school year. The revenue reflects income from three main sources: District Rentals, Outside Not-for-Profit Rentals, and Outside For-Profit Rentals.

Total Revenue: $346,375

Revenue Breakdown

District Rentals

Revenue: $39,529.50

Percentage of Total Revenue: 12%

Description: This category includes rentals for district-related student events and activities. These typically consist of:

- Art shows
- Dance team showcases
- Choir and orchestra performances
- Campus-based fundraising events
- Student social functions

While the revenue from district use is the smallest among the categories, these events play a vital role in student development and community engagement.

Outside Not-for-Profit Rentals

Revenue: $189,335

Percentage of Total Revenue: 54%

Description: These include facility rentals by nonprofit organizations, such as community groups and educational partners hosting performances, ceremonies, or public gatherings.

This category represents the largest single revenue stream, indicating strong collaborative ties with nonprofit community stakeholders.

Outside For-Profit Rentals

Revenue: $117,514.00

Percentage of Total Revenue: 34%

Description: These revenues are generated by commercial or private entities renting VPAC for profit-driven events such as concerts, competitions, conferences, and commercial performances.

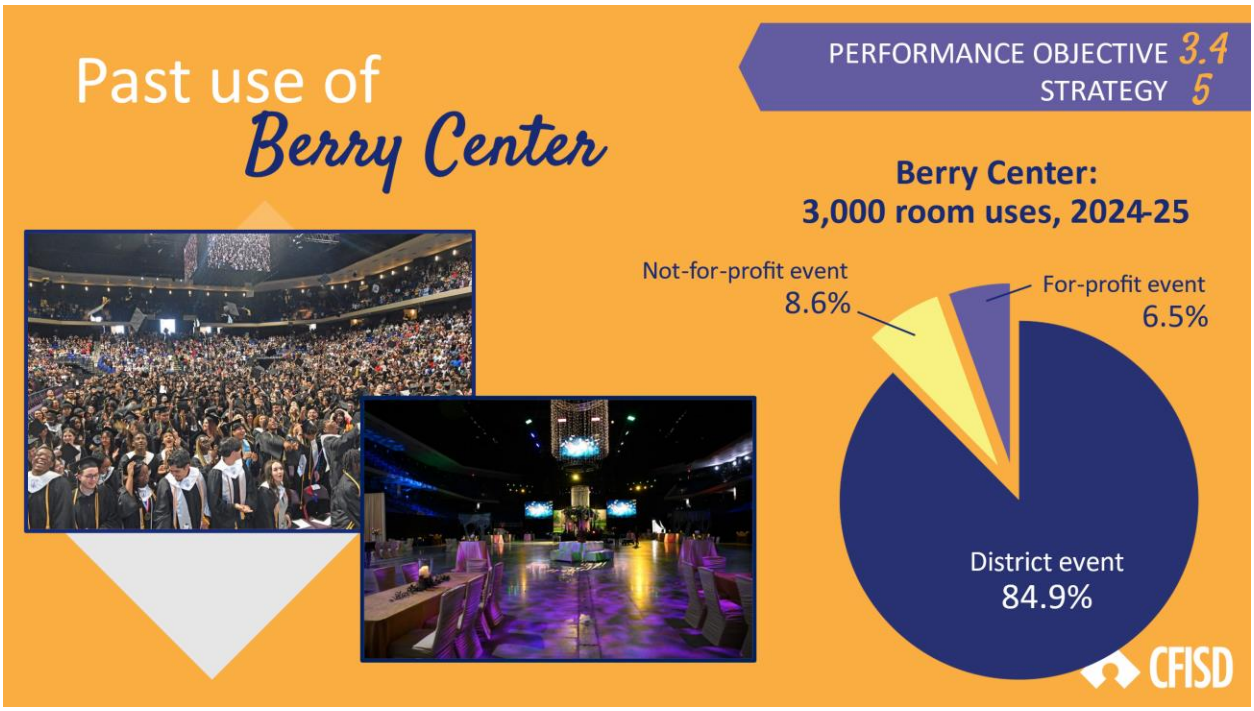
The strong financial return from for-profit rentals demonstrates the venue's appeal as a high-quality facility for professional-grade events.

- VPAC brought in over **$346K** in total revenue for the 2024–2025 year.
- **88%** of total revenue came from external rentals (not-for-profit and for-profit combined).
- The **district accounted for 12%** (Campuses receive a discount when hosting social, fundraising and individual events. Districtwide events are a zero cost to campuses.)
- The **not-for-profit sector leads revenue generation**, suggesting high community reliance on VPAC as a venue.

Recommendations for 2025-26

- Continue prioritizing student-centered events while balancing with external rentals to ensure mission alignment and financial sustainability.
- Strengthen partnerships with nonprofit groups that align with district values and educational goals.
- Explore strategic opportunities with for-profit partners to maximize revenue while maintaining accessibility for educational use.

VPAC continues to serve as both an educational and community asset, balancing district needs with broader community engagement. The revenue performance for 2024–2025 reflects effective facility utilization and reinforces VPAC's value as a cultural and financial resource for CFISD.



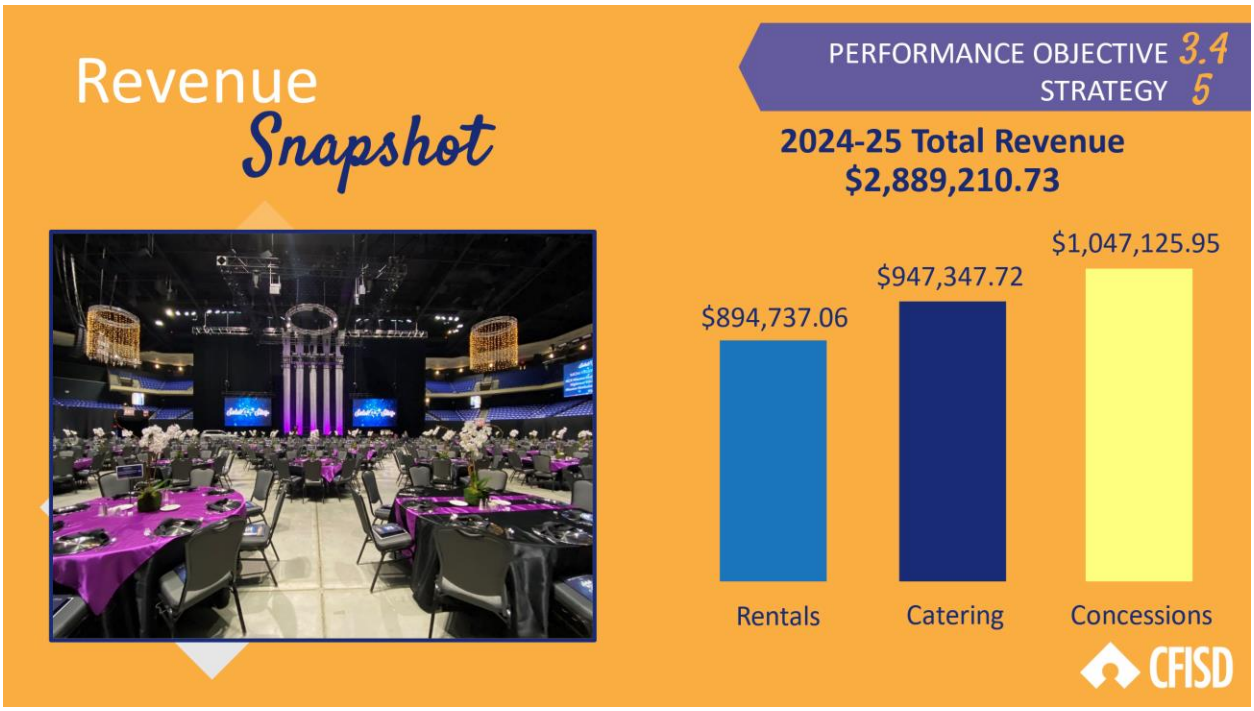
This report summarizes the usage of the Berry Center arena, conference center, theatre, and Cy-Fair FCU Stadium during the 2024-25 school year. The data reflects a total of 3,000 room uses during this timeframe and aligns with Performance Objective 3.4, Strategy 5.

District events are hosted by CFISD Departments, schools, and school sponsored student organizations, such as meetings, trainings, student competitions, banquets, dances, etc.

District events represented 84.9% of the reservations, and the remaining 15.1% of reservations were split between for-profit and not-for-profit clients.

In 2023-24, the non-district room use percentage was 12.4%, showing an increase of 2.7% from last year to this year. Non-District events were hosted by a wide variety of clients that included national touring concerts, cheer and dance competitions, churches, local businesses, local schools, and vendor shows.

The room use data for 2024–2025 demonstrates effective utilization of the Berry Center, with a clear emphasis on supporting district operations while allowing for strategic community involvement. This usage aligns with the district's performance and strategic objectives.



Total Revenue $2,889,210.73

Revenue Breakdown

Rentals

Revenue: $894,737.06
Percentage of Total Revenue: 31%
This category includes revenue from rental of the rooms, equipment, and labor. These typically consist of:

- Non-district events
- CFISD student social events, such as banquets, proms, & homecomings that receive discounts on rent and equipment

These events bring in additional revenue opportunities through catering and concessions.

Catering

Revenue: $947,347.72
Percentage of Total Revenue: 33%
Description: This category includes revenue from the catering department. These typically consist of :

- In-School Catering
- Catering for CFISD Meetings
- Catering for the student social events such as banquets, proms, & homecomings.
- Catering for non-district events

This category represents the largest single revenue stream, indicating strong collaborative ties with nonprofit community stakeholders.

Concessions

Revenue: $1,047,125.95
Percentage of Total Revenue: 36%

Description: These revenues are generated by concession and vending sales throughout the facility at public events.

The strong financial return from the concession sales shows a growing ability to be faster at the point of sale and being able to account for more sales at each event.

Revenue Comparison to 2023-24
2023-24 Total Revenue: $3,241,505.74
2023-24 Rentals $948,868.24
2023-24 Catering $1,282,681.71
2023-24 Concessions $1,009,955.79

In-depth Look

- Berry Center was closed and unable to host events for approximately 3 months in 2024-25 due to renovations. These renovations were needed to maintain the building and meet district standards as the Berry Center enters its 20th year of operation.
- There was a decrease in catering orders for CFISD meetings/training due to budget restraints on departments.
- The Berry Center operated more efficiently in 2024-25 and lowered our total expenditures to the district by $800,000 compared to 2023-24. The $800,000 in savings offset the $350,000 reduced revenue compared to 2023-24.

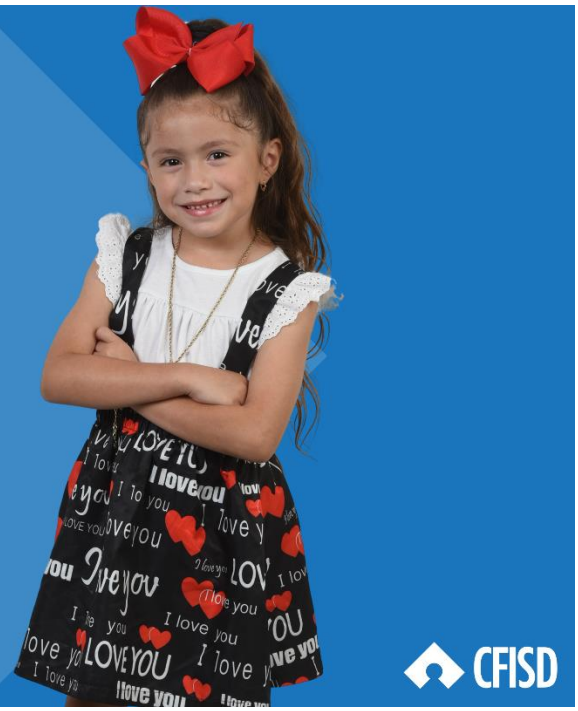
Recommendations for 25-26

- Updating rental prices for equipment/AV equipment to match industry standards to increase revenue, but still be in the budget for CFISD student events.
- Start alcohol sales at non-district events, public events, and market the ability to host banquets and weddings with the ability to serve alcohol.
- Updating concession menu prices and increasing efficiency with new registers to increase sales.
- Continue efficiently scheduling events at the Berry Center to maximize the use and minimize the cost of changeovers.

PERFORMANCE OBJECTIVE 3.4

STRATEGY 6

Maximize staffing and enrollment for Club Rewind and 5 Early Learning Centers



CFISD

DEPARTMENT OVERVIEW

COMMUNITY PROGRAMS

PROGRAMS

CLUB REWIND

EARLY LEARNING CENTERS

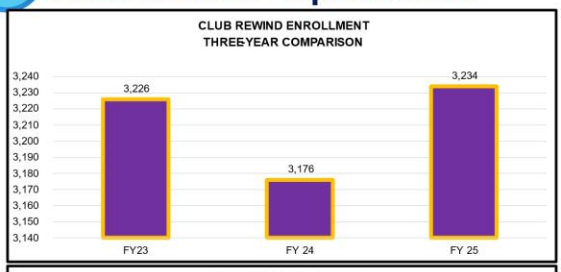
YEAR STARTED	EMPLOYEES	DISTRICT CONTRIBUTIONS
2010	356	$19M TO DATE

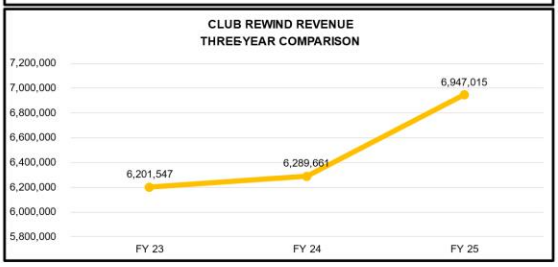
CFISD

The Community Programs Department is committed to enriching education and supporting the economic well-being of CFISD. By providing exceptional leadership in both of our programs, we aim to inspire, foster meaningful connections, and create engaging experiences that leave a lasting positive impact on our community.

CLUB REWIND

Enriching Before and After School Experiences





Club Rewind is CFISD's premier before- and after-school care program, thoughtfully designed to support the needs of families and enhance the educational journey of eligible Pre-K through 5th grade students. Conveniently located on every elementary campus, Club Rewind offers a safe, engaging, and enriching environment where students can thrive beyond the traditional school day.

This fee-based program provides flexible options to accommodate family schedules, including morning care, afternoon care, or a combination of both. Morning care begins as early as 6:30 a.m., offering students a calm and creative start to their day through social games and art-based activities. After-school care begins immediately following dismissal and extends until 6:30 p.m., ensuring a seamless transition from the classroom to a dynamic learning environment.

Club Rewind is more than just childcare—it's an extension of the educational experience. The program features a diverse range of activities across key developmental areas, including:

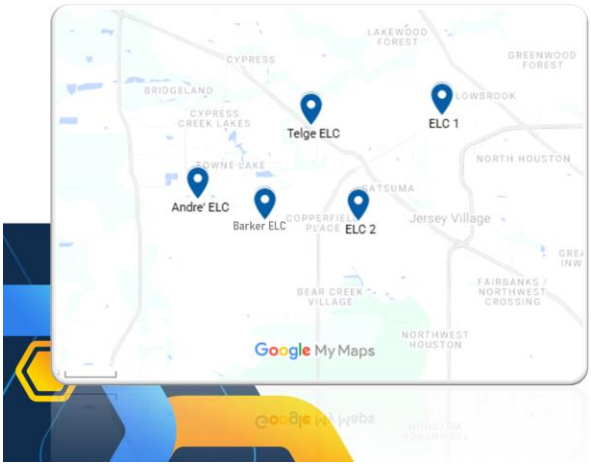
- Arts
- Literacy Enrichment
- Recreational Games
- Leadership Development

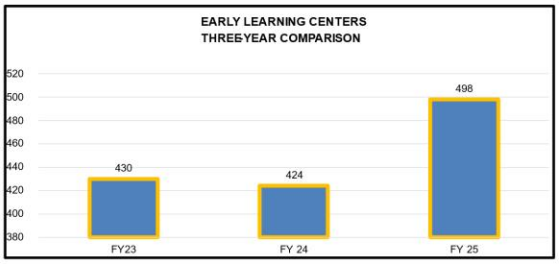
Each activity is intentionally designed to reinforce academic concepts while prioritizing fun and engagement. Students are not only cared for—they are inspired, challenged, and supported in a setting that fosters curiosity, creativity, and confidence.

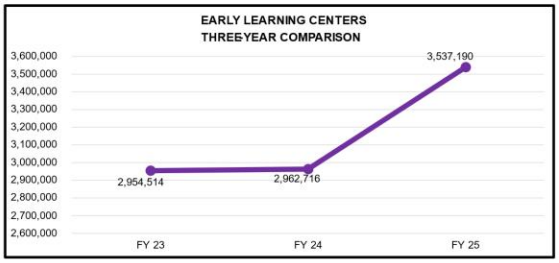
Club Rewind exemplifies CFISD's commitment to whole-child development, providing families with peace of mind and students with meaningful opportunities to grow—before and after the bell rings.

EARLY LEARNING CENTERS

Investing in Our Youngest Learners and Supporting CFISD Staff







CFISD proudly operates five licensed Early Learning Centers (ELCs), purposefully designed to serve the children of our dedicated full-time and part-time employees. These centers provide high-quality care and early education for children from six weeks of age through pre-kindergarten eligibility, offering a vital support system for CFISD families.

At the heart of the ELCs is a clear mission: to create a nurturing, engaging environment where every child can learn, grow, and thrive. Our centers are more than childcare—they are foundational learning communities that foster curiosity, creativity, and confidence during the most critical years of development.

Each ELC is built on research-based practices that affirm the lifelong value of early childhood education. Our program emphasizes:

- Safe, supportive environments where children feel secure and valued.
- Individualized learning that recognizes each child's unique strengths and developmental pace.
- Play-based discovery that promotes intellectual, social, and emotional growth.
- Intentional curriculum that prepares children for future academic success.

To ensure developmentally appropriate instruction, we implement the **Frog Street curriculum** in our infant through three-year-old classrooms. This comprehensive, research-informed program encourages active thinking, communication, and social interaction. For our four-year-olds, we utilize the **CFISD Pre-K curriculum**, aligning early learning experiences with district expectations and kindergarten readiness standards.

Through positive reinforcement, skilled guidance, and a commitment to excellence, the ELCs empower children to build essential skills and a lifelong love of learning—while giving CFISD employees peace of mind and reliable support.

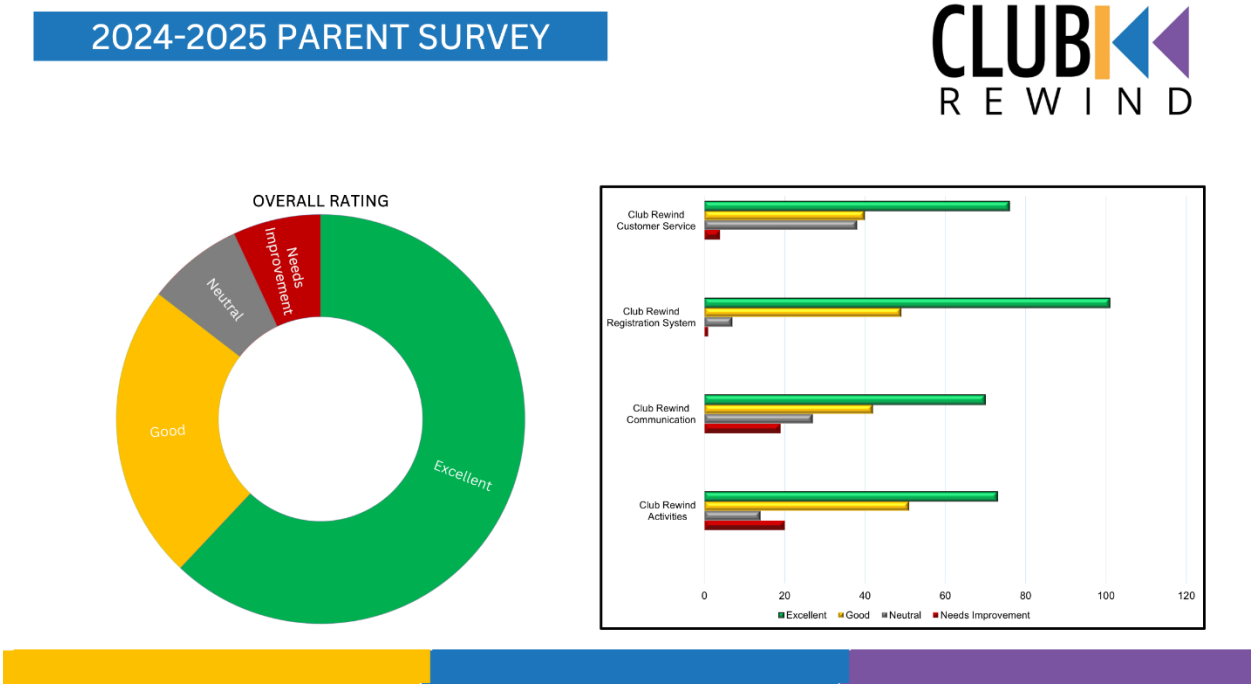
As a revenue-generating department, our primary goal is to maximize program enrollment by recruiting and retaining high-quality staff. To support this objective, our internal HR team works closely with the district's Human Resources department and actively participates in job fairs and professional conferences to promote the exceptional employment opportunities available within our programs.

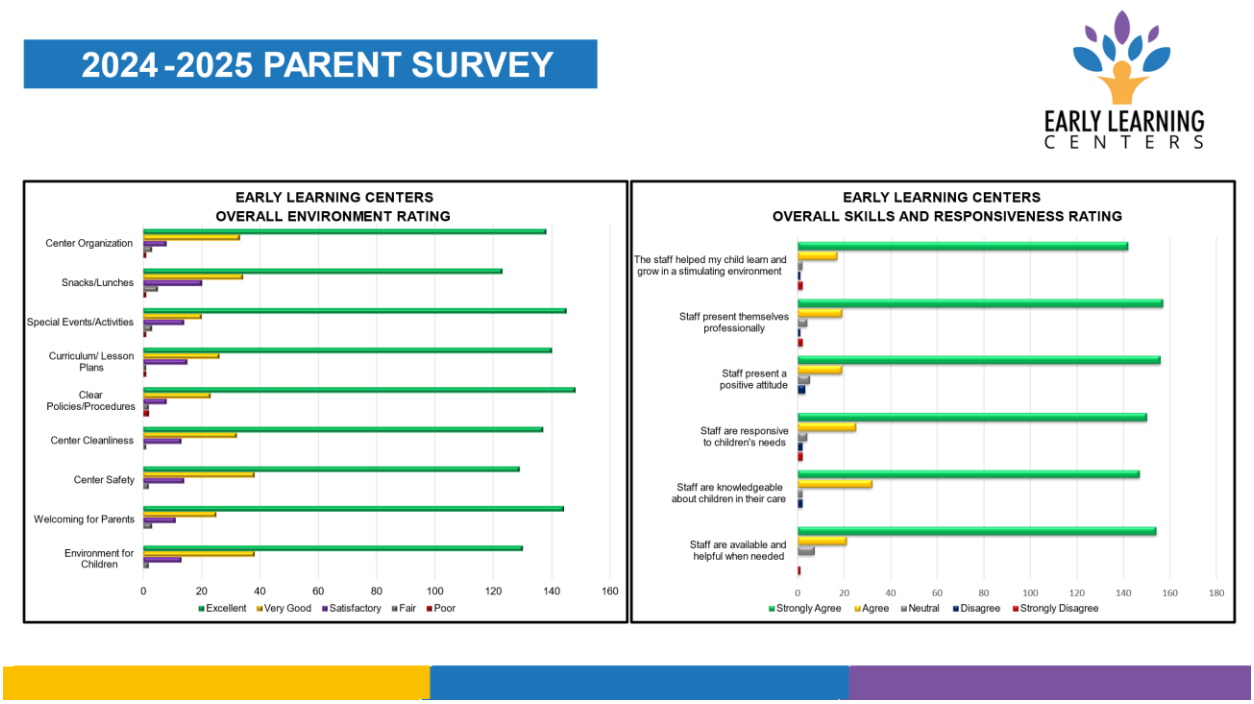
Efforts to Maximize Enrollment Through Recruitment

To ensure we maximize enrollment in our programs, our HR department actively focuses on advertising and recruiting qualified applicants through a variety of strategies:

- **Continuous Job Postings:** Our job postings remain active year-round and are refreshed each semester to maintain visibility on the district's careers page.
- **Collaborative Advertising:** We partner with the Communications Department to promote our job openings through multiple channels, including social media platforms, school marquees, and even advertisements on buses.
- **Outreach at Events:** We participate in job fairs and conferences to showcase our programs and highlight the career opportunities available within Community Programs.

These efforts are designed to attract talented individuals who are committed to supporting the success of our students and families.





Feedback and Survey Results

We are committed to providing quality childcare options, so we survey our families annually to gather feedback, assess satisfaction, and identify opportunities for improvement across our programs.

The two previous slides highlight key findings from the most recent parent surveys for Club Rewind and our ELCs. These results reflect our ongoing commitment to excellence and highlight areas where we are succeeding, while also identifying opportunities for growth.

This year, our team focused on identifying opportunities to boost revenue through the addition of new programs. Soccer Stars was piloted at two campuses in the spring of 2025, and Club Rewind Sprouts will be offered at all campuses for the 2025-2026 school year.

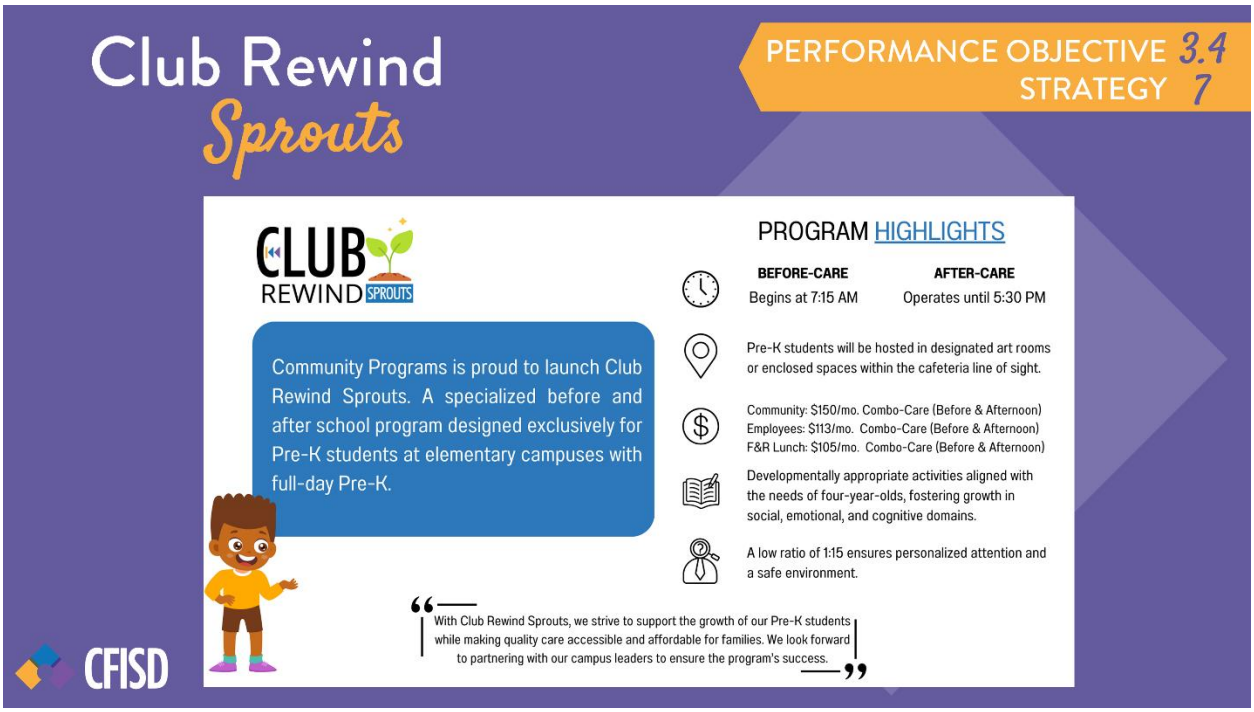
Following the successful implementation of the **Soccer Stars**, we are pleased to announce its strategic expansion to eight campuses for 2025-2026. This initiative not only enhances student engagement through high-quality programming but also contributes to increased revenue generation for the district, reinforcing our commitment to sustainable growth and educational excellence.

soccerstars

	2024-2025	2025-2026
Number of Schools	2	8
Participants	46	184 Projected
Registration Fee	$60	
Revenue	$1,173 (per campus)	$1,698 (per campus) **Projected Profit**

Projected contribution to the district: $13,582

Club Rewind Sprouts will launch in the 2025-2026 school year. This before- and after- school care will support our Pre-K learners with a developmentally appropriate curriculum and age-appropriate hours. This program will be available at all campuses that offer Pre-K.



Additionally, we are actively exploring the possibility of piloting a new after-school foreign language enrichment program aimed at broadening our students' cultural exposure and

language development. The proposed pilot, titled **"Vamos Spanish! – Where Club Rewind Meets Español,"** would introduce elementary-aged students to the Spanish language in a fun, engaging, and age-appropriate format.

This initiative aligns with our commitment to offering enriching experiences that extend beyond the traditional school day. Through interactive activities, music, games, and conversational practice, students would have the opportunity to build foundational Spanish skills while developing a greater appreciation for other cultures.

Our team is currently in the early research phase, evaluating curriculum models, staffing needs, and logistical requirements. We look forward to sharing more details as the planning progresses and will keep you informed as we shape this exciting new offering.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
JUNE 2025
REGULAR BOARD MEETING MINUTES

The Cypress-Fairbanks Independent School District Board of Trustees convened in Regular Session on Monday, June 23, 2025, in the Boardroom of the Cypress-Fairbanks Independent School District Mark Henry, Ed.D. Administration Building, located at 11440 Matzke Road, Cypress, Texas 77429.

MEETING OPENING
Board President Scott Henry called the meeting to order at 6:00 p.m.

The following Trustees were present: Scott Henry, Dr. Natalie Blasingame, Justin Ray, Julie Hinaman, Christine Kalmbach, Todd LeCompte, and Lucas Scanlon.

Mr. Henry recognized State Representative Jon Rosenthal, Grace Handley from State Representative Dr. Tom Oliverson's office, and Elizabeth Stinton from Senator Paul Bettencourt's office who were seated in the audience.

Dr. Kevin Pigg, Senior Pastor, Crossbridge Christian Church, delivered the invocation.

Mr. Henry led the Pledge of Allegiance to the U.S. and Texas flags

Trustee Justin Ray read the District's Vision and Mission Statement.

1. Remarks and Announcements

1.A. Superintendent Dr. Douglas Killian presented the remarks and announcements regarding the honors and achievements earned by staff and students in recent weeks and provided information regarding district and community events or items of interest.

Dr. Killian turned the floor over to Christina Cole, Chief Officer for School Leadership, to introduce Janea' Dennis as the new principal for Smith Middle School and Stephanie Hakemack as the new principal for Willbern Elementary School.

2. Recognitions

2.A. The Board recognized CFISD business partner Cypress Assistance Ministries (CAM) for their outstanding contribution to the district.

Mr. Henry announced that **Item 2.B.** would be presented at the August 2025 Board meeting.

Board President Henry called for a recess at 6:27 p.m.

Mr. Henry called the meeting back to order at 6:35 p.m. The Board proceeded with **Board Comments**.

3. Board Comments

3.A. Board members may make comments during this portion of the agenda regarding student achievement, district progress and data, community input and concerns, observations from school visits, meetings and conferences attended, district and community events and initiatives, or continuing education. The Board may not take action on items discussed.

Trustee Julie Hinaman shared the incredible experience celebrating the recent high school graduations – "It was such a joy to celebrate all the students who crossed that finish line at graduation. It was such a joy to celebrate honor students, students who were the first in their families to graduate, students joining the military, students who struggled in so many ways who didn't give up. And to celebrate the parents, teachers, administrators, counselors, coaches, staff, and mentors who did not give up on them."

Trustee Christine Kalmbach shared what a joy it was to celebrate all CFISD's graduating seniors. Ms. Kalmbach thanked parents, teachers, support staff, the community engagement department, superintendent Killian, his cabinet and their departments, volunteers, and the district's business partners for all their hard work and dedication to every student. "Each of you is the path to amazing." Ms. Kalmbach shared comments and information regarding the 89th Legislative Session, budgetary spending and increasing revenue in the district, and she provided a report on the ASVP Committee.

Trustee Dr. Natalie Blasingame shared her comments on the recent graduation ceremonies. Dr. Blasingame thanked the staff who are working with the summer camps. She celebrated the teacher incentive allotment program and those designated 89 master teachers, 481 exemplary teachers, and 520 recognized teachers in the program. Dr. Blasingame shared comments on 3rd grade reading statistics and the passing rate. She reported on the district's budget and the data presented at the Budget Workshop meeting and feels good about the decisions made by the team on priorities, especially on transportation budget issues. Even though there hasn't been a recent Ad Hoc Teacher Retention Committee meeting, Dr. Blasingame did report on the positive outlook of teacher retention in the district and the student code of conduct where discipline is concerned.

Trustee Todd LeCompte shared how proud he is of students and staff as he reflected on the graduation ceremonies recently held. Mr. LeCompte thanked those involved in organizing the graduation ceremonies, extending a huge thank you to the Berry Center staff, the CFISD Police Department, to the teachers who guided, taught, mentored, challenged, and encouraged students every step of the way, and to all support staff.

Trustee Lucas Scanlon congratulated all the families and students who recently graduated and shared what an honor it was to attend the graduation ceremonies. Mr. Scanlon thanked all the CFISD team members and volunteers for the success that these CFISD students achieved. Mr. Scanlon reported that the Finance and Operations Committee has been diligent in the budget process by taking input, week to week, from the administration and legislators. He thanked all the state representatives for being receptive to CFISD and for standing behind CFISD during this time. Mr. Scanlon gave an update on the Finance and Operations Committee.

Trustee Justin Ray welcomed the new principals and shared comments on the recent graduating seniors. Mr. Ray thanked those students, their parents, teachers and staff for a successful graduation. Mr. Ray also shared comments on the recent legislative session, "one that proved to be one of the most consequential sessions in public schools in recent memory." He commented on how all Trustees worked the halls and the phones, advocating for CFISD, while strategizing with lawmakers. He discussed the district's budget gain and short falls as a result of the legislative session. Mr. Ray thanked state representatives and senators who actively engaged in pushing pro-Cy-Fair initiatives. He announced an upcoming Governance Committee meeting to review CFISD's advocacy, efficiency and efficacy.

Trustee Scott Henry congratulated all graduating seniors, the Student Services Department and the Berry Center for a "fantastic" job of logistics which led to successful graduation ceremonies. Mr. Henry thanked the Cy-Fair Police Department for a great job as well. He thanked the budget committee for working so hard in leading up to last month's budget workshop. Mr. Henry shared how thankful he is for the finance team in every department that worked so hard, so many hours to provide this budget. He stated that this budget focuses on what matters most – taking care of staff, keeping students safe, and maintaining the essential services families can count on.

Mr. Henry turned the floor over to Board Secretary Justin Ray to proceed with **Citizen Participation**.

4. <u>Citizen Participation</u>

4.A. Per BED (Local), patrons may address the Board during the Regular Board Meeting under Citizen Participation on any matters of interest or concerns that are not posted agenda items. Individuals may only register to speak one time per meeting and must register in advance. Registration opens the day the agenda is posted to the district website, and the deadline for registering is 12:00 p.m. on the day of the meeting. To register, individuals must click on the "Register to Speak" link found under the Citizen Participation heading in the agenda for that meeting on the district website. This electronic speaker form must be completed in its entirety. Any registered speaker who is absent from the meeting at the time for Citizen Participation forfeits the opportunity to address the Board at that meeting but may submit written comments to the Board.

Speakers:

1. Jennifer Lorenz addressed the Board regarding librarians returning to campuses.
2. Julie Rix expressed her concerns with district spending.
3. State Representative Jon Rosenthal gave an update on the 89th Legislative Session and shared general concerns about the budget.
4. Sheryl Liaw shared her comments on the reinstatement of transportation routes.
5. Jared Hostetler shared her comments on the reinstatement of transportation routes.
6. Meagan Tehseldar addressed the Board regarding restoring funding for librarians.
7. Tequila Mims (closed session)

Mr. Henry announced that speaker Tequila Mims would be heard in closed session at the end of the meeting.

Mr. Henry proceeded with Item 6.B. of the **Public Hearing** portion of the agenda. Item 6.A. was presented at the Board Work

Session on Thursday, June 18, 2025.

6.B. The District held a public hearing to consider the designation of a reinvestment zone related to the application from NRG THW GT LLC for an agreement under Chapter 403, Subchapter T, of the Texas Government Code.

The Board continued with the **Consent Agenda Items**. (During review of the following action items any Board member may remove one or more of these items, at which time, these items will be addressed and voted on individually. If any board member has a question regarding an agenda item, please ask to be recognized on consent agenda items.)

7.A. The Board will consider approving the minutes of the May 5, 2025, Regular Board Meeting.

7.B. The Board will consider approving the budget amendments for the period of April 1, 2025, through June 30, 2025.

7.C. The Board will consider approving a resolution for the commitment of the district's fund balance.

7.D. The Board will consider a resolution approving the district's investment policy and investment strategy, the investment officers of the district, the independent sources of instruction relating to investment responsibilities for the investment officers of the district, and investment training hours.

7.E. The Board will consider approving a list of qualified financial institutions, broker/dealers, investment pools and investment advisors that are authorized to engage in investment transactions with the district.

7.F. The Board will consider authorizing the superintendent to execute an Agreement & Memorandum of Understanding with the Texas Higher Education Coordinating Board (THECB), Texas A&M University, related to the Advise TX College Advising Corps Program.

7.G. The Board will consider authorizing the superintendent to execute the 2025-2026 Interlocal with Harris County Resources for Children and Adults (HCRCA).

7.H. The Board will consider authorizing the superintendent to execute the renewal of the 2025-2026 Interlocal Agreement with Harris County for specialized services at the Academic Behavior School (ABS) West.

7.I. The Board will consider authorizing the superintendent to execute the renewal of the 2025-2026 Interlocal Agreement with Harris County for school-based therapy services.

7.J. The Board will consider authorizing the superintendent to execute a memorandum of understanding with Lamar University for Speech Pathology Field Placement.

7.K. The Board will consider approving the list of advanced courses for exemption purposes for the 2025-2026 school year.

7.L. The Board will consider approving facilities and students for Off-Campus Physical Education (OCPE) Category I, for the 2025-26 school year.

7.M. The Board will consider approving a request for a Texas Education Agency waiver, waiving the requirement to provide Bible Course Training for teachers.

7.N. The Board will consider approving construction proposals and contracts paid from Bond Funds to the recommended contractors and authorize the Superintendent or designee to execute all necessary documents related to such contracts as follows:

7.N.1. 2024 Support Services Storage Building

7.O. The Board will consider approving an Interlocal Agreement with the Texas Political Subdivisions Property/Casualty Joint Self-Insurance Fund.

7.P. The Board will consider awarding bids and contracts and/or authorizing purchase orders as recommended in the posted agenda item.

7.P.1. Art and Miscellaneous School Supplies
7.P.2. Assorted Food for Nutrition Services 2025
7.P.3. Assorted Non-Food for Nutrition Services 2025

7.P.4. Automotive Parts and Labor
7.P.5. Beverages for Nutrition Services
7.P.6. Concessions Point of Sale (POS) System
7.P.7. Contracted Educational Services and Professional Development Services
7.P.8. District Fundraiser Services
7.P.9. Event Staff Contract Labor
7.P.10. Farm to School Produce for Nutrition Services
7.P.11. Ice Cream for Nutrition Services
7.P.12. IT Asset Management and IT Service Management
7.P.13. K12 Insight "Let's Talk" Subscription
7.P.14. Map Growth
7.P.15. Milk and Juice for Nutrition Services
7.P.16. Portable Building Deck, Ramp, Walkway Installations, and Related Services
7.P.17. Produce for Nutrition Services
7.P.18. Restaurant/Catering and Delivery Services
7.P.19. Spirit Apparel and Promotional Items
7.P.20. Yogurt for Nutrition Services

7.Q. The Board will consider approving on second reading the additions, revisions, or deletions to district policy:

7.Q.1. FFG (Local) - Student Welfare: Child Abuse and Neglect (Revise)

Mr. Henry asked if any Board member wished to remove one or more of these items for further discussion. Upon hearing no further discussion or comments, Mr. Henry asked for a motion to approve the consensus action items as recommended or amended.

Mr. Henry made a motion to approve the consent agenda items as recommended.
Trustee Justin Ray seconded.
Motion passed by a 7 to 0 vote.

The Board proceeded with the **Non-Consent Agenda Items.**

8.A. The Board will consider the adoption of the 2025-2026 Budget, including the 2025-2026 staff compensation plan.

Speakers:
1. Lesley Guilmart shared her comments and suggestions regarding the 2025-2026 proposed budget.
2. Nikki Cowart shared her concerns regarding the paraprofessional pay, more specifically Life Skills para pay and their duties.
3. Anissa Bax shared her concerns regarding the 2025-2026 budget and paraprofessional pay.
4. Taylor Gibson shared her concerns regarding the 2025-2026 budget and paraprofessional pay.
5. Sean Hesterly shared his concerns as a teacher regarding paraprofessional's pay.
6. Sarah Rivlin shared her concerns regarding the 2025-2026 budget and paraprofessional pay.
7. Jeremy Eugene shared his concerns regarding the 2025-2026 budget and paraprofessional pay.
8. Caitlyn Wenner shared her concerns regarding the 2025-2026 budget and paraprofessional pay.
9. Keenon Harris shared his concerns regarding the 2025-2026 budget and paraprofessional pay.

Mr. Henry called for a motion.

Trustee Lucas Scanlon moved that the Board adopt the 2025-2026 Budget, including the 2025-2026 staff compensation plan. I further move that the Board authorize the superintendent to retroactively adjust staff salaries for the 2025-2026 school year as necessary to implement recommended market adjustments from the 2025 salary study, and to maintain compliance with the legislation passed by the 89th Texas Legislature and its subsequent regulatory interpretations by appropriate authoritative bodies which are not known at the time of the Board's adoption of the 2025-2026 budget.
Trustee Justin Ray seconded.
6 votes in favor / 1 abstention – Motion passed.

8.B. The Board will consider approving the designation of a reinvestment zone related to the application from NRG THW GT LLC for an agreement under Chapter 403, Subchapter T, of the Texas Government Code.

Mr. Henry called for a motion.

Trustee Justin Ray moved that the Board approve the designation of a reinvestment zone related to the application from NRG THW GT LLC for an agreement under Chapter 403, Subchapter T, of the Texas Government Code.
Trustee Lucas Scanlon seconded.
Motion passed by a 7 to 0 vote.

8.C. The Board will consider approving on first reading the additions, revisions, or deletions to district policies:

8.C.1. CAA (Local) - Fiscal Management Goals and Objectives: Financial Ethics (Revise)
8.C.2. CB (Local) - State and Federal Revenue Sources (Revise)
8.C.3. CDA (Local) - Other Revenues: Investments (Revise)
8.C.4. DC (Local) - Employment Practices (Revise)
8.C.5. DH (Local) - Employee Standards of Conduct (Revise)

Mr. Henry called for a motion.

Trustee Todd LeCompte moved that the Board approve on first reading the additions, revisions, or deletions to district policies: CAA- Fiscal Management Goals and Objectives: Financial Ethics (Revise); CB- State and Federal Revenue Sources (Revise); CDA- Other Revenues: Investments (Revise); DC- Employment Practices (Revise); and DH- Employee Standards of Conduct (Revise).
Trustee Scott Henry seconded.
Motion passed by a 7 to 0 vote.

8.D. The Board will consider approving on dual reading the additions, revisions, or deletions to district policy:

8.D.1.EED (Local) - Instructional Arrangements: Student Schedules (Revise)

Mr. Henry called for a motion.

Trustee Lucas Scanlon moved that the Board approve on dual reading the additions, revisions, or deletions to district policy: EED- Instructional Arrangements: Student Schedules (Revise).
Trustee Justin Ray seconded.
Motion passed by a 7 to 0 vote.

8.E. The Board will consider approving a Delegate and Alternate Delegate to the 2025 TASA TASB Delegate Assembly.

Mr. Henry called for a motion.

Trustee Julie Hinaman recommended that the Board of Trustees name Julie Hinaman as the official voting delegate and no alternate delegate to the 2025 TASB Delegate Assembly.
Trustee Justin Ray seconded.
5 votes in favor / 2 votes opposed – Motion passed.

8.F. The Board will review and consider adoption of revised Board Operating Procedures outlining the duties of a public official. [This item will be discussed in closed session.]

8.G. The Board will consider approving the Corrective Action Plan Agreement issued by the Texas Education Agency. [This item was discussed in closed session.]

Mr. Henry called for a motion.

Trustee Lucas Scanlon moved that the board approve the Corrective Action Plan Agreement developed as an early intervention to support district compliance with Texas Education Code § 37.005.
Trustee Dr. Natalie Blasingame seconded.
6 votes in favor / 1 abstention – Motion passed.

8.H. The Board will consider approving a resolution to suspend portions of EHAC (Local) for the 2025-2026 school year. [This item was discussed in closed session.]

Mr. Henry called for a motion.

Trustee Justin Ray moved that the Board approve a resolution to suspend portions of EHAC (Local) for the 2025-2026 school year.
Trustee Lucas Scanlon seconded.
6 votes opposed / 1 abstention – Motion failed.

8.I. The Board will consider giving notice to Nathanael Bryan that his term contract has been non-renewed pursuant to 21.206 of the Texas Educator Code. [This item was discussed in closed session.]

Mr. Henry called for a motion.

Trustee Lucas Scanlon moved that the Board authorize the Board President to notify Nathanael Bryan that his term contract has been non-renewed and his employment with the District has ended.
Trustee Justin Ray seconded.
6 votes in favor / 1 abstention – Motion passed.

8.J. The Board will consider giving notice to Mary Thorne that her term contract has been non-renewed pursuant to 21.206 of the Texas Educator Code. [This item was discussed in closed session.]

Mr. Henry called for a motion.

Trustee Justin Ray moved that the Board authorize the Board President to notify the person named here that their term contract has been non-renewed and his employment with the District has ended.
Trustee Dr. Natalie Blasingame seconded.
6 votes in favor / 1 abstention – Motion passed.

~~**8.K.** The district will consider an appeal of a decision denying an intradistrict student transfer request. (This item may be discussed in closed session.)~~ *This item was withdrawn.*

9. <u>Closed Session</u>
Board President Henry called for a motion to move into closed session to hear speaker Tequila Mims and to discuss agenda item 8.F.

Trustee Christine Kalmbach made a motion.
Trustee Justin Ray seconded.
Motion passed by a 7 to 0 vote.

Mr. Henry adjourned the meeting to closed session at 7:50 p.m.

10. <u>Adjournment</u>
Board President Henry adjourned the Regular Board Meeting at 10:03 p.m. in closed session as no action was taken on agenda item 8.F.

Scott Henry President, Board of Trustees	Justin Ray Secretary, Board of Trustees

Approved: August 11, 2025

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

ORDER OF TRUSTEE ELECTION

BE IT ORDERED BY THE Board of Trustees of Cypress-Fairbanks Independent School District that a Trustee Election for Position Nos. 5, 6, and 7 be held at the following respectively designated polling places in each of the following designated precincts.

IN SAID CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT on the 4th day of November 2025, from 7:00 a.m. to 7:00 p.m. for the purpose of electing school trustees for Position Nos. 5, 6, and 7. The returns of said elections shall be made to the Board of Trustees of said Cypress-Fairbanks Independent School District in accordance with law. In accordance with state law, trustees shall be elected by plurality. The candidate receiving the highest number of votes for each respective position shall be declared the winner and be entitled to serve as trustee. As prescribed by law, the Board of Trustees may declare an unopposed candidate winner and cancel the election for that position.

Applications for place on Ballot are to be filed with the Director of General Administration either in person at 11330 Falcon Road, Houston, Texas, 77064, or through electronic submission to scott.tucker@cfisd.net, no earlier than 8:00 a.m. Saturday, July 19, 2025. The deadline for filing such letters shall be no later than 5:00 p.m. on Monday, August 18, 2025.

All candidates shall be required to sign the affidavit for those running for public office in the presence of a Notary Public of the State of Texas.

The Elections Administrator is Annette Ramirez, and the Entity Coordinator is Alba Lucia Garcia Carrera of the Harris County Clerk's Office Elections Department. Early ballots may be voted at the main Early Voting polling place located at the Harris County Attorney Conference Center, County Conference Center III/Meeting Room 109, 1019 Congress Avenue, Houston, 77002 and at any of the locations to be published on www.harrisvotes.com. The main office for the Harris County Clerk's Elections Department is 15600 Morales Road, Houston 77032. The voter registration main office is located at 1001 Preston Street, 2nd Floor, Houston, 77002. The official mailing address is Harris County Clerk's Office Elections Department, P.O. Box 1148, Houston, TX 77251-1148. The Early Voting Clerk's email is BBM@vote.hctx.net or VBM@harrisvotes.com and the phone number is 713-755-6965. The fax number is 713-755-4983. Applications for ballots by mail must be received, not postmarked, no later than the close of business on October 24, 2025. The Early Voting Clerk's website is www.harrisvotes.com.

Early voting by personal appearance will be conducted each day beginning Monday, October 20, 2025, through Friday, October 31, 2025, at locations throughout Harris County and can be viewed online at https://www.harrisvotes.com/Vote-Centers.

Voting locations to be determined at a later date by the Harris County Clerk's Office of Elections Department and will be published online at www.harrisvotes.com/Vote-Centers.

Early Voting dates and times:

Monday-Saturday	October 20-25, 2025	7:00 a.m. – 7:00 p.m.
Sunday	October 26, 2025	12:00 p.m. – 7:00 p.m.
Monday-Friday	October 27-October 31, 2025	7:00 a.m. – 7:00 p.m.

A copy of this order signed by the President and attested by the Secretary of this Board shall serve as proper notice of said election, and the President shall cause notice of said election to be given in accordance with law.

In testimony whereof, witness the signatures of the President and Secretary of the Board of Trustees of said Cypress-Fairbanks Independent School District and the seal thereof hereunto affixed this 11th day of August 2025.

Scott Henry, President Cypress-Fairbanks I.S.D. Board of Trustees	Justin Ray, Secretary Cypress-Fairbanks I.S.D. Board of Trustees

(SEAL)

Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2025-2026 (the "school year").

The agreement is for Cypress-Fairbanks Independent School District ("the district"), with a county-district number of 101907, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner's estimate of the cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

When near-final data are available following the close of the school year to which this agreement applies, the district's entitlement under Chapter 48 will be recalculated. If the district's state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Date: 8/11/25

Signature of President, Board of Trustees

Date: 8/11/25

Signature of Secretary, Board of Trustees

Signature of Superintendent

Douglas Killian, Ed.D

Date: 8/11/25

Typed Name of Superintendent

Date:

Signature of Commissioner of Education or Designee

STATE OF TEXAS
COUNTY OF HARRIS

RESOLUTION

IT IS HEREBY RESOLVED, ordered, and directed by the Board of Trustees of the Cypress-Fairbanks Independent School District the approval of the District's Tax Assessor as the individual authorized to calculate the no-new-revenue tax rate, the voter-approval tax rate and other truth-in-taxation requirements for the District pursuant to Section 26.04 of the Texas Property Tax Code, as amended.

BE IT RESOLVED that the provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

PASSED, APPROVED AND ADOPTED this 11th day of August 2025.

_____
Scott Henry
President

Attest:

_____
Justin Ray
Secretary

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
  - for Board members — BBF
  - for employees — DH
- Financial conflicts of interest:
  - for public officials — BBFA
  - for all employees — DBD
  - for vendors — CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

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Fraud and Financial Impropriety

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Financial Controls and Oversight

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

Based on information and recommendations of the finance and internal audit departments, ~~The~~ the Superintendent shall develop and maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure

may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Protection from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel, internal audit, and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards Disclosure

In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent, with the assistance of the finance and internal audit departments, shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. Based on information and recommendations of the finance and internal audit departments, ~~The~~ the Superintendent shall ensure that

appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

Grants and Awards

The Superintendent or designee shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent or designee shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and Input

The District shall provide for public comments and stakeholder feedback on federal grants, including block grants [See CBB], through the Districtwide Educational Improvement Council and by publishing information on the District's website.

Plan Approval

Approval of required grant and award plans shall be by the Superintendent or designee.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, “family relationship” shall have the same meaning as defined in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, “partner” shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A. Partner refers to a limited partner or general partner in a limited or general partnership.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above $50; or~~$50; or~~
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding $100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

Scope and Legal Requirements

Definition

The investment policy covers all financial assets under the direct control of the District. Transactions involving the purchase, sale, or maintenance of all District financial investments are included within the jurisdiction of this policy.

Compliance with Public Funds Investment Act

It is the policy of the District to comply fully with all provisions of the Public Funds Investment Act.

Local Investment Authority

In accordance with the Public Funds Investment Act, the responsibility for conducting investment transactions resides with the Trustees of the Board of Education. Pursuant to the Public Funds Investment Act, the Board has adopted this written policy for the investment and management of District funds.

The Board shall adopt at least annually a resolution stating that the investment policy has been reviewed.

Standard of Care

Investments shall be made, considering prevailing circumstances, which persons of prudence, discretion, and intelligence would exercise in the management of their own affairs and considering the probable safety of capital as well as probable income from an investment decision.

In determining the prudence of an investment decision, the determination should take into consideration the investment of all funds rather than the prudence of a single investment. Additionally, whether the investment decision was consistent with the investment policy should be considered.

Purpose and Objectives

Overall Investment Strategy

The overall primary objective of the investment and cash management policies is to ensure that District financial assets are properly safeguarded, provide an adequate rate of return, and provide the necessary liquidity for the District to react to changes in economic and market conditions.

Emphasis of Safety of Principal and Liquidity

The safety of principal and liquidity of investments are awarded the highest priority in decisions regarding District funds. The primary objective must be the preservation of capital entrusted to the District, while also ensuring that the funds are available to be utilized when needed. The order of priority is (1) preservation and safety of principal, (2) liquidity, and (3) yield.

Diversification As a Priority

The diversification of investments as relating to maturity, instruments, and issuers shall be considered a priority within the context of the overall investment policy. The intent of this policy is to ensure that losses incurred on any single security do not exceed income generated from the remainder of the portfolio.

Maturity Requirements And Restrictions	It is an objective of the District to match the maturity of investment instruments to cash flow needs. The dollar average weighted maturity of the portfolio as a whole will not exceed 547 days (18 months). The following restrictions apply to maturities for all investments in all funds: 1. No investment security shall have a stated maturity greater than three years. 2. A bankers' acceptance shall not have a stated maturity greater than 270 days. 3. The term of a reverse repurchase agreement shall not be greater than 90 days. 4. Commercial paper shall not have a stated maturity greater than 270 days. 5. Money market mutual funds shall have a dollar-weighted average stated maturity no greater than 90 days or two years depending on the type of mutual fund.
Yield Statement	It is the policy of the District to achieve an average rate of return consistent with the levels of risk and liquidity previously stated as highest priorities.
Individual Fund Investment Strategies	Individual fund strategies may set more stringent requirements on safety, liquidity, diversification, maturity, and yield but must at least meet the standards adopted in this policy.
Quality and Capability of Investment Staff	The District shall exercise due diligence in hiring and training staff responsible for investments and cash management. Staff shall have the skill levels and education necessary for the performance of these duties.
Cash Management Program	The investment policy is a component of the District's overall cash management program, which includes policies and procedures relating to all aspects of cash handling.
Investment Committee	An investment committee shall be responsible for giving guidance and aiding the investment staff. The investment committee shall determine a process for meeting and reviewing investment activity. The investment committee shall be comprised of all District employees designated as primary or alternate investment officers.
Monitoring Market Prices	Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment. The investment officer shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include:

financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Authorities

Designation and Limitations of Investment Officers

Authority to manage the District's investment program is derived from and delegated pursuant to provisions of the Public Funds Investment Act. Management responsibility for the investment program is hereby delegated to the primary investment officers. In the absence of a primary investment officer, an alternate investment officer shall have authority to transact business within procedures established by the primary investment officer.

The primary investment officer is responsible for establishing and maintaining written procedures for the investment program, which result in operations consistent with the investment policy. Procedures shall include explicit delegation of authority for all investment activities. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the primary investment officer. The primary investment officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate officials.

Training Requirements

The treasurer and any other employees designated as primary investment officers shall attend at least one formal training session within 12 months after taking office or assuming duties. Training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with Chapter 2256. Training must be approved by the investment committee and provide at least ten hours of instruction. Additional training of not less than eight instructional hours must occur in every two-year period that begins on the first day of the District's fiscal year and consists of the two consecutive fiscal years after that date.

Personal Business Disclosure Requirements

Officers and employees of the District involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

All investment officers shall complete a disclaimer or disclosure statement related to potential conflicts of interest annually or as conditions change. The statement will be submitted to the District's

internal auditor. The following types of relationships must be disclosed:

1. A personal business relationship by an investment officer with any entity attempting to sell an investment to the District.

2. Any investment officer related within the second degree by affinity or consanguinity to an individual seeking to sell an investment to the District.

If a conflict of interest involving an investment officer is noted by the District's internal auditor from the submitted disclosure statement, a written explanation of the relationship must be filed with the Board and the Texas Ethics Commission.

Authorized and Suitable Investment Securities

Authorized Securities

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of the U.S. government or its agencies and instrumentalities.

2. Direct obligations of the state of Texas or its agencies and instrumentalities.

3. Obligations of other states, agencies, counties, and cities which are rated for investment quality as A or higher.

4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state or the United States or their respective agencies and instrumentalities.

5. Fully insured or collateralized certificates of deposits at commercial banks and savings and loan associations domiciled in the state of Texas.

6. Repurchase agreements if fully collateralized by the U.S. government or agencies, having a defined termination date, and placed through a primary government securities dealer as defined by the Federal Reserve, or a bank domiciled in the state of Texas. This authorization includes both direct and reverse security repurchase agreements. The term of reverse repurchase agreements shall not exceed 90 days.

7. Bankers' acceptances with maturities of 270 days or less, which are eligible collateral for borrowing from a Federal Reserve Bank and are accepted by a domestic bank whose

short-term obligations are rated at least A-1, P-1, or the equivalent by a nationally recognized credit rating agency.

8. Commercial paper with maturities of 270 days or less, rated not less than A-1 or P-1 by at least two nationally recognized credit rating agencies or by one agency if fully secured by an irrevocable letter of credit issued by a bank organized and existing under U.S. law or the law of any state.

9. The following types of no-load mutual funds are authorized:

   a. A money market fund, which is regulated by the SEC, has a dollar-weighted average stated maturity of 90 days or less, and includes in its investment objectives the maintenance of a stable net asset value of $1 for each share.

   b. A mutual fund, except for bond proceeds, which is registered with the SEC, has an average weighted maturity of less than two years, is invested exclusively in obligations approved by Government Code Chapter 2256 (Subchapter A), is continuously rated as to investment quality by at least one nationally recognized investment rating firm of not less than AAA or its equivalent, and which conforms to the requirements in Government Code 2256.016(b) and (c) relating to the eligibility of investment pools to receive and invest funds of investing entities.

10. Public fund investment pools meeting the requirements of Sections 2256.016–2256.019 of the Public Funds Investment Act.

11. A guaranteed investment contract is authorized for bond proceeds if it has a defined termination date, is secured by obligations described by Section 2256.009 of the Public Funds Investment Act in an amount equal to at least the amount of bond proceeds, and is pledged to the District and deposited with a third party selected by the District.

Unauthorized Securities

The following are not authorized investment securities and funds:

1. Derivative products known as collateralized mortgage obligations (CMO) regardless of whether they meet requirements for authorized investments under Section 2256.009 of the Public Funds Investment Act.

2. Derivative products including options, futures, options on futures, caps, collars, and floors.

3. Any investment in a certificate of deposit or repurchase agreement, which is secured by interest-only (I/O) or principal-only (P/O) strips of obligations with underlying mortgage-backed security collateral, collateralized mortgage obligations with a maturity of greater than ten years, or collateralized mortgage obligations with an inverse floating interest rate.

Collateralization Requirements

Funds on deposit with the depository bank shall be collateralized by pledged, approved securities or a surety bond to adequately protect the funds of the District. The District shall have the right to designate the amount of approved securities and/or the aggregate amount of the bond to adequately protect the District. The District may not designate an amount less than the minimum percentage required by Section 2257.022(b), Government Code of the balance of District funds on deposit with the depository bank from day to day, less any applicable Federal Deposit Insurance Corporation insurance. The approved securities shall be valued at market value for purposes of calculating the designated amount of collateral required. The bank shall have the right and privilege of substituting approved securities upon obtaining the approval of the District.

Types of approved securities for collateralization include:

1. A direct obligation of the United States.
2. A general obligation that is backed by the full faith and credit of the United States.
3. An obligation the principal and interest on which are unconditionally guaranteed by the United States.
4. An obligation of an agency or instrumentality of the United States, including a mortgage-backed security of the agency or instrumentality.
5. A general or special obligation issued by a public agency, payable from taxes, revenues, or a combination of taxes and revenues that has been rated as to investment quality by a nationally recognized rating agency and that has a current rating of not less than A or its equivalent.
6. Any security in which a public entity may invest under the Public Funds Investment Act.

Pledged approved securities shall be safe kept either by the Federal Reserve Bank System or a third party not associated directly with the depository bank. The safekeeping receipts shall designate the District as the pledgee.

In the instance that a surety bond is used as collateral, the bond shall be payable to Cypress-Fairbanks ISD and shall be signed by the bank and by some surety company authorized to do business in the state of Texas.

Safekeeping Requirements

All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

In order to reduce custodial credit risk, any obligation purchased by the District as an investment and recorded on the Federal Reserve's book entry system shall be confirmed to the District via a safekeeping receipt to be maintained on the books of a third party's safekeeping department.

Safekeeping for all other investments not specifically mentioned in this section shall be maintained at a third-party bank not associated directly with the District's depository.

The District shall retain clearly marked receipts providing proof of the District's ownership.

Soliciting Bids

In order to get the best return on its investments, the District may solicit bids in writing, by telephone, through electronic submission, or by a combination of these methods. Records shall be kept of the bids offered and the bids accepted, along with a brief explanation of the decision made regarding the purchase.

Based on an annual evaluation, major financial institutions and banks shall be deleted from or continued on the eligibility list. The following criteria shall be used in the annual evaluation:

1. Number of transactions competitively won.
2. Prompt and accurate confirmation of transactions.
3. Efficiency of securities deliveries.
4. Accuracy of market information.
5. Account servicing.

All investment instruments shall be in the name of the District and held at the District's safekeeping institution.

Investment Strategies by Fund

General Fund

The general fund includes operating funds, payroll, the tax lockbox, and general maintenance. The investment strategy for this fund has as its primary objective to ensure the preservation and safety of principal. Secondly, the objective shall be that anticipated cash flows are matched with adequate investment liquidity. These objectives shall be accomplished by purchasing quality, short- to medium-term securities whose maturities closely match the fund's cash flow requirements. Funds not needed for short-term cash flow

requirements should have diversified maturities and issuers and be readily marketable in the secondary market. Yield will be enhanced by the use of maturity extension available within the confines of accurate cash flow projections.

Custodial Fund	The custodial fund is comprised of agency activity, pension, and endowment funds. The investment strategy for this fund has as its primary objective preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. These objectives shall be accomplished by purchasing quality, short-term securities and by investing predominantly in investment pools.
Special Revenue Fund	The special revenue fund includes food service, public activity, and consolidated application funds (grant funds). The investment strategy for this fund has as its primary objective preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. These objectives shall be accomplished by purchasing quality, short-term securities and by investing predominantly in investment pools (547 days).
Debt Service Fund	The investment strategy for the debt service fund has as its primary objective preservation and safety of principal. Secondly, the objective shall be sufficient liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Because the investments may be subject to arbitrage yield restrictions, an attempt to invest at a rate equal to or above the arbitrage yield limit shall be another objective. The maximum maturity of an individual security shall not exceed three years. This commingled fund has a maximum dollar average weighted maturity of 547 days (18 months).
Capital Projects Fund	The investment strategy for the capital projects fund has as its primary objective preservation and safety of principal. The secondary objective is to ensure that anticipated cash flows are matched with adequate investment liquidity. These objectives shall be accomplished by purchasing quality, short- to medium-term securities whose maturities closely match the projected cash flow schedules. The maximum maturity of an individual security shall not exceed three years.
Internal Service Fund	The internal service fund is comprised of health insurance and workers' compensation funds. The investment strategy for this fund has as its primary objective preservation and safety of principal, as well as investment liquidity to meet daily insurance drafts. These objectives shall be accomplished by purchasing short-term securities and using investment pools for liquidity purposes. The maximum maturity of an individual investment shall not exceed three years.

Enterprise Fund

The enterprise fund is comprised of community programs funds. The investment strategy for this fund has as its primary objective preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements. These objectives shall be accomplished by purchasing quality, short-term securities and by investing predominantly in investment pools.

Sellers of Investments

Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]

Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).

Diversification Requirements

Diversification of the investment portfolio shall be desirable to reduce the risk of losses due to a change in market conditions, such as interest rate changes (interest rate risk) or institutional failure (concentration of credit risk). The District's diversification policies are designed to reduce both types of loss risks.

Diversification is primarily reviewed on a portfolio-wide basis. It is recognized that while specific funds may not have large enough individual investment balances to diversify, the investment portfolio as a whole can be adequately diversified.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates may adversely affect the value of investments. The District reduces exposure to this risk through the use of final and weighted average maturity limits and diversification.

The District monitors interest rate risk utilizing weighted average maturity and duration analysis.

Portfolio Evaluation and Reporting

In conjunction with the District's annual financial audit, a compliance audit shall be performed to review management controls and adherence to the investment policy.

Reporting Requirements

Quarterly reports shall be submitted to the Board detailing the purchase, sale, and maturity of investments, the market value of investments, a compliance statement, and any other information that is deemed necessary to properly apprise the Board of the status of District investments.

The District shall establish performance standards using benchmark market yields to provide a comparative basis for judging whether adequate rates of return are being achieved.

Internal Controls

The treasurer shall establish a system of internal controls, which shall be documented in writing. The internal controls shall be reviewed by the internal auditor periodically and by the independent auditors. The controls shall be designed to prevent losses of public funds arising from fraud, employee error, misrepresentation by third parties, anticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include: control of collusion, segregation of duties, separation of transaction authority from accounting and recordkeeping, custodial safekeeping, avoidance of bearer form securities, clear delegation of authority, specific limitations regarding securities losses and remedial action, written confirmation of telephone transactions, limitations on the number of authorized investment officials, and documentation of transactions and strategies.

MEMORANDUM OF UNDERSTANDING BETWEEN THE HARRIS COUNTY JUVENILE BOARD AND (CY-FAIR SCHOOL DISTRICT).
THE HARRIS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
FOR THE 2025-2026 SCHOOL YEAR

This Memorandum of Understanding (MOU) is entered into by and between the **Harris County Juvenile Board** (HCJB) and the CY-FAIR School District in regards to the Harris County Juvenile Justice Alternative Education Program for the 2025-2026 school year.

I. Background and Purpose

1.1 Chapter 37 of the Texas Education Code requires that HCJB establish and operate a Juvenile Justice Alternative Education Program (JJAEP) for youth who are expelled from school for the offenses described in Section 37.007 (a), (d), and (e) of the Texas Education Code. Chapter 54 of the Texas Family Code provides that the juvenile court, at a child's disposition hearing, may order the child to attend the JJAEP. School districts may contract with HCJB for placement of students in the JJAEP who are expelled from school for the offenses described in Section 37.007 (b), (c), and (f), Section 37.0081, Section 37.302, or who are ordered to attend the JJAEP by a juvenile court, as described in Section 54.04(b) of the Texas Family Code. Hereinafter, any reference to "Section" will be presumed to be a reference to the Texas Education Code unless otherwise indicated.

1.2 The purpose of this MOU is to define the duties and responsibilities of HCJB and School District regarding the operation of the Harris County JJAEP and to comply with the requirements of Section 37.011 (k), (l), and (m).

II. Goals

2.1 The major goals for the JJAEP are: (1) to provide a continuum of educational services to students; (2) to establish consistency, predictability, and appropriateness of student placement following expulsions from regular schools or alternative education programs; (3) to return students to a regular school setting when appropriate; (4) to impress upon youth that there are progressive sanctions for misconduct in the public school setting; and (5) to provide educational and placement options for the juvenile courts.

III. Student Eligibility

3.1 Attendance at the JJAEP for Category A students (see subparagraph 3.1A) is mandatory. Attendance at the JJAEP for Category B students (see subparagraph 3.1B) and Category C students (see subparagraph 3.1C) is discretionary. Attendance at the JJAEP for Category D students (see Paragraph 7.6) is discretionary. Attendance at the JJAEP for Category E students (see subparagraph 3.1C) is mandatory. **BY COMPLETING THE APPROPRIATE PORTIONS OF ATTACHMENT B HERETO, THE SCHOOL DISTRICT MUST INDICATE WHETHER OR NOT IT DESIRES TO PLACE CATEGORY B STUDENTS IN THE JJAEP OR CONSENT TO PLACE CATEGORY C AND CATEGORY D STUDENTS IN THE JJAEP.** Except as provided for Category E students, if School District elects not to offer or consent to the JJAEP as a placement option for Category B, Category C or Category D students, the JJAEP is not responsible for the education of these students.

A. Category A students will be placed in the JJAEP when they have been expelled for committing one of the offenses enumerated under Section 37.007(a), (d) or (e). A student will not qualify as a Category A student until an offense or investigative report is filed by a law enforcement agency and submitted to the JJAEP as required by rules adopted by the Texas Juvenile Justice Department (TJJD). JJAEP funding for Category A students is provided to HCJB by the TJJD.

B. Category B students may be placed by School District in the JJAEP when they have been expelled by School District for committing an offense described in Section 37.007 (b) or (f), for engaging in serious misbehavior covered by Section 37.007 (c) while placed at the districts disciplinary alternative education program (DAEP), or for committing an offense described in Section 37.0081(a). Furthermore, Category B students may be placed by School District in the JJAEP pursuant to Sections 37.304 – 37.308. JJAEP funding and maximum spaces allowed for Category B students is provided pursuant to the terms of Attachment B.

C. Category C students, with the written consent of School District, may be placed in the JJAEP by a juvenile court as described in Chapter 54 of the Texas Family Code, after the student has been charged with an offense defined as a misdemeanor and/or felony by the Texas Penal Code and adjudicated as delinquent by a juvenile court. HCJB and School District agree that, although School District may consent to the placement of a Category C student into the JJAEP, the actual placement of the student into the JJAEP and related terms of the placement are made by the appropriate juvenile court and not by School District. HCJB and School District agree that School District consent documentation for individual Category C JJAEP placements will be distributed to the courts prior to placement. JJAEP funding for Category C students is provided pursuant to the terms of Attachment B. If a Category C student is placed by court order in the JJAEP, however, without the written consent of School District (Category E), School District will not be responsible for funding regarding that student. **HCJB does not expect any Category C students for the 2025-2026** school year.

D. Category D students, who have been released from a residential adjudication facility administered by or under contract with the Harris County Juvenile Probation Department during the regular school year, may be placed by School District in the JJAEP for the remainder of the semester in which the student is released.

3.2 Students expelled for Category A offenses during the school year will attend the JJAEP for the remainder of their expulsion period.

3.3 Any student who does not meet the eligibility requirements of this MOU is not entitled to educational services by the JJAEP.

IV. Special Population Services

4.1 **Special Education -** Special education instructional and related services will be provided to students placed in the JJAEP in accordance with this section.

A. Placement Services:

a. A School District may expel a student who has been identified as a qualified student with a disability under the Individuals with Disabilities Education Act (IDEA) only after a duly constituted Admission, Review and Dismissal (ARD) committee makes a determination pursuant to Federal law that the behavior leading to the expulsion is not a manifestation of the student's disability. The school district must invite the administrator of the JJAEP or the administrator's designee, as a non-consensus member, to a placement admission, review, and dismissal (ARD) committee meeting convened to discuss the expulsion of a student with a disability. After making such a determination, the district's ARD committee will determine what services, if any, are necessary to comply with the IDEA. In the case of a student who has been identified as a qualified student with a disability under the IDEA who brings a weapon to school, who knowingly possesses, uses, or solicits the sale of a controlled substance, or has inflicted serious bodily injury upon another person (while at school, on school premises or at a school function), federal law permits a change in placement to a discipline alternative education program for up to forty-five (45) school days, regardless of whether the conduct is a manifestation of the student's disabling condition.

b. For Category “A” and “B” students, prior to referral to the JJAEP, School District must convene an ARD meeting to determine placement and necessary services to be provided while enrolled in the JJAEP.

c. For Category “C”, “D”, and “E” students, the JJAEP will request that School District convene an ARD meeting within ten (10) days of enrollment in the JJAEP.

B. Evaluation and Child Find Services:

a. Initial Evaluations:

(1) The JJAEP will assist School District that is responsible for all Child Find obligations;

(2) The JJAEP will establish a Core Team for the purpose of reviewing student progress, identifying pre-referral educational interventions, reviewing the success of those interventions, and referring to School District for a Full and Individual Initial Evaluation (FIIE) those students for whom pre-referral interventions were insufficient;

(3) The School District may assign a representative to the JJAEP Core Team;

(4) The JJAEP will complete necessary referral documentation prior to notifying School District that a student may be in need of evaluation under IDEA;

(5) Upon the Core Team's recommendation that a JJAEP student may be in need of special education services, School District must complete a FIIE no later than 45 school days following the date written consent was received as established by applicable laws and regulations. The School District is responsible for ensuring FIE timeline.

C. Transfer Services:

a. Upon transition from the JJAEP to School District, the JJAEP will provide School District with information necessary for it to convene an ARD committee meeting, including, but not limited to, copies of the student folder contents, Individual Education Plans, parental consents, withdrawal forms, attendance reports, and report cards;

b. The JJAEP will provide five days' notice to School District prior to the return of the student to School District; and,

c. The JJAEP may, upon district request, assign a representative to attend the ARD committee meeting changing the student's placement from the JJAEP.

D. Special Education and Related Services:

a. Special Education Services:

(1) Notwithstanding School District's obligation as the Local Education Agency (LEA) as described under the IDEA, the JJAEP will, upon School District's behalf, provide all special education instructional services required to implement the student's Individual Education Plan (IEP), in accordance with this MOU;

(2) The School District remains responsible for IDEA compliance; and

(3) The JJAEP is under no obligation to provide special education instructional or related services to students not enrolled in the JJAEP.

b. Related Services:

(1) For purposes of this MOU, speech therapy will be considered a related service; and

(2) The School District will remain responsible for providing any special transportation services. In addition, School District will remain responsible for providing any and all other special education related services necessary to implement the student's IEP. The School District may make such services available in conjunction with the JJAEP or at a separate time and location, at the discretion of School District. If School District chooses to make such services available in conjunction with the JJAEP, School District will cooperate with the JJAEP to minimize disruption of the JJAEP. If School District requires the student to leave the JJAEP for special education related services during the school day, School District must provide necessary transportation. The School District in which the JJAEP is located is not responsible for providing special education and related services under the IDEA to any non-resident student. This exception does not apply if such responsibilities are set forth under separate contract between HCJB, the district in which the student resides and the district in which the JJAEP is located. The student's district of residence will always be responsible for IDEA compliance.

E. After a student who has been identified as a qualified student with a disability under the IDEA is enrolled in the JJAEP, all ARD committee meetings related to that student will be conducted at the JJAEP campus to which the student is assigned. If the LEA prefers to conduct the ARD via video conference, the JJAEP will assist with coordination and designee participation.

F. Funding for special education instructional and related services will be provided in accordance with Paragraph 8.2 of this MOU.

4.2 **Section 504 Eligible Students** - The JJAEP must ensure, in collaboration with the sending school district, that a student who is eligible for services under Section 504 of the Rehabilitation Act of 1973 is provided services and instruction appropriate to address his or her needs, as determined by a Section 504 committee.

4.3 **English as a Second Language (ESL) -** The JJAEP, in collaboration with the sending school district, must ensure that a student who is non-English speaking or who speaks English as a second language is provided ESL services and instruction appropriate to address his or her needs, as determined by a language proficiency assessment committee (LPAC).

V. Responsibilities of HCJB

5.1 HCJB will establish and operate the JJAEP as required by Section 37.011and in accordance with applicable state and federal law. The School District is responsible for providing transportation services to students to and from the JJAEP. The method of transportation will be determined by each individual School District. The JJAEP will be responsible for assisting School District in identifying the following students who are enrolled at the JJAEP:

A. Juveniles charged with committing a felony offense by a law enforcement agency or officer;
B. Juveniles adjudicated as delinquent by a juvenile court based on a finding of guilt for committing a felony offense; and
C. Juveniles placed by a juvenile court, as a result of a finding of guilt for committing a felony offense, in a residential adjudication facility that is administered or overseen by the Harris County Juvenile Probation Department.

The School District is not responsible for any aspect of the operation of the JJAEP unless expressly provided in this MOU. Except as provided for Category E students, HCJB is not responsible for providing services to any student for whom it does not receive funding from either TJJD or School District.

VI. Terms and Conditions of Entrance and Exit

6.1 Upon School District's referral of a student to the JJAEP, or notification by the JJAEP to School District of the student's placement at the JJAEP by a juvenile court, School District will forward to the JJAEP the same records it is required to forward to another public School District when a student transfers, including but not limited to the following student records:

A. For students in middle school, the student's Middle School Plan;

B. For students in grades 9-12, the student's Graduation Plan;

C. The student's current transcript, including all achievement test records;

D. Withdrawal form, which will indicate the student's list of current courses in which he or she is enrolled, the earned grade and the textbook and other instructional resources being used with that subject;

E. The student's State of Texas Assessment of Academic Readiness (STAAR) summary sheets, if applicable;

F. The student's previous year's attendance record;

G. The student's current year's attendance record; and

H. The student's IEP in accordance with section IV of this MOU;

I. The student's ESL or LPAC summary sheet; and

J. The student's 504 summary sheet.

6.2 As soon as practicable after the JJAEP determines the date of a student's exit from the program, the JJAEP administrator or designee will provide written notice of the date of release to the student's parent/guardian and to the administrator at the campus to which the student intends to transition, and will provide any other information required for a personalized transition plan as set forth in Section 37.023. An educator employed by the JJAEP who holds a current certification granted under Section 21.003(a) must review academic progress of the student prior to the student's exit from the JJAEP and return to School District, and must certify completion of course work based upon a determination that the student has or has not mastered the essential knowledge and skills for a course at the seventieth percentile pursuant to Section 28.002. In accordance with Section 37.011 (d) such certification will be accepted by the district. The JJAEP will provide the district

with six week grades and final exam grades, the district will then be responsible for end of year promotion decisions and issuing credits in accordance with the district's policies and procedures.

VII. Length of Student Placement

7.1 Unless otherwise provided for in this MOU, students who are expelled for Category A offenses must immediately, or as soon as practical, attend the JJAEP until the earliest of the date (i) they complete any court-imposed requirements, (ii) attended the required number of seat days, or (iii) as otherwise provided in Section 37.011(i). To the extent permitted under School District's student code of conduct and applicable policies and regulations, School District will endeavor to set the end of the expulsion term for Category A students to coincide with reasonable times for a student to return to School District, such as at the beginning of a semester or a school year. However, this agreement does not prescribe a minimum length of expulsion or placement at the JJAEP for Category A students.

7.2 Category B students will attend the JJAEP for the period of the individual student's expulsion or placement, and will adhere to a **minimum length of stay of 45 seat days**. If a School District has adopted a student code of conduct with terms of placement that are inconsistent with the minimum lengths of stay, then School District's student code of conduct will govern lengths of placement.

7.3 Category B students expelled for Title 5, Penal Code felony conduct will adhere to the following conditions regarding maximum lengths of stay:

Maximum Length of Placement	Conditions for Early Completion of JJAEP Placement
Graduation from High School	Upon successful completion of all court-ordered, probationary or parole requirements, OR the student's length of JJAEP enrollment has exceeded 180 seat days, the district may rescind JJAEP placement at the end of the current school semester.
Felony Charges are Dismissed or Reduced to a Misdemeanor Offense	Upon notification by the prosecuting attorney's office or the JJAEP office, the district will immediately rescind JJAEP placement.
Student Completes the Term of JJAEP Placement	Upon successful completion of all court-ordered, probationary or parole requirements, OR the student's length of JJAEP enrollment has exceeded 180 seat days, the district may rescind JJAEP placement at the end of the current school semester.

7.4 Category C students will attend the JJAEP for the full period of their court-imposed period of probation and through the end of the semester in which the probationary period ends.

7.5 A calendar that sets forth the JJAEP school year is attached to this MOU and identified as Attachment C and will be used for determining the length of a student's placement at the JJAEP.

7.6 A Category D student who is released from a residential adjudication facility administered by or under contract with the Harris County Juvenile Probation Department during the regular school year may attend the JJAEP for the remainder of the semester in which the student is released, upon consultation and agreement by School District in which the student resides. Upon agreement by School District, the district will pay for the placement of such student who resides in School District at the rate established in Attachment B for Category B students.

7.7 In the case of a student who has been identified as a qualified student with a disability under the IDEA who brings a weapon to school, who knowingly possesses, uses, or solicits the sale of a controlled substance or engages in conduct causing serious bodily injury, federal law permits a change in placement to a discipline alternative education program for up to forty-five (45) school days, regardless of whether the conduct is related to the disabling condition as determined by an ARD committee. Notwithstanding this provision, a qualified student with a disability who engages in such conduct whose ARD committee determines that the conduct is not a manifestation of the student's disability may be expelled for a time period in accordance with the School District's Student Code of Conduct and/or the terms of this MOU.

7.8 If the student achieves 90% attendance and has satisfactory behavior, School District will have the option to reduce the student's placement term **after 45 seat days**.

VIII. Funding

8.1 Funding for the JJAEP is provided by the state through the TJJD for all Category A students who must attend the JJAEP. The School District may contract with HCJB to provide an educational placement for all Category B, Category C, and Category D students according to the terms and conditions set forth in Attachment B hereto, the contents of which are incorporated herein as if fully set forth in this MOU. If a Category C student is placed by court order at the JJAEP, however, without the written consent of School District (Category E), School District will not be responsible for funding regarding that student.

8.2 The School District will pay the actual direct cost in excess of the rate established in Attachment B for Category B students, if any, of providing special education instructional and related services to eligible Category B, Category C and Category D students at the JJAEP, in accordance with Section IV of this MOU.

IX. Administration of Statewide Student Assessments

9.1 In accordance with Section 37.011(d), the following responsibilities are assigned for administering statewide student assessments to students enrolled at the JJAEP:

A. The School District will be responsible for securing, coding and delivering to the Director of the JJAEP or his/her designee all student answer sheets at least one week, if possible, but not less than two days before the day on which the statewide student assessment is to be administered.

B. If required by the agency responsible for overseeing the administration of statewide student assessments, the School District will be responsible for acquiring all test booklets, which will be made available to students enrolled at the JJAEP at least one week, if possible, but not less than two days before the day on which the statewide student assessment is to be administered.

C. The JJAEP will be responsible for administering the examinations to those students enrolled at the JJAEP.

D. The School District will be responsible for making necessary arrangements to retrieve all completed student answer sheets and testing materials attributed to the district's students that are enrolled in the JJAEP.

E. The School District will be responsible for returning all test booklets to the appropriate TEA contracted agent.

X. Expedited Processing

10.1 Consistent with applicable law, the parties hereto agree to use their best efforts to expedite the administrative and judicial processing of all cases related to this MOU.

XI. Juvenile Probation

11.1 By executing this MOU, School District does not authorize any court to order a student expelled under Section 37.007 (a), (d), or (e) to attend a regular program, a regular campus, or a School District alternative education program as a condition of probation, nor will any court be authorized to order a student expelled under Section 37.007 (b), (c), or (f), where that School District has stipulated that such student will be placed in the JJAEP in accordance with the terms and conditions of this MOU, to attend a regular program, a regular campus, or a School District alternative education program as a condition of probation. Both School District and HCJB agree that no court has such authority pursuant to this MOU.

XII. Records/Information Release

12.1 To assist the Harris County Juvenile Probation Department in providing appropriate education services to youth in custody before adjudication, School District will, upon request, release educational and attendance records to the Harris County Juvenile Probation Department.

Pursuant to the Texas Family Code Section 58.0051 and 20 USC §1232(g) , the Harris County Juvenile Probation Department certifies that the institution and/or individual receiving such records will not disclose them to any other party except as provided by law.

12.2 The home district's point of contact will be notified within 24 hours if one of their students is involved in a crisis and/or emergency incident as a victim or perpetrator.

XIII. Truancy

13.1 The JJAEP will provide school districts with student attendance records every two weeks.

13.2 The JJAEP will notify the school district when a student fails to attend school without excuse on 3 or more days or parts of days within a four week period and when a student fails to attend school without excuse for 10 or more days or parts of days within a six month period.

13.3 The JJAEP will develop Truancy Prevention Measures after a student fails to attend school without excuse on 3 or more days or parts of days within a four week period. The JJAEP will provide school districts with a notification of the truancy prevention measures.

13.4 The School District will make a referral to court for truant conduct if the student fails to attend school without excuse for 10 or more days or part of days within a six month period.

XIV. Miscellaneous

14.1 This MOU is effective August 1, 2025 through July 31, 2026.

14.2 If any provision, section, subsection, paragraph, sentence, clause or phrase of this MOU, or the application of same to any person or set of circumstances, is for any reason held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions hereof continue in full force and effect.

14.3 This MOU, together with the instruments heretofore incorporated by reference and the attachments hereto, contains the entire agreement between the parties with respect to the subject matter hereof. No other agreement, statement, or promise made by or to any employee, officer, official, or agent of any party, that is not contained herein is of any force or effect. Any modifications to the terms hereof must be in writing and signed by the parties.

14.4 This MOU is executed in multiple originals, each of which will have the full force and effect of an original document, and each of which will constitute but one and the same instrument.

14.5 Pursuant to the requirements of the Uniform Electronic Transactions Act (UETA) in Chapter 322 of the Texas Business and Commerce Code, the Parties have agreed that the transactions under this Agreement may be conducted by electronic means. Pursuant to these statutes, this Agreement may not be denied legal effect or enforceability solely because it is in electronic form or because it contains and electronic signature.

EXECUTED this the _____ day of _____, **2025**.

HARRIS COUNTY JUVENILE BOARD

By:_____
Lina Hidalgo
Board Chair

CY-FAIR _____ **SCHOOL DISTRICT**

By: _____
Scott Henry (date)
Board of Trustee, President

APPROVED AS TO FORM:

CHRISTIAN D. MENEFEE
Harris County Attorney

Neeharika Tumati
By: _____
Neeharika Tumati
Assistant County Attorney
C.A, File No. 25GEN

ATTEST:

By: _____
Name: (date)
Title:

Attachment A
2025-2026 Harris County JJAEP MOU

The number of 2023-2024 Category B, C & E MOU Spaces available per District will be determined by % of total Harris County felony juvenile offenders during 2023.

POPULATION		Aldine	Alief	Channelview	Clear Creek	Crosby	Cy-Fair	Deer Park	Galena Park	Goose Crk.	Houston	Huffman	Humble	Katy	Klein	La Porte	Pasadena	Sheldon	Spring	Spr. Branch	Tomball	Waller	TOTAL
JJAEP Category B & C Placements	2019-2020	0	49	0	1	0	0	0	0	0	12	1	0	1	51	2	20	0	2	0	0	0	139
	2020-2021	0	7	0	1	0	0	0	0	0	0	0	0	1	24	1	5	0	0	0	0	0	39
	2021-2022	0	19	0	1	0	2	0	0	4	5	3	0	5	38	1	30	0	0	0	0	2	110
	2022-2023	0	37	1	2	0	3	0	1	9	5	1	0	3	26	0	40	0	1	0	0	2	131
	2023-2024	4	3	0	2	0	23	0	4	6	27	0	12	2	6	1	10	0	8	2	0	3	113
Juvenile Offender Activity 2024	Felonies	131	98	8	29	7	129	7	30	23	425	8	73	51	78	7	99	15	73	38	8	12	1349
% of Total Felony Offenders by ISD:		10%	7%	1%	2%	1%	10%	1%	2%	2%	32%	1%	5%	4%	6%	1%	7%	1%	5%	3%	1%	1%	100%
# of JJAEP Reserved Slots Available by ISD:		13	9	1	3	1	12	1	3	2	40	1	7	5	8	1	10	1	7	4	2	1	**131**
Requested																							**0**

130 **=Total Category B, C & E Slots Available**

Attachment B
CY-FAIR School District
Reservation of Student Spaces and Schedule of Payments
for JJAEP School Year 2025-2026

Based on the CY-FAIR (School District) proportion of Harris County felony offenders who resided in School District in 2024, School District is allotted the maximum number of spaces described in Attachment A, for the 2025-2026 school year. These spaces, in combination, may be used to purchase Category B, Category C, and Category D discretionary spaces at a rate of $120 per day. To be eligible for these spaces School District must complete the following steps no later than August 31, 2025:

1) Completely fill in all columns, as provided on the chart below. "Yes" entries in the second column indicate that these students will be placed in the JJAEP. "No" entries in the second column indicate that these students will not be placed in the JJAEP, therefore the JJAEP is not responsible for the education of students in this category;

2) Secure approval of the MOU, including Attachment B, by School District's Board of Trustees; and

3) Return by August 31, 2025 the approved and signed MOU, including Attachment B to:

Julie Pruitt, Deputy Director
Harris County Juvenile Probation Department –Education Services Division
1200 Congress Street, Suite 6500
Houston, Texas 77002
Or
Email the signed MOU and Attachment B to Julie.Pruitt@hcjpd.hctx.net

All pro-rata spaces left unfunded by August 31, 2025 will be made available to other School Districts who desire more spaces at the $120 pay rate. These spaces will be allocated to School Districts in direct proportion to the number of additional spaces requested in excess of those spaces allocated in Attachment A, of this MOU. School districts will express their intent to purchase additional spaces by completing the fourth column on the chart below.

After August 31, 2025, with the prior approval of the JJAEP, School District may enroll additional Category B and Category C students in the JJAEP in excess of the number of reserved student spaces at a rate of $135 per day for each student placed in excess of reserved student spaces.

Category of Students	Placement of Students in Category B (Yes/No)	Number of Pro Rata Student Spaces Reserved at $120 per day (Up to the total pro-rata share on Attachment A)	Number of Additional Student Spaces Needed (these spaces may be reserved at $120 per day after August 31, 2025, depending on availability)
Category B Students (Discretionary)			
TOTAL FOR CATEGORY B			

Payment and Refunds for Category A Students

For Category A students, funding is provided exclusively from state appropriations as governed by policy established by the Texas Juvenile Justice Department (TJJD).

Payment and Refunds for Category B, Category C and Category D Students

For Category B, Category C and Category D students, funding is provided by School District. If "Yes" is selected, the district must indicate the specific number of student spaces the district chooses to reserve for the 2025-2026 school year. For spaces reserved, the district agrees to pay HCJB a rate of $120 for each space reserved up to and including the total number of pro rata spaces allocated in Attachment A, multiplied by 180 days. Payments will be made to HCJB in two equal installments, due on or before September 30, 2025 and December 31, 2026.

The School District will pay the actual direct cost in excess of $120 per day, if any, of providing JJAEP services to Category B students placed under Section 37.0081 (Title 5, Penal Code Felony Offenders). This fee will be assessed by the Harris County Auditor's Office, based on HCLB's annual JJAEP financial audit for the 2025-2026 school year, and will be invoiced to the district.

Payment under this Agreement will be considered overdue if the district mails or electronically transmits payment after September 30, 2025 for the first installment and after December, 31, 2025 for the second installment, pursuant to Texas Government Code §2251.021. In accordance with Texas Government Code §2251.025, late payments by the district will begin to accrue interest (on an annual percentage rate "APR" basis) on the date the payment becomes overdue. The rate of interest that accrues on an overdue payment for the 2025-2026 school year will be the rate defined in §2251.025, which is one percent plus the prime rate as published in the Wall Street Journal on July 1, 2025. Interest on an overdue payment stops accruing on the date the district mails or electronically transmits the payment.

Late charges will be assessed by the Harris County Auditor's Office and will be invoiced to the district.

The JJAEP will refund to School District all funds paid to reserve student spaces that were not fully used by the district at a rate of $105 for each school day that the space was not used. A refund will be made to the district on or before September 30, 2026. Refunds under this Agreement will be considered overdue if the JJAEP mails or electronically transmits the refund after September 30, 2026, pursuant to Texas Government Code §2251.021. In accordance with Texas Government Code §2251.025, late refund payments by the JJAEP will begin to accrue interest (on an annual percentage rate "APR" basis) on the date the refund payment becomes overdue. The rate of interest that accrues on an overdue refund payment for the 2025-2026 school year will be the rate defined in §2251.025, which is one percent plus the prime rate as published in the Wall Street Journal on July 1, 2026. Interest on an overdue refund payment stops accruing on the date the JJAEP mails or electronically transmits the refund payment.

Any funds received by HCJB pursuant to a Contract for Education of Non-Resident Students entered into by and between HCJB, Deer Park Independent School District and any other Texas School District or between HCJB, La Porte Independent School District and any other Texas School District will be used to support the operation of the JJAEP and to reduce the cost of placement of Category B , Category C and Category D students in the JJAEP. Any such funds received under a 2025-2026 school year contract will be allocated by HCJB or its designee in the following order: (1) funds will first be allocated to reduce the annual per student operating cost of the JJAEP to $120/day; and (2) any remaining funds will be allocated to reduce the cost of placement of all categories of students in the JJAEP for the 2025-2026 school year based on the pro rata share of total JJAEP attendance days. Any funds allocated back to a School District under this section will be pursuant to review and authorization from the Harris County Auditor's Office.

Any remaining funds held by the JJAEP will be used at HCJB's discretion for JJAEP programmatic and administrative purposes.

With the prior approval of the JJAEP, School District may enroll additional Category B and Category C students in the JJAEP in excess of the number of those student spaces reserved at a rate of $135 per day for each student placed in excess of spaces reserved.

In the event the JJAEP program or School District's participation in the program is terminated prior to July 31, 2026, the JJAEP will refund to School District funds paid for the unused portion of the district's reserved student spaces.

All payments should be made to the Harris County Treasurer, 1001 Preston – Room 652, Houston, Texas 77002.

Draft

Harris County Juvenile Probation Department -Education Services Division
Excel Academy JJAEP School Student Calendar
2025-2026 Academic School Year
Attachment C

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

10 # Work Days

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17 # Days Fall: 83

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

19

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16

April 2026

S	M	T	W	T	F	S
			1	2	3 ☆	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

5

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days Spring: 97

180

-Student/Staff Holidays

-Teacher/Staff Preparation/Service Days

Students do not attend school on holidays, and teacher service, preparation, and development days.

-Early release for students (1:00 PM)

☆ **-Make-up days if needed**

Staff Holidays

Labor Day
Thanksgiving
Winter Break
Martin Luther King Day
Presidents Day
Spring Break
Good Friday
Memorial Day

Six Weeks Grading Periods

	Beginning	Ending
1st:		
2nd:		
3rd:		
4th:		
5th:		
6th:		

Significant Dates

189 Staff Report for Duty
First day of school for students
Last day of school for students
Last day of school for 189 staff

*Last day will be after June 5th if inclement weather days are used.

STAAR Testing Dates

High School Sunjects
RLA & Eng. Subjects
Science & Social Studies Subjects
Math Subjects

Progress Reports & Report Cards to Parents

1st:	1st:
2nd:	2nd:
3rd:	3rd:
4th:	4th:
5th:	5th:
6th:	6th:

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

To: **Darin Crawford**
Assistant Superintendent for Support Services

From: **James Briscoe**
Director of Procurement Services

Date: **July 9, 2025**

Re: **College Readiness & Career Interest Tests**
Annual Contract # 25-07-1025 (CTPA)

Item Description	Cooperative Purchases
SAT School Day	$415,207.00
PSAT/NMSQT	$159,716.70
Adjustments	($25,554.67)
Total	$549,369.03

Recommendation: **The College Board**

Estimated Expenditure: **$549,369.03**

na

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Memo

To: James Briscoe

From: Tracy McDaniel

CC: Darin Crawford, Ashley Clayburn

Date: June 30, 2025

Subject: College Readiness and Career Interest Tests

This purchase recommendation with The College Board is to secure college readiness and career interest test materials for the 2025 – 2026 school year.

There will be an estimated total of 10,127 SAT School Day tests to be purchased for Spring in the amount of $415,207.00 and 10,439 PSAT/NMSQT test to be purchased for Fall in the amount of $159,716.70. A discount of $25,554.67 is given to the district due to the 15.5% poverty rate (rounded up to 16%) bringing down the total cost to $549,369.03 per the SAT Suite Ordering and Registration site.

Pricing Comparison:

- SAT Regular Rate $60 per test
- SAT CFISD Texas Discounted Rate $41 per test
- PSAT Regular Rate $18 per test
- PSAT CFISD Poverty Discounted Rate $12.93 per test

If you have any questions, feel free to contact me at (281) 517-6594.

Thank you,
Tracy McDaniel

SAT Suite Ordering and Registration | CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

How Many Tests Are You Ordering?

Enter the largest number of tests you might need, then view estimated costs. Find more information about estimated costs and adjusted pricing here. (https://satsuite.collegeboard.org/digital/educators/in-school-testing/pricing)

PLEASE NOTE: To save your progress, you must finish all steps related to ordering, including choosing test dates and confirming billing details.

TESTS	SCHOOL ORDER	DISTRICT/STATE ORDER	DISTRICT ESTIMATED COST
SAT School Day			
FALL	0	0	–
SPRING	0	10127	$415,207.00
PSAT/NMSQT (Fall only)			
FALL - 11th grade	0	0	–
FALL - All other grades		10439	$159,716.70
PSAT 10 (Spring only)			
SPRING	0	0	–
PSAT 8/9			
FALL	0	0	–
SPRING	0	0	–

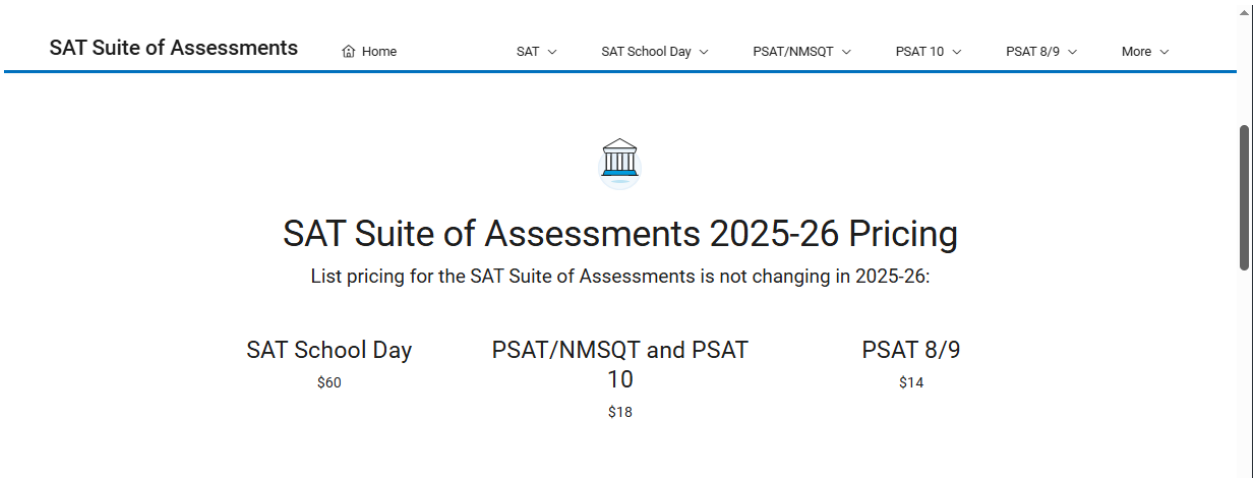
Totals

ESTIMATED SUBTOTAL	$574,923.70
ADJUSTMENTS	-$25,554.67
ESTIMATED TOTAL	**$549,369.03**

Cancel and Exit | Complete Order

College Board Pricing on Website for 2025-2026 School Year:

- https://satsuite.collegeboard.org/k12-educators/district-school-pricing



CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

To: **Charles Franklin**
Assistant Superintendent of Technology and Information Services

From: **Kim Bowlin**
Assistant Director of Technology Support Services

Date: **July 8, 2025**

Re: **CFISD Pure Flash Array / E Quote**
Contract ID: 25-07-1030

Item	Description	Qty	Accudata Systems, Inc. DIR-CPO-5400	Netsync Network Solutions, Inc. DIR-CPO-5400 [a]	Sequel Data Systems, Inc. DIR-CPO-5400 [a]
	Total Purchase Price		$ 1,101,435.24	$ 1,136,159.04	$ 1,502,375.51
Item 1	**Pure Storage Flash Array (with 5 years support) Unit #1**	1	$ 515,681.75	$ 531,937.85	$ 716,152.04
Item 2	**Pure Storage Flash Array (with 5 years support) Unit #2**	1	$ 515,681.75	$ 531,937.85	$ 716,152.04
Item 3	**Professional Services**	109	$ 70,071.74	$ 72,283.35	$ 70,071.43

* **Accudata Systems, Inc. is a contracted vendor on the DIR (Department of Information Resources) Purchasing Cooperative Contract No. DIR-CPO-5400. The District invited vendors on cooperative contracts for Pure Storage to submit proposals. Three (3) vendors submitted pricing for this bid.**

[a] **Footnote: These vendors provided pricing on items' values lower than the hundredth digit. Pricing was confirmed with vendor's and is calculating as matching the vendor's quote.**

Recommendation: **Accudata Systems, Inc.**

Estimated Expenditure: **$1,101,435.24**

Contract Term: **August 12, 2025 to August 11, 2030**

kb

Vendor		Accudata Systems, Inc.		Netsync Network Solutions, Inc.		Sequel Data Systems, Inc.	
Cooperative Contract Number		DIR-CPO-5400		DIR-CPO-5400		DIR-CPO-5400	
Description	Quantity	Unit Price	Total	Unit Price	Total [a]	Unit Price	Total [a]
FA//E-1500 Unit #1							
Pure Storage FlashArray // E Chasis Gen 2 with 1500TB of raw storage capacity. Includes hardware and software license.	1	$177,704.08	$177,704.08	$183,315.78	$183,315.78	$330,612.24	$330,612.24
FA-E-1500TB 1 Month Evergreen Forever Subscription, 4 Hour Delivery, 24/7 Support	60	$5,432.91	$325,974.60	$5,604.00	$336,240.00	$6,157.30	$369,437.76
FA //X //C //E Install	1	$9,107.14	$9,107.14	$9,394.73	$9,394.73	$10,714.29	$10,714.29
FA-XR2-25G-Eth-SFP-SR, 4-Pack	3	$965.31	$2,895.93	$995.78	$2,987.34	$1,795.92	$5,387.76
FA//E-1500 Unit #2							
Pure Storage FlashArray // E Chasis Gen 2 with 1500TB of raw storage capacity. Includes hardware and software license.	1	$177,704.08	$177,704.08	$183,315.78	$183,315.78	$330,612.24	$330,612.24
FA-E-1500TB 1 Month Evergreen Forever Subscription, 4 Hour Delivery, 24/7 Support	60	$5,432.91	$325,974.60	$5,604.00	$336,240.00	$6,157.30	$369,437.76
FA //X //C //E Install	1	$9,107.14	$9,107.14	$9,394.73	$9,394.73	$10,714.29	$10,714.29
FA-XR2-25G-Eth-SFP-SR, 4-Pack	3	$965.31	$2,895.93	$995.78	$2,987.34	$1,795.92	$5,387.76
Professional Service							
Custom scope filxed price file migration service, built around CFISD's requirements, requiring a fully documented and approved Statement of Work	109	$642.86	$70,071.74	$663.15	$72,283.35	$642.86	$70,071.43
Training Subscriptions (Optional Items bid)							
Pure Skill Advantage Subscription PK-EN00SBAV-UNALL01	12	No Bid	No Bid	No Bid	No Bid	$650.51	$7,806.12
Pure Skill Explore Subscription PK-EN00SBEX-UNODM01	12	No Bid	No Bid	No Bid	No Bid	$216.84	$2,602.04
Grand Total of Two Flash Arrays with File Migration			$1,101,435.24		$1,136,159.04		$1,502,375.51

[a]	Footnote: These vendors provided pricing on items' values lower than the hundredth digit. Pricing was confirmed with vendor's and is calculating as matching the vendor's quote.

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT

Memo:

To: Charles Franklin, Assistant Superintendent of Technology and Information Services

From: Kim Bowlin, Assistant Director of Technology Support Services

Subject: Awarding of CFISD Pure Flash Array / E Quote

Date: July 8, 2025

Technology Services recommends Accudata Systems, Inc. as the preferred provider for the Pure Storage Flash Array system, which includes 20 x 75Terabytes (TB) capacity modules, 5 years of premium support, and complete manufacturer-provided installation and data migration services.

This investment is critical to meeting the district's growing data storage, performance, and continuity demands. The proposed Flash Array solution offers the following compelling advantages.

1. **High-Capacity, Efficient Storage:** This solution offers 1.5 petabytes of adequate capacity in a space and power-efficient footprint. This aligns with the district's current and anticipated data requirements, ensuring we avoid the need for future storage expansions or upgrades in the near term.

2. **Reliable Long-Term Support:** The 5-year support package ensures uninterrupted access to enterprise-level assistance, software updates, and hardware replacement services, maximizing system uptime and long-term value.

3. **Operational and Financial Efficiency:** The Flash Array E platform provides a cost-effective balance between performance and capacity, especially optimized for unstructured and archive data. Its deduplication and compression capabilities further reduce storage needs, lowering total cost of ownership over the support lifecycle.

After evaluating the proposals, we respectfully request the Board's approval to proceed with purchasing and implementing the Pure Storage Flash Array E Solution from Accudata Systems, Inc.

Please do not hesitate to contact me if you require additional information or have any questions regarding this recommendation.

2025-2026

Student Code of Conduct

CFISD

89th Legislature

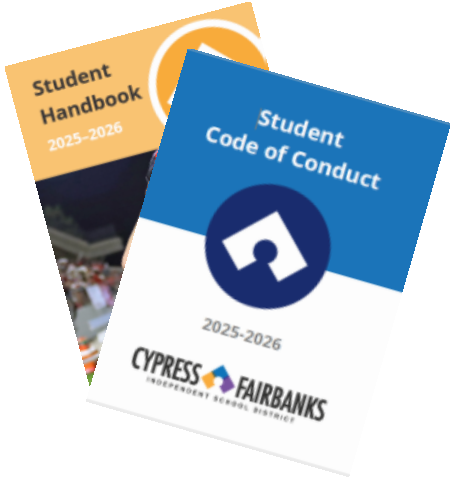
Texas Education Code Chapter 37.001

- Requires each district to adopt a student code of conduct

Stakeholders included in the process:

- Students
- Parents
- Staff
- Community Members
- DEIC

Legislative Laws



89th Legislature

2025-2026 Code of Conduct

Parent Acknowledgement

- Completed Online

Availability

- Posted online in English & Spanish
- Hard copies available on campuses

Campus Presentations

- Conducted twice annually for all students
- Included as a part of the orientation for new students

House Bill 6 – Update 1

✓ In-school Suspension (DMC)

- No time limit.
- Review required after 10 consecutive days of ISS.

89th Legislature

House Bill 6 – Update 2

✓ Out-of-school Suspension (OSS)

- Amended criteria for the suspension of students below grade 3 or students identified as homeless to include conduct involving:
  - *Threats to the immediate health and safety of other students in the classroom.*
  - *Repeated or significant disruption to the classroom.*
  - Weapons.
  - Drug and alcohol offenses.

89th Legislature

House Bill 6 – Update 3

✓ Formal Teacher Removal

- Updated procedures for formal teacher removal and expanded reasons for removal to include:
  - Repeated interference with the teacher's ability to teach, or classmates' ability to learn,
  - Unruly, disruptive, or abusive behavior,
  - Bullying.
- Single incident.

89th Legislature

House Bill 6 – Update 4

✓ Disciplining of Special Education Students

- Disciplinary measures can be initiated prior to conducting an ARD if the conduct involves:

  - bullying,

  - harassment, or

  - hitlist.

89th Legislature

House Bill 6 – Update 5

✓ e-cigarette offenses

- First-time possession and/or use of (nicotine) e-cigarette amended from a mandatory to a discretionary placement
- Selling, giving, or delivering an e-cigarette remains a Mandatory ALC placement.

89th Legislature

House Bill 6 – Update 6

✓ DAEP Mandatory Placements (ALC)

- Retaliation against any school employee or volunteer
- *Harassment against any school employee or volunteer*
- *Deadly conduct,*
- *Disorderly conduct involving a firearm,*
- *Unlawfully carrying weapons.*

89th Legislature

House Bill 6 – Update 7

✓ Expellable Offenses (JJAEP)

- Expanded expellable offenses to include ON or OFF school property.
- Added to offense list:
  - *Kidnapping*
  - *Burglary*
  - *Robbery*
- *Assault bodily injury against a school employee or volunteer*

89th Legislature

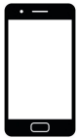
House Bill 1481 – Update 8

✓ Prohibition of Student Use of Personal Communication Devices.

- Required adoption and implementation of a written policy that prohibits students from using personal communication devices during the school day.
- Exceptions: Devices for IEPs or Section 504 plans based on documented need by a physician, or school safety protocol
- Required consequences for violations.

89th Legislature

Prohibited Devices during the School Day

- Cell phones 
- Smart Watches
- Earbuds/Headphones
- Personal tablets/Laptops
- Gaming Devices

89th Legislature

Disciplinary Guidelines

- First Offense: Confiscate, warn, and the student can pick up at the end of the school day.

- Second Offense: Confiscate, and the parent or guardian must pick up.

- Third and Additional Offenses: Confiscate, parent or guardian must pick up, and discipline as outlined in the CFISD Student Code of Conduct.

District Messaging

AWAY FOR THE DAY

Starting this year, every public school district in Texas will enforce a new state law (HB 1481) that bans personal communication devices during the school day for students in all grade levels.

CELL PHONES
Smartphones • Flip Phones

SMART WATCHES + GLASSES + RINGS
Apple Watch • FitBit with texting/calling
Smart Rings • Smart Glasses

BLUETOOTH AUDIO DEVICES
Both in and over the ear

TABLETS + IPADS
iPads • Android Tablets • e-readers
Personal/Non-CFISD Chromebooks

TWO-WAY RADIOS
Pagers • Walkie-Talkies

GAMING DEVICES W/ MESSAGING + INTERNET
Nintendo Switch • Playstation Portable • Devices w/ Messaging Apps like Discord, WhatsApp, Messenger, Facetime

FUERA DE LA VISTA DURANTE EL DÍA ESCOLAR

A partir de este año, todos los distritos escolares públicos de Texas aplicarán una nueva ley estatal (HB 1481) que prohíbe los dispositivos personales de comunicación durante el día escolar a los estudiantes de todos los grados.

TELÉFONOS CELULARES
Teléfonos inteligentes . Teléfonos plegables

RELOJES + LENTES + ANILLOS INTELIGENTES
Reloj Apple . *FitBit* con texteo o llamadas
anillos inteligentes • gafas inteligentes

DISPOSITIVOS DE AUDIO CON BLUETOOTH
Sobre y dentro de las orejas

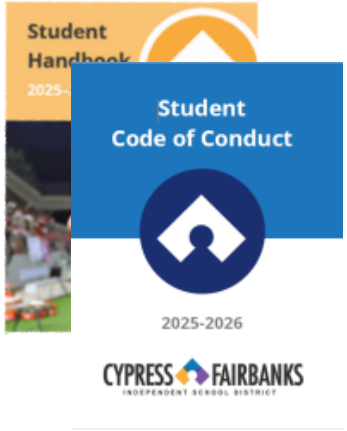
TABLETS + IPADS
iPads . Tabletas *Android* • Lectores electrónicos
Chromebooks personales que no sean del CFISD

RADIOS BIDIRECCIONALES
Bípers . *Walkie-Talkies*

DISPOSITIVOS PARA JUEGOS CON MENSAJERÍA + INTERNET
Nintendo Switch • *PlayStation Portable* . Dispositivos con mensajería
Aplicaciones como *Discord, WhatsApp, Messenger, Facetime*

2025-2026 Code of Conduct

COMMENTS/QUESTIONS



~~Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.~~

~~Accelerated Instruction~~

~~The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.~~

~~Accelerated Learning Committee~~

~~When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.~~

~~A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.~~

Local At-Risk Criteria

In accordance with law, the following local at-risk criteria have been established to extend by ~~ten~~10 percent the list of students eligible to be considered for the state compensatory education services.

In addition to the state at-risk criteria, content specialists may provide supplemental support services to an elementary or secondary student who meets one or more of the following:

1. Failed a content (English/language arts, math, science, or social studies) readiness test;
2. STAAR-content exam score equals below 110 percent of the passing standard; or
3. Reading below grade level.

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

Accelerated Education Plan

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Meeting Place and Time

The notice for a Board meeting shall reflect the date, time, and location of the meeting. Board meetings shall generally be held outside of typical work hours.

Regular Meetings

Regular meetings of the Board shall normally be held on the second Monday of each month. 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.

Board Work Session

The Board shall meet each Thursday immediately preceding the regular meeting in a work session to review those agenda items requiring Board action. When determined necessary and for the convenience of Board members, the Board president may change the date, time, or location of a work session 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 one of the members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

Agenda

Preparation

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

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

Notice to Members

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

Closed Meeting

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

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

Order of Business

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

Rules of Order

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

Voting

Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [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; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

Discussions and Limitation

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

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President

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

Board Member Comment

Any Board member may make a comment regarding school district activities or events, or matters of interest or concern for the school District, during the comment section of the agenda. No prior notice of the topic need be posted. Comment items, however, may not be the subject of Board discussion or deliberation. If any member wishes to discuss or deliberate on a comment item, he or she shall request that it be made the subject of a posted action item or discussion item at a future Board meeting.

Limit on Participation

Audience participation at a Board meeting is limited to the portions of the meeting for citizen comments on the open session agenda items (hereinafter "agenda comment") or citizen comments on any item of interest or concern to the District (hereinafter "citizen participation"), which are designated for those purposes. 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.

Agenda Comment

At every open meeting of the Board (including special-called meetings and committee of the whole workshops), the Board shall allot time to hear persons who desire to make an agenda comment to the Board at the beginning of the meeting and prior to consideration of or action on the item. Persons who wish to participate in this portion of the meeting must register in advance of the meeting as posted in the meeting agenda on the District's website. The Board may limit the amount of time for agenda comment in accordance with the established procedures posted on the District's website.

Citizen Participation

At each regular meeting of the Board, the Board shall allot time at the beginning of the meeting to hear persons who desire to speak during citizen participation. Persons who wish to participate in this portion of the meeting must register in advance of the meeting as posted in the meeting agenda on the District's website. The Board may limit the amount of time and number of speakers for citizen participation in accordance with established procedures posted on the District's website. Any persons not chosen to speak during citizen participation may submit written comments to the Board.

Board's Response

Board members may ask questions of presenters to clarify the issues presented but are not required to do so. Board members may address agenda comments during consideration of the agenda item but are not required to do so. Specific factual information or recitation of existing policy may be furnished in response to citizen participation, but the Board shall not otherwise deliberate or decide regarding any matter raised in citizen participation that is not otherwise properly posted on the agenda for the meeting.

Public Hearings

The Board may hold a public hearing in which any interested persons shall be allowed to present information on the topic of the hearing in accordance with established procedures posted on the District's website.

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 or parliamentarian, any person who continues to disrupt the meeting by his or her words or actions may be removed from the meeting.

Definitions

The term “immediate family” is defined as:

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.

To confirm a family relationship, the District may require the employee using leave to provide reasonable documentation, such as a child’s birth certificate, a marriage license, a court order, or a sworn statement from the employee.

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, use, or recording of leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full time or part time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a life-threatening 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 and, if applicable, vacation days, earned by that employee and to lose compensation from the District. Complications resulting from pregnancy shall be treated the same as any other condition.

Line of Duty Eligible Action

An eligible action taken in the line of duty for the purposes of law enforcement line of duty leave is defined as a reasonable, lawful, and authorized law enforcement action required by or authorized because the employee is a commissioned police officer on duty for the District. An eligible action does not include illness or injury resulting from routine or administrative duties not specific to law enforcement that occur during the course of employment.

Availability

In accordance with administrative regulation DEC(REGULATION), the District shall make state personal leave and local leave for the current year available for use at the beginning of the fiscal year.

Earning Local Leave

An employee using full or proportionate paid leave shall be considered to be in paid status.

Deductions

Leave Without Pay

The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.

Leave Proration

Employed for Less Than Full Year

If an employee separates from employment with the District before his or her last duty day of the year, or begins employment after the first duty day, state personal leave and local 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:

1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and
2. Local leave the employee used but had not earned as of the date of separation.

Recording

The following is provided to allow for absences of less than a full day for professional employees:

1. If a professional employee is absent more than three instructional periods or three hours of the day, he or she shall be charged with a full leave day of absence.
2. If a professional employee is absent two or three instructional periods, he or she shall be charged with one-half leave day of absence from duty.
3. Conference or planning periods shall be counted as periods of employment.
4. For the purpose of this provision, elementary schools and support facilities may use hours in the workday in lieu of instructional periods.

The following is provided to allow for absences of less than a full day for hourly and paraprofessional employees:

1. If a paraprofessional employee is absent in excess of 50 percent of his or her workday, the absence shall be charged as one full leave day.
2. If a paraprofessional employee is absent up to 50 percent of his or her workday, the absence shall be charged as one-half leave day.

3. If an hourly employee is absent a portion of his or her workday, the employee shall be charged for the absence on an hourly basis.

If an employee is taking intermittent Family and Medical Leave Act (FMLA) leave, leave shall be recorded in one-hour increments.

Order of Use

Earned compensatory time shall be used before any available paid state and local leave or vacation. [See DEAB]

Unless an employee requests a different order for leave or vacation, available paid leave and vacation shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995-96 school year.
3. Vacation, if applicable.
4. State personal leave.

Concurrent Use of Leave

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require employees to use accrued compensatory time concurrently with unpaid FMLA leave. The District shall then require employees to use accrued paid leave concurrently with unpaid FMLA leave, unless the employee is a classroom teacher who elects in writing to solely use unpaid FMLA leave for an absence due to pregnancy or the birth or adoption of a child. Temporary disability leave shall apply after FMLA leave is exhausted.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. 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.

Medical Certification

An employee shall submit medical certification of the reason for absence if:

1. The employee is absent more than three 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;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or

4. The employee requests FMLA leave for military caregiver purposes.

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

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

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)]

Discretionary Use

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

Limitations

Request for Leave

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes. Discretionary use of state personal leave shall be granted on a first-come, first-served basis on each campus or within each department.

Duration of Leave

Discretionary use of state personal leave shall not exceed three consecutive workdays except when used under the student teaching leave provisions for paraprofessional and ancillary employees.

Local Leave

All employees shall earn five paid local leave days per school year, in accordance with administrative regulation DEC(REGULATION), for the first 187 workdays of employment.

Employees in positions requiring more than 187 workdays per year shall earn additional local leave days, in accordance with administrative regulation DEC(REGULATION).

Local leave shall accumulate without limit.

Local leave may be used under the student teaching leave provisions for paraprofessional and ancillary employees.

Unless expressly stated otherwise in this policy, local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year. [See DEC(LEGAL)]

Sick Leave Bank

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

If the employee is unable to request leave from the sick leave bank, a member of the employee's family or the employee's supervisor may submit the request.

The Superintendent or designee 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.

Emergency Closure Leave

All eligible employees shall receive 10 leave days of emergency closure leave per fiscal year, in accordance with administrative regulation DEC(REGULATION). Emergency closure leave shall not carry over beyond the fiscal year in which it is allocated. Emergency closure leave may only be used if the Superintendent, in accordance with EB(LOCAL), has closed the District, individual campus(es), or facility as a result of a local, regional, or national disaster, epidemic, or other emergency condition resulting in the unplanned closure of the District, individual campus(es), or facility.

Compensation During Closure

Employees who are required to work during an emergency closure of the District or their respective campus(es) or facility shall be compensated in accordance with DEA(LOCAL) and DEA(REGULATION).

Parental Bonding

Local leave and/or state non-discretionary personal leave to a maximum of 10 leave days may be used by an employee for bonding with a child 12 months of age or younger. Paid leave for bonding shall not be granted in conjunction with the provisions of paid leave for adoption or foster care placement for more than a total of 30 days of paid leave. Use of paid leave for parental bonding under this paragraph shall run concurrently with leave under the FMLA, if applicable.

Adoption / Foster Care

Local leave and/or state non-discretionary personal leave to a maximum of 30 leave days may be used for primary care of an adopted child or for the placement of a child with the employee for foster care if the child is 60 months of age or younger. If both parents of the child are employed by the District, the District shall permit combined paid leave for this purpose to a total of 30 days. Use of paid leave for adoption/foster care under this paragraph shall run concurrently with leave under the FMLA, if applicable.

Mental Health Leave

An employee is eligible for up to three days of mental health leave through administrative leave with pay, granted in response to a traumatic event that occurred in the scope of the employee's employment with the District, as defined in DEC(REGULATION). Mental health leave is provided without a deduction in salary or other leave. Requests for mental health leave must be submitted in writing to the employee's immediate supervisor within seven calendar days of the traumatic event. Mental health leave requests shall be treated with confidentiality.

Assault Leave

An eligible employee who is physically assaulted during the performance of regular duties is entitled to the number of days of leave necessary to recuperate from all physical injuries sustained as a result of the assault, for up to two (2) years from the date of injury. A District employee is physically assaulted if the person engaging in the conduct causing injury to the employee:

1. Could be prosecuted for assault; or
2. Could not be prosecuted for assault only because the person's age or mental capacity makes the person not responsible for purposes of criminal liability.

Assault Leave runs concurrent with any other eligible leave.

An employee is considered recuperated from physical injuries sustained once the employee can return to duty with or without accommodations, unless doing so would worsen an injury or additional leave would facilitate the healing process.

Communicable Disease Leave for Peace Officers

A commissioned peace officer employed by the District as a police officer pursuant to CKEA(LOCAL) is eligible for quarantine or isolation leave if the officer in the scope of employment is:

1. Exposed to or contracts a communicable disease defined as a notifiable condition by the Texas Department of State Health Services in Title 25 of the Texas Administrative Code Section 97.3; and

2. Is ordered by the chief of police or the Harris County Public Health Department to quarantine or isolate as a result of the notifiable condition. The communicable disease leave for District police officers under this provision is provided without a deduction in salary or other leave.

If a District police officer is ordered to quarantine by the Harris County Public Health Department under this provision, the officer is eligible for reimbursement for reasonable costs of lodging and meals for the ordered quarantine in accordance with DEC(REGULATION) and District policy.

Law Enforcement Line of Duty Leave

A commissioned peace officer employed by the District as a police officer pursuant to CKEA(LOCAL) is eligible for law enforcement line of duty leave for physical illness or injury resulting from an eligible action taken while on duty. For up to one year, days of law enforcement line of duty leave may not be deducted from the officer's personal leave. In the event an officer also qualifies for assault leave under this policy, the officer will also be placed on assault leave, which shall run concurrently with law enforcement line of duty leave.

Following exhaustion of law enforcement line of duty leave, the District shall not extend the leave of absence for a police officer's line of duty illness or injury. However, the officer may utilize and any other eligible leave for which the officer qualifies under this policy (i.e., assault leave) or use accumulated personal leave and in accordance with DEC(REGULATION). Injuries or illness resulting from routine or administrative duties not specific to a law enforcement action that occur during employment may be covered by other leave or benefit entitlements for which the officer qualifies and is eligible.

Other Absences

Any other release time granted or approved days of absence shall result in a deduction of the daily rate of pay for each day of absence, unless otherwise provided. [See DMD]

Family and Medical Leave

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured backward from the date an employee uses FMLA leave.

Combined Leave for Spouses

If 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. [See DECA(LEGAL)]

Intermittent or Reduced Schedule Leave

The District shall not permit the use of intermittent or reduced schedule FMLA leave for the care of a newborn child or the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]

Certification of Leave

If an employee requests or is placed on leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)]

When the need for leave is foreseeable, the employee must return the completed medical certification to the human resources department within 15 calendar days of receiving the form. The health-care provider must describe the appropriate medical facts regarding the person's health condition. Failure to return the forms on a timely basis, or submission of incomplete forms, may result in a delay or denial of leave and could result in the employee's absence being designated as unexcused and unprotected.

The employee shall provide subsequent medical certification every 30 days except as provided by FMLA regulations.

Fitness-for-Duty Certification

If 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.

The medical certification shall contain a statement about the employee's ability to perform essential job functions. Failure to provide the certification may result in a delay or denial of restoration of employment. The costs associated with obtaining the certification shall be the employee's responsibility. The fitness-for-duty requirement shall not apply to employees returning from intermittent or reduced schedule leave.

An employee shall give notice of the intent to return to duty before expiration of the FMLA leave. The employee ordinarily shall give notice two business days before his or her projected date of return in order to minimize potential workplace disruption and to allow for

the smooth transition of assignments from other employees to the returning employee.

End-of-Semester Leave

If 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. [See DECA(LEGAL), Leave at the End of a Semester]

Failure to Return

If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), Recovery of Benefit Cost]

Temporary Disability Leave

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

A contract employee on temporary disability leave shall notify the Superintendent or designee of the desire to return to active duty at least 30 days prior to the expected date of return. The notice must include a fitness-for-duty certification.

A contract employee returning from temporary disability leave during the last month of service of a contract period must return a minimum of 10 workdays prior to the end of the contract period.

Contract Employees—Certified Educators

Any full-time contract employee whose position requires educator certification by the State Board of Educator Certification (an "educator") shall be eligible for temporary disability leave as stated herein. The maximum length of temporary disability leave shall be 180 calendar days or until all paid leave and vacation days, if any, have been exhausted, whichever is greater.

The Superintendent or designee shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent or designee upon review of the medical documentation and/or in consultation with the physician who has performed a medical exam, the employee's condition interferes with the performance of regular duties. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An educator returning to active duty after a leave of absence for temporary disability is entitled to an assignment at the school where the educator formerly taught, subject to the availability of an appropriate teaching position. In any event, the educator shall be placed on active duty no later than the beginning of the next school year. A principal at another location may voluntarily approve the ap-

pointment of an educator who wishes to return from leave of absence. However, if no other principal approves the assignment of the educator by the beginning of the next school year, the District must place the educator at the school where the educator formerly taught or was assigned.

Contract Employees—Noncertified Positions

Other full-time contract employees (a “full-time employee”) shall be eligible for temporary disability leave as stated herein. The maximum length of temporary disability leave shall be 180 calendar days or until all paid leave and vacation days, if any, have been exhausted, whichever is greater.

The Superintendent or designee shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent or designee upon review of the medical documentation and/or in consultation with the physician who has performed a medical exam, the employee’s condition interferes with the performance of regular duties. [See DBB(LOCAL)]

The District shall make an effort to place a full-time employee returning to active duty after a leave of absence for temporary disability in an assignment at the school or work location where the full-time employee formerly worked, subject to the availability of the same or a similar position. In any event, the full-time employee shall be placed on active duty no later than the beginning of the next school year; however, the assignment may not be in the same or a similar position.

Noncontract Employees

The District may grant a noncontract employee a leave of absence for temporary disability for a maximum of 60 workdays per 12-month period or until all paid leave is exhausted, whichever is greater. A 12-month period is measured backward from the date the employee was granted temporary disability.

The Superintendent or designee shall have authority to place an employee on temporary disability leave, as appropriate, when in the judgment of the Superintendent or designee upon review of the medical documentation and/or in consultation with the physician who has performed a medical exam, the employee’s condition interferes with the performance of regular duties. [See DBB(LOCAL)]

A noncontract employee returning to active duty after a leave of absence for temporary disability shall be assigned to his or her former position, subject to the availability of the position. In the event the former position is no longer available, the employee shall be assigned to the first available comparable or similar position. If a comparable or similar position does not become available within six weeks from the employee’s request to return to active duty, the

District shall have no further obligation to return the employee to duty; and the employee's employment shall be terminated.

A noncontract employee unable or unwilling to return to work at the conclusion of temporary disability leave and exhaustion of all available leave shall be terminated.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

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.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use accumulated paid leave instead of receiving weekly income benefits.

An employee choosing to use paid leave shall not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-injury or pre-illness wage. If the employee does not elect to use paid leave, the employee shall receive workers' compensation wage benefits only, which may not equal his or her pre-injury or pre-illness wage.

Jury Duty

An employee shall be granted leave with pay and without loss of paid leave for jury duty. The employee shall be required to present documentation of the service and shall be allowed to retain any compensation for this service.

Other Court Appearances

An employee shall be granted leave with pay and without loss of paid leave for absences due to compliance with a valid subpoena in the following circumstances:

1. The employee, who is not a party to the litigation, is ordered to appear in a legal proceeding pursuant to a lawfully issued subpoena, in accordance with law. [See DEC(LEGAL)]

2. The employee is a defendant in a lawsuit based on actions taken in the course and scope of his or her employment, and the employee is requested by the District's legal counsel to participate in activities and proceedings related to the defense of the lawsuit.

3. The employee is not a party to a lawsuit involving the District but is otherwise requested by the District's legal counsel to provide information, assistance, or testimony in connection with litigation involving the District.

An employee who is a party to non-District litigation or legal proceedings and is absent due to activities and/or proceedings related to the litigation or legal proceedings must use available state personal leave for the absence.

Professional Study Leave

At the recommendation of a professional employee's principal or supervisor and the Superintendent, a leave of absence without pay may be granted by the Superintendent or designee for up to one contract year for the purposes of pursuing education study or research that are deemed beneficial to the District. The employee must have been employed by the District for at least three years and hold a term or continuing contract with the District to be eligible to apply.

Return to employment in the position or at the site employed prior to the leave is not guaranteed by the District or the employee. Upon presentation to the District of acceptable documentation of fulfillment of the leave, an employee returning to the District from a professional study leave to the same type of position held immediately prior to the leave shall retain previously accumulated unused local leave, contract status earned in the position held immediately prior to the leave, and career ladder status, if any, in the position held immediately prior to the leave.

Paraprofessional / Ancillary Employee Leave for Student Teaching

At the recommendation of a paraprofessional/ancillary employee's principal or supervisor, the Superintendent or designee may grant a leave of absence with or without pay for one semester as identified on the current District school calendar for the purpose of student teaching. Student teaching is defined as on-campus classroom teaching at a District school under the direction of a university supervisor and cooperating teacher.

The paraprofessional/ancillary employee must have been employed by the District for at least three years and be currently enrolled in a program of study leading to a bachelor's degree, teacher certification, and qualification for highly qualified status under federal law.

The District shall not guarantee a return to employment in the same position or at the site employed prior to the leave. A paraprofessional/ancillary employee returning to the District from this leave shall be assigned to a comparable paraprofessional/ancillary position unless selected for a teaching position.

Reimbursement of Leave Upon Retirement

An employee eligible to earn paid leave benefits shall be reimbursed for earned accumulated local leave, state sick leave, and state personal leave if the employee is eligible to retire under the regulations of the Texas Teacher Retirement System (TRS) and submits a letter of resignation giving notice of retirement from the District.

For an employee whose local, state sick, and state personal leave days have been accumulated on less than a full-day (seven-hour) work schedule, leave days shall be converted to full-day equivalents for this benefit.

The following guidelines shall apply:

1. An eligible employee is defined as one who is eligible to retire and receive a standard annuity that is not reduced for early retirement under the TRS Program. If an employee meets the criteria to retire under TRS and another state system, and elects the other retirement system, the employee is eligible for reimbursement of earned accumulated leave upon retirement.
2. Maximum benefits shall only be paid to employees who have been employed by the District for 10 years prior to retirement. Employees who have been employed five to nine years may draw 50 percent to 90 percent of the maximum benefit, respectively.
3. The one-time maximum benefit to an employee shall be $125 for each unused day of local leave, state sick leave, and state personal leave, not to exceed a maximum of 150 days.
4. This benefit shall be paid to employees who submit their resignation with the intent to retire either:
    a. At the completion of the semester as identified in the current school calendar; or
    b. At the completion of their annual work calendar year.

The last professional day in each semester for teachers may serve as the end of the semester for hourly employees for purposes of retirement and payment of this benefit. An eligible employee who has not completed a full semester as identified by the current school calendar or completed his or her annual work calendar because of medical conditions certified in writing by a physician shall be paid for his or her accumulated leave balance. Benefits shall be paid in the month following the retirement date.

Personnel Duties

The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Diversity, Equity and Inclusion Duties Prohibited

Unless required by state or federal law, the District may not assign diversity, equity, and inclusion duties to any person and shall prohibit a District employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the District.

Definition

For purposes of this policy, "diversity, equity, and inclusion duties" means:

1. influencing hiring or employment practices with respect to race, sex, color, or ethnicity except as necessary to comply with state or federal antidiscrimination laws;
2. promoting differential treatment of or providing special benefits to individuals on the basis of race, color, or ethnicity;
3. developing or implementing policies, procedures, trainings, activities, or programs that reference race, color, ethnicity, gender identity, or sexual orientation except:
    a. for the purpose of student recruitment efforts by colleges and universities designated as historically black colleges and universities in collaboration with school districts or open-enrollment charter schools; or
    b. as necessary to comply with state or federal law; and
4. compelling, requiring, inducing, or soliciting any person to provide a diversity, equity, and inclusion statement or giving preferential consideration to any person based on the provision of a diversity, equity, and inclusion statement.

The definition does not include:

1. contracting with historically underutilized businesses or businesses owned by members of a minority group or by women in accordance with applicable state law;
2. acknowledging or teaching the significance of state and federal holidays or commemorative months and how those holidays or months fit into the themes of history and the stories of this state and the United States of America in accordance with the essential knowledge and skills adopted under Subchapter A, Chapter 28;
3. analyzing school-based causes and taking steps to eliminate unlawful discriminatory practices as necessary to address achievement gaps and differentials described by Section 39.053;

4. instructing students consistent with essential knowledge and skills adopted by the State Board of Education;
5. collecting, monitoring, or reporting data; or
6. engaging in a policy, practice, procedure, program or activity intended to enhance student academic achievement or postgraduate outcomes that is designed and implemented without regard to race, sex, color, or ethnicity.

Posting Vacancies

The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Employing Related Employees

In all cases involving employment, fair and equitable hiring practices shall be observed. Persons responsible for employment in the District shall avoid any act or practice that might be interpreted as preferential consideration shown a relative.

No spouse of the Superintendent, an associate superintendent, or the assistant superintendent of human resources shall be employed by the District. If a current employee is promoted to the position of Superintendent, associate superintendent, or assistant superintendent of human resources, the continued employment of the spouse shall be considered on an individual, case-by-case basis.

The provisions of this policy shall not apply to persons employed before the adopted date of this policy revision, but the administration should direct efforts to eliminate those situations that would not meet these guidelines as circumstances permit.

Applications

All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

Assignment Identification on Contracts

In most circumstances, contracts shall not be for specific assignments but shall indicate employment as "teacher," "administrator," or other general employment category.

Note: For employment of a bus driver related to a Board mem-ber or the Superintendent, see DBE(LEGAL).

Selection, Employment, and Dismissal of Personnel

The Board delegates to the Superintendent the final authority to hire contractual (professionals and paraprofessionals) and noncontractual personnel, except those identified immediately below. The term "hire" shall mean the initial employment of a person or rehire

after a break in previous employment with the District. All other actions regarding the contracts of current employees shall be taken according to applicable Board policy. [See also BJA] In addition, the Board delegates to the Superintendent the authority to dismiss ancillary and annual contract employees, in accordance with DCD(LOCAL) and DCE(LOCAL).

Exceptions

Final authority for selection and employment of the Superintendent, internal auditor, and general counsel shall be retained by the Board.

All selection and employment decisions made by the Superintendent shall be made in accordance with District policies, procedures, and practices.

Campus / District Hiring

For campus teacher and staff employments, it shall be the responsibility of the principal to approve appointments from a pool of applicants selected by the District or of applicants who meet the hiring requirements established by the Superintendent. One of the hiring requirements is to have on file one or more positive references for the candidate that is (are) deemed appropriate and acceptable to the Superintendent for the position being filled.

Procedures for Hiring Students

The hiring of students shall be exempt from local policy requiring the posting of job openings.

The Superintendent or designee shall approve the hiring of any student and shall determine his or her placement in the pay system.

The director of ancillary personnel shall be responsible for providing the necessary hiring procedures and shall also be responsible for ensuring that the District is in compliance with state and federal laws with respect to the employment of minors.

The associate superintendent for business services shall be responsible for providing the accounting and payroll reporting procedures.

Criminal History Record

The District shall obtain criminal history record information on a person the District intends to employ. [See DC(LEGAL)]

[For information related to the evaluation of criminal history records, see DBAA.]

Resignations

The Superintendent or designee shall have authority to accept the written resignation of any employee, including employees hired under provisions of the Education Code Chapter 21. [See DFE]

Employment Assistance Prohibited

No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee 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 CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Professional and Personal Conduct

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(REGULATION)]

Each District hourly wage employee shall be expected to adhere to the standards of conduct set out in the District's working agreement. The working agreement serves only as notice of conduct that may lead to disciplinary action, including termination, and is not an employment contract creating a property interest in employment or job position.

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.

Each District employee is a role model for the District's students and is therefore responsible for his or her public conduct even when not acting as a District employee.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Employee Duty to Protect and Report

Each District employee has the responsibility to protect District assets and shall be expected to be alert to the potential for theft of property, theft of services, theft of anything of value, fraud, misappropriation, or financial impropriety.

Any employee who knows or has reason to know of or suspect an occurrence of fraud, misappropriation, financial impropriety, or covered activity shall immediately notify his or her supervisor. If the employee has reason to believe that the supervisor may be involved, the employee shall immediately notify his or her associate superintendent or the legal services office.

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, intentionally or knowingly engaging in or assigning another person diversity, equity, and inclusion duties, or intentionally or knowingly engaging in or assigning to a student content or actions prohibited by EMB (Legal) or (Local) may result in disciplinary action, including termination of employment. [See DCD and DF series]

Employee Duties during an Investigation

In the event of a District investigation or inquiry, every District employee has an affirmative duty to provide to his or her supervisor(s) or any other District official assigned to investigate all relevant and factual information about matters under investigation. An employee who fails to volunteer such information shall receive a directive from an administrator to provide a statement. An employee's failure to comply with such a directive constitutes insubordination, a violation that shall be grounds for disciplinary action, up to and including termination.

Electronic Recording

No employee shall electronically record another employee by audio, video, or other means, including any conversation or meeting, unless each employee present has been notified and consents to being electronically recorded.

These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, grievance hearings, or any other Board-sanctioned meeting recorded in accordance with Board policy. These provisions are not intended to limit or restrict electronic recordings involving authorized investigations conducted by District personnel.

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 CKE]~~ [see the CKE series];
2. A District employee who holds a Texas handgun license 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

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 ~~or designee~~.

In accordance with ethical standards applicable to all District employees [see DH(REGULATION)], 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.

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 prohibited. [See FFH and Penal Code Sec. 21.12] A District student who is also employed by the District is not prohibited from dating a peer of a similar age.

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco, Nicotine and E-Cigarettes

~~An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]~~ 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 that does not include the use of e-cigarettes or electronic vaporizing devices.

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
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.

Exception

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses.

Consideration

Being convicted of or receiving adjudication for a crime shall not be an automatic basis for termination. The District shall consider the following factors in determining what action, if any, should be taken against an employee who receives deferred adjudication or who is convicted of a crime during employment with the District:

1. The nature of the offense;
2. The date of the offense; and
3. The relationship between the offense and the position to which the employee is assigned.

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.

Note: For information related to the selection of instructional materials, see EF(LEGAL) and EFA (LOCAL).

The purpose of this policy is to ensure that the District ~~shall~~ provides age appropriate library materials for students and faculty that support student achievement, present varying levels of difficulty, have diversity of appeal, and contain a variety of points of view. The materials should provide a wide range of background information that enables students to make intelligent decisions in their daily lives. The materials should also represent diverse viewpoints and cultures appropriate to each campus to ensure their campus collections embody the unique backgrounds of the student population.

The oversight and ultimate responsibility for the review, inclusion, and final reconsideration of library materials is vested in the Board of Trustees. The Superintendent shall ensure that library materials are selected in accordance with this policy established and approved by the Board of Trustees as well as with the administrative regulations established by the Superintendent.

Objectives

In accordance with state and local standards, school libraries are essential interactive collaborative learning environments, ever evolving to provide equitable physical and virtual access to ideas, information, and learning tools for the entire school community.

In this policy, “library materials” may include printed and electronic library acquisitions and other ancillary or supplementary materials maintained or displayed in a campus library. “Parent” as used in this policy includes a parent or legal guardian standing in the parental relationship to a student.

In accordance with state and local guidelines, the purpose of library collections is to enrich and support the state and local curriculum. Collections should also provide materials of high interest to encourage student reading and learning for pleasure.

Library materials may be used to enhance the instructional program, for formal or informal teaching and learning purposes, and for voluntary inquiry or self-selected reading. While instructional materials and library materials are both considered instructional resources, they are not the same, and the term library materials should not be used interchangeably with instructional materials for the purpose of this policy.

Parental Involvement and Access

School libraries are essential and must be safe and inviting centers for teaching and learning that provide equitable access to emerging technologies and physical and virtual collections of high quality, reflecting input from key stakeholders, including parents and community members. Each campus shall communicate to parents how to access to policies relating to school libraries and library materials; provide parents access to library materials and resources; and inform the school community of opportunities for students, parents, educators, and community members to provide feedback on library materials and services.

The District shall focus on maximizing transparency with parents and community members while meeting student needs and providing enrichment opportunities with library materials.

~~To support~~ The District shall allow efficient parental access ~~and transparency,~~to the District ~~shall~~libraries and online catalogs and post this policy and its implementing regulation along with a link to each campus and their library materials on the District's website. A parent who wishes to access their child's school library should submit a request to the principal. The principal or designated staff member shall work with the parent to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services. Parents may view their own student's library material selection(s), including titles, authors, genres and return dates, through the District's online library management system.

Parents may also elect to restrict their own student's ability to ~~select~~ check out or access library materials in accordance with administrative regulation. The Superintendent shall develop procedures that permit a parent to submit the request to restrict in at least one of the methods permitted by law.

Protection from Inappropriate Material

School ~~L~~library materials, including materials available on display, in classroom libraries ~~or available online~~, online catalogs, and library mobile applications, shall not include~~.~~:

1. "harmful material" as defined by Penal Code 43.24~~(a)(2),~~ ;
2. "indecent content" as defined by Education Code Section 33.020;
3. "obscene" material as defined by Penal Code 43.21(a)(1) ~~and is not protected by the First Amendment,~~ ;
4. "sexually explicit material" as defined by Education Code Section 33.021(a)~~, or "pervasively vulgar" or~~ ;
5. "profane content" as Education Code Section 33.020;

6. "pervasively vulgar" material, as referenced by the U.S. Supreme Court in *Board of Trustees v. Pico* and determined by administrative regulation;

7. "educationally unsuitable" material, as referenced by the U.S. Supreme Court in *Board of Trustees v. Pico* and determined by administrative regulation~~.~~;

8. material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or

9. any other material legally prohibited from inclusion in a public school library.

Obscene material is not protected by the First Amendment~~,~~ to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Library materials determined by the Texas Education Agency to contain sexually relevant material as defined by Education Code 35.001(3) require parent permission to reserve, check out, or otherwise use outside the school library.

~~Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]~~

Collection Development Standards

Library materials in the library collection shall be chosen in accordance with state law. This policy shall be reviewed at least once every three (3) years and updated as needed. The Texas State Library and Archives Commission standards for school library collection development shall serve as the primary basis for developing and implementing the District's library collection development standards. Library materials included in a campus collection should be categorized into one of the District's identified book collections prior to inclusion in the collection. For administrative efficiency, the District shall identify its collections using the publishing industry's standard collection titles of: juvenile, young adult and adult collections, as defined in administrative regulation.

In the selection and determination of library materials and services, the District-level library supervisor and individuals designated by that supervisor, such as SBEC certified campus librarians, shall ensure that the materials and services comply with the mandatory collection development standards adopted by the Texas State Li-

brary and Archives Commission and consider the voluntary standards for school library services adopted by the Texas State Library and Archives Commission. The selection and determination of library materials should:

1. Enrich and support the Texas Essential Knowledge and Skills and curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles;
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and
4. Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

In addition, the selection and determination of collection material should include at least two (2) of the following standards:

1. Consideration of recommendations from students, parents/guardians, and local community members;
2. Consultation with the school district's educators and library staff and/or consultation with library staff of similarly situated school districts and their collection and collection development policies;
3. An extensive review of the text of the item;
4. The context of a work, including consideration of the contextual characteristics, overall fit within the existing school library collection, and potential support of the school curriculum; or
5. Consideration of the authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition list for school-aged readers, library science field experts, and highly acclaimed author and literary expert recommendations.

Additional standards for fiction and literary non-fiction

In addition to the collection standards stated above, prior to any fiction or literary non-fiction material being selected for inclusion in the Young Adult or Adult Collections, a library material shall have been read or reviewed and recommended for inclusion by the District-level library supervisor, a campus librarian, or individuals designated by the District-level library supervisor.

Acquisition and Procurement Procedures

~~Any l~~Library materials that are newly acquired by donation or being considered for a new purchase by the District shall be posted on the District's website for at least thirty (30) days prior to the ~~book~~ material being ~~included in a District library.~~considered and approved by the Board of Trustees for acquisition or purchase. ~~Questions or concerns by any person regarding~~ Each Board member may propose changes to the proposed library materials before the Board takes action on the list. The Board shall either approve or reject the library materials that have been proposed for acquisition ~~shall be addressed through a reconsideration process comparable to the one for acquired books described in the Challenged Resources section, including notice of the determination to the Superintendent and the Board of Trustees~~by donation or purchase at the first meeting on or after the expiration of the thirty (30) day posting of the library materials. This procedure does not apply to library materials currently in the District library catalog at the same level that are replacing lost or damaged materials or adding additional copies of a material.

Grade Span Access by Collection

The District shall ensure that the methods by which a student accesses library materials, including digital material, allows the student to only access grade-appropriate content and/or content authorized by parent permission.

The District-level library supervisor and individuals designated by that supervisor, such as SBEC certified campus librarians, shall apply access levels to library materials in the library collections by consulting professional reviews and/or recommendations from District librarians or individuals designated by the District-level library supervisor. Access levels shall be applied in accordance with administrative regulation and the following Collection levels are available at campuses (content appropriate for the grade levels at that campus) as follows:

Grade Span	Content Access Level
Prekindergarten–grade 5	Juvenile, Young Adult*
Grade 6	Juvenile, Young Adult*, Adult*
Grades 7–8	Juvenile, Young Adult, Adult*
Grades 9–12	Juvenile, Young Adult, Adult*

*Parent permission is required

Parent Consideration

District staff may assist a student in selecting library material for choice reading; however, the ultimate determination of appropriateness and access to library materials for a student remains with that student's parent. Parents are encouraged to communicate with the campus librarian and their student's teacher about special considerations regarding library materials self-selected by their student. In accordance with state law and administrative regulations, parents may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources see EF(LEGAL).]

Challenged Resources

A parent of a District student, a District student who is 18 years of age or older, an individual employee in the District, or any District resident may challenge a library material maintained in the District's library collection on the basis that the library material fails to meet the standards set forth in this policy or the designated collection level for the library material is incorrect.

Guiding Principles

The following principles shall guide the Board, staff and reconsideration committees in responding to challenges of library materials:

1. A complainant may raise an objection to a library material used in the District's library program, even though the professional staff ~~selecting the materials were qualified to make the selection,~~ and the Board followed the proper procedure~~,~~ and adhered to the objectives and criteria for library materials set out in this policy.

2. ~~A parent's ability to exercise control over instruction and instructional resources, including library materials, 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 ~~for students~~ during the formal reconsideration process ~~unless requested by a parent for that parent's child~~.

3. The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use.

4. Library materials may not be removed based solely on the ideas contained in the material, or the personal background of the author or characters in the material. [EF(LEGAL)]

~~The major criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use.~~

Informal Reconsideration Required

Any objection or challenge to a library material must first be made through the informal reconsideration review process at the campus where the material is located. When a campus receives an objection or challenge to the appropriateness of a library material or its collection level, the campus librarian and a campus administrator shall try to resolve the matter informally. The librarian and administrator shall confer with the complainant regarding the specific concerns of the library material or assigned collection level.

If the complainant's concerns are not resolved through the informal process, the administrator shall refer the complainant to this policy and the required form to request a formal reconsideration of the library material on the District's website.

Formal Reconsideration

Reconsideration Committee

If the complainant is dissatisfied with the informal reconsideration review, the complainant may choose to request a formal reconsideration. A complainant must make any formal challenge to a library material on the ~~form provided by~~Texas Education Agency form posted on the District~~ and~~'s website. A complainant shall submit the completed and signed form to the District-level library supervisor~~, the campus librarian, and campus principal~~. Upon receipt of the form, the District-level library supervisor shall notify the campus principal and librarian at every campus where the library material is located of the challenge and shall provide a copy of the form to the Superintendent and the Board of Trustees.

The District-level library supervisor shall appoint a reconsideration committee to hear the formal reconsideration request. The reconsideration committee should generally include a campus librarian, administrator and parent from each campus or campus feeder pattern where the challenged material is located but may include fewer representatives if at multiple campuses and determined appropriate by the District-level library supervisor. The committee may also include other members such as District-level staff, secondary-level students, and any other appropriate individuals determined by the District-level library supervisor.

Any meeting of the reconsideration committee must comply with the meeting requirements under Education Code Section 33.025(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety within forty-five (45) school days of formation of the reconsideration committee or as soon thereafter as reasonably possible given the length or complexity of the challenged resource or the number of pending reconsideration requests being considered. If the committee requires time beyond forty-five (45)

school days because of the number of pending requests or the length or complexity of the challenged resources, the District-level library supervisor shall notify the complainant of the progress of the review and the estimated time period needed for the reconsideration committee to complete the review.

Once the review is completed, 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 part of the library collection or assigned collection level. The committee shall prepare a written determination of its findings within ten (10) school days of the reconsideration committee meeting. The Board of Trustees, the Superintendent, and the complainant shall receive copies of the determination.

~~After a library material has been formally reconsidered, it shall not be reviewed again through the reconsideration process within two (2) years from the date of the written determination in the formal reconsideration process unless determined by the District-level library supervisor to be reviewed sooner or the material is reviewed through the regular library maintenance schedule. [See Maintenance of Library Materials, below]~~

Appeal

The decision of the reconsideration committee may be appealed to the Board of Trustees by the individual who submitted the challenge. The individual must provide the notice of appeal in accordance with ~~appropriate complaint policies, starting at level three.~~administrative regulation. ~~[See DGBA, FNG, and GF]~~ The Board shall hear the appeal and render a decision in accordance with the timelines established in law. When considering an appeal, the Board shall consider the factors in Education Code Section 33.027(f) within the timelines established by law.

Frequency of Review

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Alternate Sources of Library Materials

The District shall accept gifts and donations to a campus library with the understanding that the library materials and monies to purchase library materials must be in accordance with District policy

and the selection criteria noted above. [See CDC] Classroom library materials created or maintained to enhance the instructional program or for voluntary inquiry or self-selected reading by students shall be done in accordance with the selection criteria noted above.

Maintenance of Library Materials

Campus library collections shall be evaluated periodically to appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection. The Superintendent shall ensure administrative procedures are established for regular maintenance of the campus library collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

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

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every nine weeks for elementary students and four times each school year (two report cards each semester) for secondary school students on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

Interim Reports

Interim progress reports shall be issued for all students after the fourth week of each grading period for elementary students and every three weeks for secondary school students. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

~~In addition to conferences scheduled on the campus calendar,~~Each campus calendar shall provide for two opportunities during the school year for in-person parent-teacher conferences. Additionally, conferences may be requested by a teacher or parent as needed.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional

employee, taking into consideration written materials, observation, or information from students

Makeup Work

Students shall make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet the subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course.

Unexcused Absences

The District shall not impose a grade penalty for makeup work after an unexcused absence.

Suspension

The District shall not impose a grade penalty for makeup work after an absence due to suspension.

Information for Elementary Schools

Progress Reports—Kindergarten–Grade 5

At the end of the first four weeks of a grading period, notice of progress shall be sent to the parents/guardians of students in kindergarten–grade 5.

Report Cards

Student achievement in the mastery of grade-level Texas Essential Knowledge and Skills (TEKS) shall be reported to parents on a nine-week schedule for elementary school students.

Report card information shall include grades earned in foundation and enrichment courses, work/study habits, special program services (e.g., tutoring, ESL, and the like), conduct, and end-of-year placement decisions.

Note: Separate grades shall be recorded for reading, language arts, mathematics, science, social studies, art, music, and physical education. Student mastery of health TEKS shall be reported as part of the grades earned in science, social studies, and physical education.

Grading Guidelines

Grade averages on report cards should:

- Reflect the level of mastery of TEKS designated in the District's scope and sequence for each nine weeks for elementary school students;
- Include a balance of assessment data—daily grades, test grades, benchmarks, and the like;

- Include a variety of student work samples—oral activities, journals, projects, worksheets, reports, and the like; and
- Reflect a sufficient and reasonable number of grades to support the nine-week average.

Caution:

Assessments with fewer than ten items should be combined with similar tests for averaging purposes to avoid each question being weighted too heavily.

The report card should denote the instructional interventions being provided in each of the foundation subjects.

Campus Decisions

The principal at each campus shall work with the faculty to draft specific grading criteria that reflect the generic District guidelines listed above. Decisions to be made at the campus level include determining the number and types of grades to be taken in each subject area, weighting daily/test grades, assigning instructional levels for individual students, and crediting homework as a work habit or part of the subject grade.

Performance Codes

The following scales and coding systems shall be used to report student academic performance.

✓ and –

The coding system for prekindergarten and kindergarten shall report achievement as “student demonstrates skill” or “student is unable to demonstrate skill.” In prekindergarten and kindergarten, ✓ and – shall be used for all academic subjects.

E, S, and N

In grade 1, the coding system should report achievement as excellent, satisfactory, and needs improvement. An E, S, and N grading scale shall be used for all subjects. In prekindergarten–grade 5, S and N shall be used to grade art, music, physical education, work habits, and conduct.

Numerical Grades

The following numerical scale shall be used to report achievement in language arts, mathematics, science, and social studies in grades 2–5:

90–100 = A

80–89 = B

75–79 = C

70–74 = C-

*0–69 = F

***Note:** A 50 may be recorded in lieu of a lower grade if the teacher, in exercising his or her professional judgment, thinks the student's academic efforts warrant it. A zero may be recorded if a student refuses to respond to an assignment.

Transfer Students

A student who transfers from one school to another during a grading period—interdistrict and intradistrict—shall receive a nine-week grade that combines the average recorded from the sending school with the current average being earned at the receiving school. The weight given to each average should reflect the percent of time the student spent in each school.

Information for Middle and Senior High Schools

Grading System

Secondary schools shall be guided by the following procedures in determining grades and grade averaging:

Academic grades:

90–100	=	A
80–89	=	B
75–79	=	C
70–74	=	C-
69 and below	=	F

Conduct grades:

E = Excellent

S = Satisfactory

I = Improvement needed

U = Unsatisfactory

Mastery of Teks

Acceptable Overall Mastery

Secondary students must earn a semester or yearly average of at least 70 to demonstrate acceptable overall mastery of the TEKS for a grade-level subject or course. (To receive credit for a high school course, the student must make at least a 70 average for the second semester of a full-year course and must have an overall average of 70 or better.) Instruction in the TEKS shall occur throughout the semester and year, as shall continuous assessment of student proficiency in mastering the TEKS. Teachers shall use various evaluation data to ascertain the level of student achievement in mastering TEKS. The nature of the TEKS shall determine the assignment(s) used for assessing the student's proficiency level.

Types of Assignments / Assessments Used in Determining Mastery of Teks

Ongoing Mastery Assessment:

1. Homework
2. Classwork/class participation
3. Daily quizzes
4. Major exams
5. Compositions
6. Projects
7. Performances
8. Demonstrations
9. Oral reports
10. Labs

End-of-term Mastery Assessment:

1. Grading period exams
2. Semester or final exams (may be designed by the teacher, team, or District committee)
3. District proficiency tests (comprehensive exams administered at designated times, but frequently near the end of the semester and/or near the end of the year)

Averaging Grades

Grades 6–8—Semester grades shall be computed by allocating a weight of one half (1/2) for each of the two grading period grades.

High School—Semester grades shall be computed by allocating a weight of three-sevenths (3/7) for each grading period grade and one-seventh (1/7) for the semester exam.

Final grades for full-year classes in grades 6–12 shall be determined by averaging the two semester grades. Final grades shall be indicated on the student's report card as either pass or fail.

1. Students' grading period averages and semester/final exam grades shall be reported to parents by numerical grades.
2. Students, including middle school students, who take a high school course must take the final exam to earn a grade. If a student fails to take the exam, the student shall earn a zero, which shall be calculated as one-seventh (1/7) of the semester average.

3. Students' semester averages shall be reported to parents by the numerical grade, which shall also appear on the academic achievement record.

4. Teachers must maintain numerical grades in their grade books for each assignment, test, and activity evaluated. In cases where a student's grade falls below 50, the teacher may, at his/her discretion, record in the grade book a grade of 50 rather than the actual grade earned. The teacher may choose to exercise this option when, in his/her professional judgment, the student's academic efforts warrant it.

Campus Decisions

The principal at each campus shall work with the faculty to establish specific grading criteria that adhere to the parameters established in this policy and in content-area curriculum guides. Each department's decisions include determining the number and types of grades to be taken and the weighting of various categories of work, e.g., daily, homework, and tests.

Instructional Level

The instructional level of courses shall be, in many instances, designated by the course title on the student's report card, e.g., K-level, AP, H for HORIZONS, ICS for in-class support, and the like. Courses with no special designation shall be L-level or on-level courses.

Progress Reports

1. All teachers must issue a progress report to students every three weeks.

2. Between the second progress report and the time report cards are sent home, teachers should contact the parents of each student whose grading period average has dropped to below 70.

Remedial Instruction Teks Available

Students experiencing difficulty in achieving mastery of TEKS shall be provided with remedial instruction.

Teks and Special Populations

Special populations students, such as those identified for the ESL, gifted, or special education programs, shall also be instructed in the TEKS assigned to a grade level or course. Modifications shall occur in pacing, materials, and instructional strategies to prepare students to demonstrate overall acceptable mastery of TEKS.

Promotion and Course Credit

Mastery of TEKS shall be reflected in a student's promotion to the next grade level or the award of credit for a course completed.

Award of Credit or Grade

A student not enrolled for a complete grading period in a course may still be awarded a grade and, ultimately, course credit. Teachers shall select from the following options to fit the student's particular circumstances and to ensure that the student has an opportunity to learn all the TEKS presented during the grading period.

Possible Options Depending Upon the Circumstances

1. The teacher shall average the student's grades in the teacher's course with the average the student earned in another school district. The weight given to each average shall reflect the percent of time the student spent in each school district;

   OR

2. The teacher may temporarily record an I for incomplete on the report card until the student completes a sufficient number of assignments over TEKS for a grade to be awarded. Such assignments may be completed outside of class, at tutorials, or during summer school. Determination of when the assignments will be completed shall be based upon the following:

   a. The circumstances preventing the student from enrolling in the course for the entire grading period; and

   b. The student's demonstrated degree of mastery of TEKS and other course objectives;

   OR

3. The student may take a test or combination of tests (credit by examination, TEKS test, teacher- or team-designed exam) to verify mastery of TEKS.

The District shall address controversial topics in an impartial and objective manner. Teachers shall not use the classroom to transmit personal beliefs regarding political or sectarian issues. Students and educators shall ensure that, to the extent possible, discussions are conducted fairly and courteously.

Selection of Topics

A teacher selecting topics for discussion in the classroom shall be adequately informed about the issue and capable of providing instruction on the subject, free from personal bias. In addition, the teacher shall be certain that:

1. The issue in question is within the range, knowledge, maturity, and comprehension of the students.
2. The issue is relevant to the content of the course.
3. The consideration of the issue does not interfere with required instruction.
4. Sufficient relevant information on all aspects of the issue is provided.

If a teacher is unsure about a topic of discussion or about the methods to employ, the teacher may discuss the issue with the principal.

Classroom Discussion

In guiding classroom discussion of controversial issues, teachers shall:

1. Foster students' critical thinking skills.
2. Encourage discussion based on rational analysis.
3. Create an atmosphere in which students learn to respect others' opinions and disagree courteously.
4. Ensure that multiple viewpoints about the issue are presented by introducing an unexpressed viewpoint when necessary.
5. Avoid any attempt to coerce or persuade students to adopt the teacher's point of view.

Prohibited Actions and Concepts

A teacher, administrator or other employee may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's participation in political activism or advocacy participation as prohibited by the Texas Education Code. [EMB Legal]

A teacher, administrator, or other employee of a district may not require or make part of a course inculcation any of the prohibited concepts listed in the Texas Education Code. [EMB Legal]

Student or Parent Concerns

A student or parent with concerns regarding instruction about controversial issues shall be directed to the complaint policy at FNG.

~~Education Code Chapter 26~~Parental Rights

Definitions

Parent

For purposes of Chapter 26 of the Education Code, a parent includes a person standing in a parental relation who is listed as a parent or legal guardian in the records of the District. The term does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. ~~*Education Code 26.002*~~

Biological Sex

In accordance with law, a person's biological sex at birth is identified on the person's official birth certificate provided the statement was:

1. ~~1.~~ Entered at or near the time of the person's birth; or

2. ~~2.~~ Modified only to the extent necessary to correct any type of scrivener or clerical error in the person's biological sex.

~~[See Birth Certificate Statement in FM(LEGAL)]; *Education Code 33.0834*~~

~~*Gender Fluidity*~~

~~Any belief, theory, or ideology that:~~

~~1. Espouses the view that gender is merely a social construct; and/or~~

~~2. Espouses the view that it is possible for a person to be any gender or no gender (i.e., non-binary).~~

~~*Gender Identity*~~

~~Any belief, theory, or ideology that:~~

Social Transitioning

~~3. Espouses the view that an individual'~~In accordance with law, social transitioning means a person's transition from the person's biological sex ~~is different from that person's~~ at birth to the opposite biological sex ~~or should be changed to "match" a gender different from that~~ through the adoption of a different name, different pronouns, or other expressions of gender that deny or encourage a denial of the person~~'~~'s biological sex~~; and/or~~ at birth.

~~4. Supports hormone therapy or other medical treatments or procedures to temporarily or permanently alter a person's body so that it "matches" a gender different from that person's biological sex.~~

~~Parental Authority~~

Parent Rights and Authority

Parents have the ultimate authority, responsibility and role to guide the beliefs and protect the health and well-being of their children.

Parents as Partners and Instructional Plans

Parents are partners with educators, administrators and the Board of Trustees in their children's educations. In order to encourage parents to actively participate in creating, implementing, and supporting the educational programs for their children, they should be provided with information on instructional plans. At the beginning of every semester, each teacher must provide the instructional plan or course syllabus for each class the teacher teaches to the District and the District shall make the information available on its website.

Additionally, teachers must also provide a copy of their instructional plan or course syllabus to the parent of each student enrolled in their class and provide additional copies as needed upon parent request.

Right to Full Information

A parent has the right to full information concerning their student except as limited by law. District staff may not limit parental rights or withhold information from a parent. An attempt by any District employee to withhold information or encourage or coerce a student to withhold information from their parent is grounds for disciplinary action. ~~*Education Code 26.008, 26.0085*~~

Except as limited by law, a parent is entitled to access all records of the District concerning the parent's child, including the following records: attendance, test scores, grades, disciplinary, counseling, psychological, admission applications, medical records, health and immunization information, teacher and school counselor evaluations, reports of behavioral patterns, ~~and other items.~~interventions, and library materials. ~~*Education Code 26.004*~~ The District may only withhold information from a parent to the extent authorized by law, and only to the extent reasonably necessary. ~~*Family Code 32.004*~~

Prohibition on Assisting Social Transitioning

~~The District shall not diagnose or treat gender dysphoria. Parents have the right to determine when and if to seek professional psychological, psychiatric and/or medical support for their children related to gender dysphoria. *Tex. Att'y Gen. Op. No.*~~District employees are prohibited from assisting a student enrolled in the District with social transitioning, including by providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning. A parent may report to the District any suspected violation of this prohibition, and the Board of Trustees shall require the Superintendent or person designated by the Superintendent to investigate and determine if a violation of this policy has occurred. If a violation of this policy is determined by the Superintendent, the Superintendent shall notify the Board of

Trustees and the Commissioner of Education of the violation. ~~*KP-0401 (2022)*~~

Biological Sex~~-~~ — Specific Spaces and Athletic Teams

District schools shall maintain sex-segregated restrooms, locker rooms and other similar facilities designated for and used only by persons based on the person's biological sex in accordance with CS ~~(Local~~LOCAL).

Except as provided below, an interscholastic athletic team sponsored or authorized by the District may not allow a student to compete in an athletic competition sponsored or authorized by the District that is designated for the biological sex opposite to the student's biological sex.

An interscholastic athletic team sponsored or authorized by the District may allow a female student to compete in an interscholastic athletic competition that is designated for male students if a corresponding interscholastic athletic competition designated for female students is not offered or available. ~~*Education Code 33.096; Tex. Att'y Gen. Op. No. KP-0396 (2021)*~~

Overnight travel accommodations related to ~~team sports~~athletic teams or an~~d~~y other extracurricular activities requiring hotel rooms will be separated based on biological sex.

~~Accommodation Plans~~

~~In the event a student or a student's parent specifically requests or directs the use of specific pronouns for the student, District staff shall review and consider the request with the student and parent together and create a written plan for the student providing reasonable accommodations. In the event District staff indicate that a student's accommodations interfere with a sincerely held belief, the staff member may request a reasonable accommodation through the Human Resources department.~~

~~Except to the extent prohibited by law or in cases of suspected abuse, District staff will notify parents if their child requests a reasonable accommodation related to use of the student's legal name or use of different pronouns from student's biological sex at school, as part of the interactive dialogue process to create reasonable accommodations for the student.~~

Prohibited Instruction and Materials ~~Gender Identity or Fluidity Materials~~

No course of instruction, unit of study, materials, instructional materials, or any other curricular or District-sponsored extracurricular offerings shall adopt, support, or promote ~~gender identity or fluidity~~social transitioning as part of any District instruction or activity. This prohibition also includes ~~any library or instructional materials that~~ a teacher ~~or~~, administrator, ~~might seek to provide to any student, including any situation in which a teacher or administrator~~

~~would~~or other staff referring, guiding or providing an individual student to or with any material or information that is prohibited, including allowing a student to "borrow" ~~such library or instructional~~prohibited materials from the ~~District~~teacher, administrator or staff member's private collection or possessions. Any ~~library or~~ instructional or library materials accessible in any way to students must be in compliance with EFA ~~(Local~~LOCAL) and EFB ~~(Local).~~LOCAL).

Information Collection

Surveys or Questionnaires

~~Information Collection~~

~~No District staff will instruct, refer, or otherwise guide any student to any Internet website, chat room, or other online forum for publication for instruction or other information regarding gender identity or fluidity, unless such website, chat room, or other online forum has been approved for use in the District's instructional materials. [See EFA]~~

~~Parental~~The District requires written parent ~~C~~consent for ~~S~~surveys, well-being questionnaires, and health screening forms and shall adhere to the following:

~~*Surveys*~~

~~1. District staff will not survey students without affirmative parental consent.~~

3. ~~2. Upon~~At the time written parent permission is requested~~, any~~ for a survey, ~~proposed for student completion must be provided to a~~well-being questionnaire or health screening form to be administered to a student, the student's parent ~~or guardian for review prior to administration to a student.~~must be provided access to a copy of the survey, questionnaire or form to be used.

4. Written permission must be received prior to the student being administered the survey, questionnaire or form.

5. ~~3. A~~Access to the survey, questionnaire or form completed ~~survey~~ by a student must be made available to the student's parent ~~or guardian~~ upon request.

The requirement for parental consent in this policy should not be construed to limit a District employee's ability to inquire about a student's daily well-being without parental consent.

Psychological or Psychiatric examination or treatment

An employee or contractor of the District must obtain the written consent of a child's parent before the employee or contractor may conduct a psychological or psychiatric examination or test, or psychological or psychiatric treatment, unless the examination, test, or treatment is required under state or federal law, including requirements for special education.

For purposes of this policy, “psychological or psychiatric examination or test" means a method designed to elicit information regarding an attitude, habit, trait, opinion, belief, feeling, or mental disorder or a condition thought to lead to a mental disorder, regardless of the manner in which the method is presented or characterized, including a method that is presented or characterized as a survey, check-in, or screening or is embedded in an academic lesson.

Parent Engagement

The Board of Trustees through this policy prioritizes parental engagement.

To support parental engagement, the District shall provide a portal through which parents of students enrolled in the District may submit comments to campus or District administrators, as well as the Board of Trustees.

To prioritize parental engagement, the Board of Trustees places agenda comments and citizen participation at the beginning of school board meetings and holds its school board meetings outside of typical work hours. [see BE]

Note: For searches of personal ~~telecommunications~~communication devices or other personal electronic devices, see FNF.

Personal ~~Use~~Communication Devices Prohibited

~~An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.~~

~~A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the student handbook, the student or the student's parents may retrieve the device after paying the fee.~~

~~If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.~~

~~Other Electronic Devices~~

~~Guidelines regarding other personal electronic devices shall be addressed in the student handbook.~~

~~**Instructional Use**~~

~~A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]~~

Texas law requires public schools to prohibit the use of personal communication devices during the school day on school property. This policy is adopted to implement this requirement and improve the quality of the learning environment in our schools. A student is therefore prohibited from a using a personal communication device on school property during the school day except in the limited circumstances listed in this policy.

When the school day begins, each student shall power off all personal communication devices and ensure their devices remain unused by securing the device(s) in the student's backpack for the entirety of the school day. Students may not be in possession of a personal communication device at any time during the school day. Students found using a personal communication device or attempting to use a device, either in the open or by attempting to access the device within a backpack are in violation of this policy. At the conclusion of the school day, subject to any other limitations in this policy, each student may begin using personal communication devices.

Consequences

A student who violates this policy or any corresponding regulation shall be subject to discipline in accordance with the Board-adopted

Student Code of Conduct, including any progressive sanctions for ongoing violations.

Definitions

"School property" is defined as anywhere on a school campus or District facility where instruction is provided, including but not limited to: classrooms, portable buildings, hallways, breezeways, courtyards, cafeterias, gymnasiums, band halls, outdoor fields, tracks, playgrounds and all other outdoor, extracurricular and/or athletic spaces, specifically including all school parking lots.

"School day" is defined as the time of day beginning when a student enters school property for the day and ending with the last bell of the day.

"Use" is defined as a personal communication device in possession of a student that is turned on and capable of receiving or sending a communication signal.

"Possession" is defined as being on the physical person of a student, directly held in pockets or otherwise immediately within reach and accessible to the student. Possession does not include a personal communication device that is powered off for the entirety of the school day and stored in the student's backpack out of reach of the student.

"Personal communication device" is defined in Texas Education Code Section 37.082(d) and includes any wearable technology that is capable of digital communication or telecommunication, like smart watches and glasses.

Exceptions

An exception for student use of a personal communication device on school property during the school day is only allowed in the following limited circumstances:

1. A student who has a documented need to use a personal communication device in an individualized education program, a 504 plan, or a similar authorized program or plan.

2. A student has a documented need to use a personal communication device based on a directive from a qualified physician licensed in Texas. The directive must be submitted to the campus principal or designee and state the specific times and/or conditions under which the student would need to access and use their personal communication device during the school day on school property. Parents may be asked to sign consent for school staff to contact the physician if additional information is needed to determine if the student qualifies for the exception or more information is needed to comply with the directive. Authorized use under this exception should be limited to only that use

that is required to address the documented need and conducted in a manner that minimizes disruption to instruction and the school environment. Authorized use under this exception may be further subject to reasonable time, place and manner restrictions as determined by the principal or designee and/or revoked if the device is used in a way that is determined to disrupt the learning environment or violate the limited use exception.

3. The student's use is necessary to comply with a health or safety requirement imposed by law that has been requested and approved in advance by the superintendent or designee or as part of the District's established safety protocols.

Any student who is provided an exception in accordance with this policy remains subject to disciplinary measures if the student uses a personal communication device outside the scope of the documented authorized use.

Confiscation

All District administrators and school staff are authorized to confiscate student personal communication devices that are used in violation of this policy, corresponding regulation, or the Student Code of Conduct.

If a personal communication device is confiscated from a student, school staff will make reasonable efforts to appropriately store the device. However, the District is not liable for confiscated devices that are damaged or lost. Parents and students will not be compensated for confiscated devices that are lost or damaged while in the care and control of the school.

If a confiscated device is not retrieved after the student's parent or guardian is provided the notice required by law, the District may dispose of the personal communication device in any reasonable manner.

Implementation

The Superintendent shall develop regulations as necessary to implement this policy.

SECOND AMENDMENT TO
SITE LEASE WITH OPTION

THIS SECOND AMENDMENT TO SITE LEASE WITH OPTION (the "Second Amendment") is made effective this ____ day of _____, 2025 ("Effective Date"), by and between CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT, a Texas body politic (hereinafter referred to as "Landlord") and T-MOBILE WEST TOWER LLC, a Delaware limited liability company, by and through its Attorney In Fact, CCTMO LLC, a Delaware limited liability company (hereinafter referred to as "Tenant").

RECITALS

WHEREAS, Landlord and T-Mobile West Corporation, a Delaware corporation ("Original Tenant") entered into a Site Lease with Option dated April 12, 2010 (the "Original Lease") whereby Original Tenant leased certain real property, together with access and utility easements, located in Harris County, Texas from Landlord (the "Premises"), all located within certain real property owned by Landlord ("Landlord's Property"); and

WHEREAS, the Original Lease was amended by that certain First Amendment to Site Lease with Option dated June 14, 2019, a memorandum of which was recorded in the Official Records on June 20, 2019 at Instrument No. RP-2019-262765 ("First Amendment") (hereinafter the Original Lease and First Amendment are collectively referred to as the "Lease"); and

WHEREAS, T-Mobile West Tower LLC is currently the Tenant under the Lease as successor in interest to the Original Tenant; and

WHEREAS, the Premises may be used for the purpose of constructing, maintaining and operating a communications facility, including tower structures, equipment shelters, cabinets, meter boards, utilities, antennas, equipment, any related improvements and structures and uses incidental thereto; and

WHEREAS, the Lease had an initial term that commenced on June 7, 2010 and expired on June 6, 2015. The Lease provides for seven (7) extensions of five (5) years each, two (2) of which were exercised by Tenant. According to the Lease, the final extension expires on June 6, 2050; and

WHEREAS, Landlord and Tenant desire to amend the Lease on the terms and conditions contained herein.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are acknowledged, Landlord and Tenant agree as follows:

1. Recitals; Defined Terms. The parties acknowledge the accuracy of the foregoing recitals. Any capitalized terms not defined herein shall have the meanings ascribed to them in the Lease.

2. First Additional Lease Area.

a) The existing Premises is hereby expanded in size to include additional space, which consists of a 12' x 30' or 360 square foot parcel of real property adjacent to the existing Premises at a location more particularly described on Exhibit A-1 attached hereto and shown on the Site Plan attached hereto as Exhibit B (the "First Additional Lease Area"). The Premises, as expanded, is described on Exhibit A-2 attached hereto. Any conflicts between the description attached to this Second Amendment and those contained in the Original Lease or First Amendment shall be resolved in favor of this Second Amendment. Notwithstanding anything to the contrary in this Second Amendment, Tenant is not relinquishing any rights to any lease area, access easements, and/or utility easements that it possesses prior to the date of this Second Amendment. In the event the location of any of Tenant's or its sublessees' existing improvements, utilities, and/or access routes are not depicted or described on the Site Plan and/or legal descriptions, Tenant's leasehold rights and access and utility easement rights over such areas shall remain in full force and effect and the Premises shall be deemed to include such areas.

b) Promptly following the installation of improvements in the First Additional Lease Area, Tenant shall plant two (2) new trees on Landlord's Property at a location to be reasonably determined by Landlord. Landlord shall be responsible for the maintenance of such trees after they are planted.

3. First Additional Rent. In consideration of the lease of the First Additional Lease Area, Tenant shall pay to Landlord the amount of Seven Hundred and Fifty and 00/100 Dollars ($750.00) per month ("First Additional Rent"), commencing upon full execution of the sublease with Tenant for the Additional Lease Area, the date of which Tenant will provide to Landlord in writing, and continuing thereafter until the earlier of (i) the expiration of the Lease Term; or (ii) the "Return of the First Additional Lease Area" as set forth below. The First Additional Rent shall be due and payable concurrently with and shall escalate upon the same terms and at the same time as the monthly Rent set forth in the Lease, as amended, for so long as such First Additional Rent is payable to Landlord as set forth herein.

4. Right to Return the First Additional Lease Area. Tenant shall have the option, upon thirty (30) days prior written notice to Landlord, in its sole and absolute discretion, to return the First Additional Lease Area to the Landlord and to terminate the lease of the same by removing all improvements from the First Additional Lease Area and returning same to its condition as of the Effective Date, ordinary wear and tear excepted (the "Return of the First Additional Lease Area"). Effective upon removal of all improvements from the First Additional Lease Area, the First Additional Rent shall cease and will no longer be due or payable.

5. Representations, Warranties and Covenants of Landlord. Landlord represents, warrants and covenants to Tenant as follows:

a) Landlord is duly authorized to and has the full power and authority to enter into this Second Amendment and to perform all of Landlord's obligations under the Lease as amended hereby.

b) Tenant is not currently in default under the Lease, and to Landlord's knowledge, no event or condition has occurred or presently exists which, with notice or the passage of time or both, would constitute a default by Tenant under the Lease.

c) Landlord agrees to provide such further assurances as may be requested to carry out and evidence the full intent of the parties under the Lease as amended hereby, and ensure Tenant's continuous and uninterrupted use, possession and quiet enjoyment of the Premises under the Lease as amended hereby.

6. Counterparts. This Second Amendment may be executed in separate and multiple counterparts, each of which shall be deemed an original but all of which taken together shall be deemed to constitute one and the same instrument.

7. Remainder of Lease Unaffected. In all other respects, the remainder of the Lease shall remain in full force and effect. Any portion of the Lease that is inconsistent with this Second Amendment is hereby amended to be consistent.

8. Recordation. Tenant, at its cost and expense, shall have the right to record a memorandum of this Second Amendment in the Official Records at any time following the execution of this Second Amendment by all parties hereto.

[Signature pages follow]

Landlord and Tenant have caused this Second Amendment to be duly executed on the day and year first written above.

LANDLORD:
CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT, a Texas body politic

By: _____

Print Name: _____

Title: _____

Landlord affirms that this Second Amendment was approved at a duly noticed public meeting held on _____ 2025

[Tenant Execution Page Follows]

This Second Amendment is executed by Tenant as of the date first written above.

TENANT:
T-MOBILE WEST TOWER LLC, a
Delaware limited liability company

By: CCTMO LLC, a Delaware limited
liability company
Its: Attorney In Fact

By: _____

Print Name: _____

Title: _____

Exhibit A-1
(The First Additional Lease Area)

Exhibit A-2
(The Premises, as expanded)

Exhibit B
(Site Plan)

Prepared out of state by:
Weiss Brown, PLLC
6263 N. Scottsdale Rd., Suite 340
Scottsdale, AZ 85250

RECORDING REQUESTED BY AND
AFTER RECORDING RETURN TO:
Crown Castle
c/o Post Closing – Recording
8020 Katy Freeway
Houston, TX 77024

Tax Parcel No.: 141-663-001-0001

Cross References: June 20, 2019 at #RP-2019-262765
Official Public Records of
Harris County, Texas

Space above this line for Recorder's Use

MEMORANDUM OF SECOND AMENDMENT TO SITE LEASE WITH OPTION

This Memorandum of Second Amendment to Site Lease with Option ("Memorandum") is dated as of the date of Landlord's signature, and made effective as of the date of execution by the last party hereto to sign ("Effective Date"), by and between CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT, ___, with a mailing address of _____ (hereinafter referred to as "Landlord"), and T-MOBILE WEST TOWER LLC, a Delaware limited liability company, by and through its Attorney In Fact, CCTMO LLC, a Delaware limited liability company, with a mailing address of 2000 Corporate Drive, Canonsburg, Pennsylvania 15317 (hereinafter referred to as "Tenant").

RECITALS

1. Cypress-Fairbanks Independent School District ("Landlord") and T-Mobile West Corporation, a Delaware corporation ("Original Tenant") entered into a Site Lease with Option dated April 12, 2010 (the "Original Lease") whereby Original Tenant leased certain real property, together with access and utility easements, located in Harris County, Texas from Landlord (the "Premises"), all located within certain real property owned by Landlord ("Landlord's Property"). Landlord's Property, of which the Premises is a part, is more particularly described on Exhibit B attached hereto. The Premises is more particularly described on Exhibit A attached hereto.

2. The Original Lease was amended by that certain First Amendment to Site Lease with Option dated June 14, 2019, a memorandum of which was recorded in the Official Records on June 20, 2019 at Instrument No. RP-2019-262765 ("First Amendment") (hereinafter the Original Lease and First Amendment are collectively referred to as the "Lease").

3. T-Mobile West Tower LLC is currently the Tenant under the Lease as successor in interest to the Original Tenant.

4. The Lease had an initial term that commenced on June 7, 2010 and expired on June 6, 2015. The Lease provides for seven (7) extensions of five (5) years each, two (2) of which were exercised by Tenant (each extension is referred to as a "Renewal Term"). According to the Lease, the final Renewal Term expires June 6, 2050.

5. Landlord and Tenant have entered into a Second Amendment to Site Lease with Option (the "Second Amendment"), dated as of the date hereof, in order to, among other things, extend the term of the Lease, all upon the terms and conditions more fully set forth therein.

NOW THEREFORE, for the mutual covenants and promises herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby mutually acknowledged, the undersigned parties, intending to be bound, agreed in the Second Amendment as follows:

1. By the Second Amendment, Landlord and Tenant expanded the Premises by an additional area of 360 square feet. A metes and bounds description of the Premises, as expanded, is attached hereto as Exhibit A.

2. Capitalized terms not otherwise defined herein shall have the meanings set forth in the Second Amendment and/or the Original Lease, as applicable.

3. The terms, covenants and provisions of the Second Amendment shall extend to and be binding upon the respective executors, administrators, heirs, successors and assigns of Landlord and Tenant.

4. Except as expressly modified by the Second Amendment, the Lease remains unchanged and in full force and effect.

5. This Memorandum does not contain the social security number of any person.

6. A copy of the Second Amendment is on file with Landlord and Tenant.

7. This Memorandum summarizes, for purposes of the public record, certain rights granted to Tenant in the Lease by virtue of the Second Amendment, and this Memorandum does not and it should not be interpreted to amend, amplify or diminish any of the terms and provisions contained in the Lease (as amended). The parties agree and intend that the terms and provisions contained in the Lease (as amended) shall control in the event of any conflict between any sentence contained in this Memorandum and the terms and provisions contained in the Lease (as amended).

8. This Memorandum may be executed in counterparts, all of which together shall constitute one agreement binding on all the parties hereto, notwithstanding that all such parties are not signatories to the original or same counterpart.

[Execution Pages Follow]

IN WITNESS WHEREOF, hereunto and to duplicates hereof, Landlord and Tenant have caused this Memorandum to be duly executed on the day and year first written above.

LANDLORD:
CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT, ___

By: _____

Print Name: _____

Title: _____

Date: _____

STATE OF _____)
)ss.
COUNTY OF _____)

On this ____ day of _____ 2025, before me, the subscriber, a Notary Public in and for said State and County, personally appeared _____, the _____ of CYPRESS FAIRBANKS INDEPENDENT SCHOOL DISTRICT, known or identified to me to be the person whose name is subscribed to the foregoing Memorandum of Second Amendment to Site Lease with Option, and in due form of law acknowledged that he/she is authorized on behalf of said company to execute all documents pertaining hereto and acknowledged to me that he/she executed the same as his/her voluntary act and deed on behalf of said company.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my seal in said State and County on the day and year last above written.

Notary Seal	_____ (Signature of Notary) _____ (Printed Name of Notary) My Commission Expires: _____

TENANT:
T-MOBILE WEST TOWER LLC, a Delaware limited liability company

By: CCTMO LLC, a Delaware limited liability company
Its: Attorney In Fact

By: _____

Print Name: _____

Title: _____

Date: _____

STATE OF _____)
)ss.
COUNTY OF _____)

On this ____ day of _____ 2025, before me, the subscriber, a Notary Public in and for said State and County, personally appeared _____, the _____ of CCTMO LLC, a Delaware limited liability company, the Attorney In Fact for T-Mobile West Tower LLC, a Delaware limited liability company, known or identified to me to be the person whose name is subscribed to the foregoing Memorandum of Second Amendment to Site Lease with Option, and in due form of law acknowledged that he/she is authorized on behalf of said company to execute all documents pertaining hereto and acknowledged to me that he/she executed the same as his/her voluntary act and deed on behalf of said company.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my seal in said State and County on the day and year last above written.

Notary Seal	
	_____ (Signature of Notary)
	_____ (Printed Name of Notary)
	My Commission Expires: _____

EXHIBIT A
(Legal Description of Premises)

EXHIBIT B
(Legal Description of Landlord's Property)

TOWER LEASE (created by this office)

BEING a 0.011 acre (491.10 square feet) tract of land situated in the Benjamin Page Survey, Abstract No. 618, being the remainder of a called 29.975 acres, described in deed to Cypress Fairbanks ISD, recorded in Clerk's File E007935, Deed Records, Harris County, Texas, and being more particularly described by metes and bounds as follows;

COMMENCING at a found 5/8" iron rod at the most eastern southeast corner of the said 15.026 acre tract and being the northeast corner of a called 0.551 acre tract, described in deed to Harris County FWSD NO 52, recorded in Volume 7425, Page 111, Deed Records, Harris County, Texas, situated on the west right-of-way line of Champion Forest Drive (100' public right-of-way);

THENCE North 51° 55' 21" West for a distance of 151.42 feet to a point for corner;

THENCE North 38° 04' 39" West for a distance of 10.87 feet to a point in a brick screen wall for the POINT OF BEGINNING;

THENCE North 34° 59' 08" West for a distance of 12.18 feet to a found fence corner post for corner;

THENCE North 54° 38' 07" East for a distance of 40.00 feet to a found fence corner post for corner;

THENCE South 33° 54' 03" East for a distance of 12.45 feet to a point in a brick screen wall for corner;

THENCE South 55° 00' 52" West a distance of 39.76 feet to the POINT OF BEGINNING, and containing 0.011 acre (491.10 square feet) of land, more or less.

I, Ronald D. Wimberley, Registered Professional Land Surveyor, State of Texas, do certify that the field notes hereon are a true, correct and accurate representation of the property as determined by an on the ground survey conducted on May 28, 2025, under my supervision.

_____

Ronald D. Wimberley, R.P.L.S. No. 6005

DATE: June 2, 2025
JOB NO. 25050

WIMBERLEY SURVEYING PROFESSIONALS
P.O. BOX 9237
GREENVILLE, TEXAS 75404
903-450-8100

Site Name: CYFAIR-YEAGER ELEM
BUN.: 823611

LEASE ADDITION (created by this office)

BEING a 0.008 acre (359.88 square feet) tract of land situated in the Benjamin Page Survey, Abstract No. 618, being the remainder of a called 29.975 acres, described in deed to Cypress Fairbanks ISD, recorded in Clerk's File E007935, Deed Records, Harris County, Texas, and being more particularly described by metes and bounds as follows;

COMMENCING at a found 5/8" iron rod at the most eastern southeast corner of the said 15.026 acre tract and being the northeast corner of a called 0.551 acre tract, described in deed to Harris County FWSD NO 52, recorded in Volume 7425, Page 111, Deed Records, Harris County, Texas, situated on the west right-of-way line of Champion Forest Drive (100' public right-of-way);

THENCE North 51° 55' 21" West for a distance of 151.42 feet to a point for corner;

THENCE North 38° 04' 39" West for a distance of 10.87 feet to a point in a brick screen wall for corner;

THENCE North 34° 59' 08" West for a distance of 12.18 feet to a found fence corner post for corner;

THENCE North 54° 38' 07" East for a distance of 40.00 feet to a found fence corner post for the POINT OF BEGINNING;

THENCE North 54° 38' 07" East for a distance of 30.00 feet to a point for corner;

THENCE South 33° 54' 03" East for a distance of 12.00 feet to a point for corner;

THENCE South 54° 38' 07" West for a distance of 30.00 feet to a point for corner;

THENCE North 33° 54' 03" West a distance of 12.00 feet to the POINT OF BEGINNING, and containing 0.008 acre (359.88 square feet) of land, more or less.
1.10 square feet) of land, more or less.

I, Ronald D. Wimberley, Registered Professional Land Surveyor, State of Texas, do certify that the field notes hereon are a true, correct and accurate representation of the property as determined by an on the ground survey conducted on May 28, 2025, under my supervision.

_____
Ronald D. Wimberley, R.P.L.S. No. 6005

DATE: June 2, 2025
JOB NO. 25050

WIMBERLEY SURVEYING PROFESSIONALS
P.O. BOX 9237
GREENVILLE, TEXAS 75404
903-450-8100

Site Name: CYFAIR-YEAGER ELEM
BUN.: 823611

ACCESS & UTILITY EASEMENT (created by this office)

BEING a 0.070 acre (3,039.97 square feet) tract of land situated in the Benjamin Page Survey, Abstract No. 618, being the remainder of a called 29.975 acres, described in deed to Cypress Fairbanks ISD, recorded in Clerk's File E007935, Deed Records, Harris County, Texas, and being more particularly described by metes and bounds as follows;

COMMENCING at a found 5/8" iron rod at the most eastern southeast corner of the said 15.026 acre tract and being the northeast corner of a called 0.551 acre tract, described in deed to Harris County FWSD NO 52, recorded in Volume 7425, Page 111, Deed Records, Harris County, Texas, situated on the west right-of-way line of Champion Forest Drive (100' public right-of-way);

THENCE North 51° 55' 21" West for a distance of 151.42 feet to a point for corner;

THENCE North 38° 04' 39" West for a distance of 10.87 feet to a point in a brick screen wall for corner;

THENCE North 34° 59' 08" West for a distance of 12.18 feet to a found fence corner post for the POINT OF BEGINNING;

THENCE North 35° 21' 53" West for a distance of 20.00 feet to a point for corner;

THENCE North 54° 38' 07" East for a distance of 152.04 feet to the beginning of a curve, situated on the west right-of-way line of Champion Forest Drive (100' public right-of-way);

THENCE along said right-of-way and with said curve turning to the right through an angle of 00° 35' 03", having a radius of 1961.46 feet, an arc distance of 20.00 feet, and whose long chord bears South 35° 02' 06" East for a distance of 20.00 feet to a point;

THENCE South 54° 38' 07" West, leaving said right-of-way, a distance of 151.92 feet to the POINT OF BEGINNING, and containing 0.070 acre (3,039.97 square feet) of land, more or less.

I, Ronald D. Wimberley, Registered Professional Land Surveyor, State of Texas, do certify that the field notes hereon are a true, correct and accurate representation of the property as determined by an on the ground survey conducted on May 28, 2025, under my supervision.

_____

Ronald D. Wimberley, R.P.L.S. No. 6005

DATE: June 2, 2025
JOB NO. 25050

WIMBERLEY SURVEYING PROFESSIONALS
P.O. BOX 9237
GREENVILLE, TEXAS 75404
903-450-8100

Site Name: CYFAIR-YEAGER ELEM
BUN.: 823611

TOWER SURVEY
BUN# 823611

CYFAIR-YEAGER ELEM

13615 CHAMPION FOREST DR # A
HOUSTON, TX 77069
HARRIS COUNTY

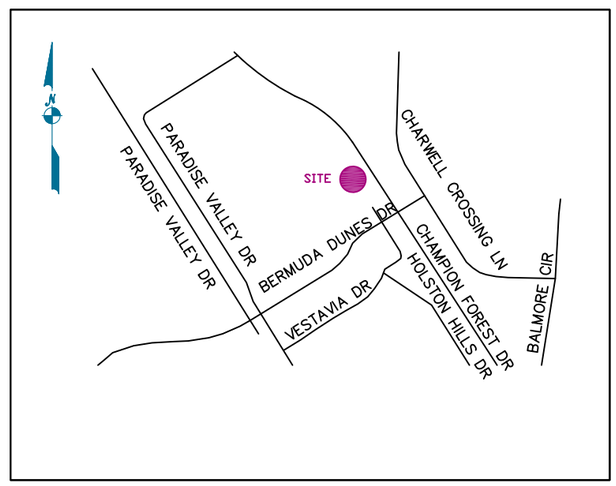
BURIED UTILITIES, IF DEPICTED HEREON, WERE DETECTED AND MARKED BY OTHERS USING INDIRECT METHODS. NO SUBSURFACE EXCAVATION WAS PERFORMED TO VERIFY THE TYPE AND LOCATION OF THE BURIED UTILITIES. IT IS POSSIBLE THAT OTHER UTILITIES SERVICING, AS WELL AS NOT SERVICING THE SUBJECT SITE, EXIST, BUT WENT UNDETECTED AS A RESULT OF THE SCOPE OF WORK AT TIME OF SURVEY.
CONTACT YOUR LOCAL PUBLIC UTILITY SERVICE BEFORE ANY DIGGING/EXCAVATION.

Additional Land
Building
Asphalt Pavement
Contour - Major
Contour - Minor
Easement
Guiderail
Jurisdiction Line
Property Line
Property Tie
Parent Property
Tower Easement
Right of Way
Setback
Treeline
Wetland
Railroad Tracks
Centerline
Road Centerline
Stream
Stream (Directional)
Ditch
Channel
Fence
Cable UG
Combined Sewer
Cable TV & Elec
Cable TV & Elec UG
Cable, Elec, & Tele
Cable, Elec, & Tele UG
Electric
Electric UG
Fiber
Fiber UG
Gas
Sewer
Storm
Telephone
Telephone UG
Unknown Utility
Water
Topo - High Point
Topo - Low Point
Breakline
Match line
Property Tie

FOUND 1/2" IRON ROD
SET 1/2" IRON ROD
FOUND 5/8" IRON ROD
FOUND 3/4" IRON ROD
Traverse Point
Survey Point
Gravel
Dirt
Concrete
Retaining Wall
Stairs
Door / Gate
Double Door / Gate
Gate - Sliding
Signs
Mailbox
Column
Utility Pole
Guyed Pole
Pole
Bollard
Fire Hydrant
Flag Pole
Shrub
Tree - Palm
Tree - Conferous
Tree - Deciduous
Metal Platform
Fuel Tanks
Traffic Signal Controller

Transformer (Aerial)
Transformer Pad
Catch Basin
Inlet
Culvert
Utility Vault
Manhole
Handhole
Pull box
Pedestal
Riser
Meter
Valve
Cleanout
Junction Box
Pump Station
Utility Box
Controller
HVAC
Generator

NTS



CONTENTS

COVER SHEET
PROPERTY OVERVIEW
EASEMENT OVERVIEW
SITE OVERVIEW
SITE OVERVIEW DETAIL (INTERNAL USE)
LEGAL DESCRIPTIONS

The Accuracy Of This Survey Meets Or Exceeds The Minimum Standards As Required By [state Requirements For Boundary Surveys].
Instruments Used:
- TOPCON GPS HYPER V
- TOPCON GM SERIES

AREA SUMMARY

AREA	SQ. FT.	ACRES
PARENT PARCEL	654,538.15	15.026
TOWER LEASE	491.10	0.011
LEASE ADDITION	359.88	0.008
ACCESS & UTILITY EASEMENT	3,039.97	0.070

COORDINATES

For internal use

LABEL	LAT, LONG
MON #1 / POC	29°59'16.08", -95°31'14.13"
MON #2	29°59'12.85", -95°31'21.91"

ABBREVIATIONS

POC	POINT OF COMMENCEMENT
POB	POINT OF BEGINNING
ROW	RIGHT OF WAY
INSTR. NO.	INSTRUMENT NUMBER
VOL.	VOLUME
PG.	PAGE

SURVEY PERFORMED FOR:
CROWN CASTLE
1500 Corporate Drive
Canonsburg, PA 15317

SURVEY COORDINATED BY:
GEOLINE SURVEYING, INC.
13430 NW 10th Terrace, Suite A, Alachua, FL 32615
Tele: (386) 418-0500 | Fax: (386) 462-9986

SURVEY PERFORMED BY:
WIMBERLEY SURVEYING PROFESSIONALS
PO BOX 9237, GREENVILLE, TEXAS 75404
Tele: (903) 450-8100 | Fax: (903) 455-2902

DRAWN BY: DJ | CHK BY: RW | JOB NO.: 25050

SURVEYOR'S CERTIFICATION:
I hereby certify to CCTMO, LLC, Crown Castle USA Inc., including its parents, subsidiaries and affiliated entities, and [Title Company To Be Determined].
SURVEYOR NAME: Ronald D. Wimberley

SIGNATURE
JUNE 2, 2025
DATE

LEASE AREA ZONING:
NON-ZONED

LEASE AREA FLOOD NOTE:
ZONE "X" OF THE FLOOD INSURANCE RATE MAP, COMMUNITY PANEL NO. 48201C0435M, EFFECTIVE DATE OCTOBER 16, 2013, AND NOT IN A SPECIAL FLOOD HAZARD AREA.

BEARING BASIS:
BASIS OF BEARING IS GPS OBSERVATIONS

NOTES:
1. SURVEY PERFORMED ON MAY 28, 2028.
2. DATA PROJECTED IN STATE PLANE COORDINATE SYSTEM [SPCS], WITH [VDAT] VERTICAL DATUM.
3. A SUBSURFACE INVESTIGATION WAS PERFORMED TO LOCATE UNDERGROUND UTILITIES. UTILITIES SHOWN HEREON ARE LIMITED TO AND ARE PER OBSERVED EVIDENCE ONLY.
4. ALL VISIBLE TOWER EQUIPMENT AND IMPROVEMENTS ARE CONTAINED WITHIN THE DESCRIBED AREA, UNLESS OTHERWISE NOTED HEREON.
5. NOT ALL SYMBOLS ARE DEPICTED TO SCALE.
6. THIS SURVEY DOES NOT REPRESENT A BOUNDARY SURVEY OF THE PARENT PARCEL.

REV	DATE	DESCRIPTION	DRWN

SITE INFORMATION:

Name	CYFAIR-YEAGER ELEM
BUN	823611
Address	13615 CHAMPION FOREST DR # A HOUSTON, TX 77069
County	HARRIS COUNTY

SITE LOCATED IN:
Benjamin Page Survey, Abstract No. 618

TOWER SURVEY

SHEET: COVER SHEET

DWG NAME: 823611_SURVEY_2025.05.30_1_1_0194.sv$

PROPERTY INFORMATION

PARENT PARCEL

(A) OWNER:
APN ##
DEED INSTR. NO. ##
ADDRESS:
ROAD
CITY, TX, #####

ADJACENT PARCELS

(B) OWNER: ROTEN RUSSELL D & KRISTINA
APN 1172760010002
DEED INSTR. NO. RP2023281852

(C) OWNER: CURRENT OWNER
APN 1172760010003
DEED INSTR. NO. RP202492273

(D) OWNER: HUNT MICHAEL A & KAREN B
APN 1172760010004
DEED INSTR. NO. RP2022566347

(E) OWNER: MCGLOTHLIN JIM & JEANETTE
APN 1172760010006
DEED FILE NO. Y087281

(F) OWNER: YATES HARRY S & SARA L
APN 1172760010007
DEED INSTR. NO. RP2020631527

(G) OWNER: EHRLE JOHN L & KATHERINE
APN 1172760010008
DEED INSTR. NO. RP2018156956

(H) OWNER: LYNCH DAVID & OLIMPIA
APN 1172760010010
DEED INSTR. NO. RP202517659

(I) OWNER: JOHNSON SHERRY P & ERNEST
APN 1172760010012
DEED INSTR. NO. RP2025161265

(J) OWNER: GLUTH ALBERT H JR & CYNTHIA
APN 1172760010013
DEED INSTR. NO. RP2021342754

(K) OWNER: JOHN WESLEY UNITED
APN 0440420001105
DEED INSTR. NO. RP2025157263

(L) OWNER: JOHN WESLEY METHODIST CHURCH
APN 0440420000426
DEED INSTR. NO. RP2025136588

(M) OWNER: THOMAS & JEAN FAUNTLEROY 1996 TRUST
APN 0981560000057
DEED FILE NO. S181249

(N) OWNER: MOHR MARY J
APN 0981560000056
DEED INSTR. NO. RP2018386810

(O) OWNER: ELLEDGE RAYMOND P III & DEBORAH G
APN 0981560000055
DEED INSTR. NO. 20120182184

(P) OWNER: ZARAFONETIS JOHN C JR & KATHY I
APN 0981560000054
DEED INSTR. NO. RP-2017-501368

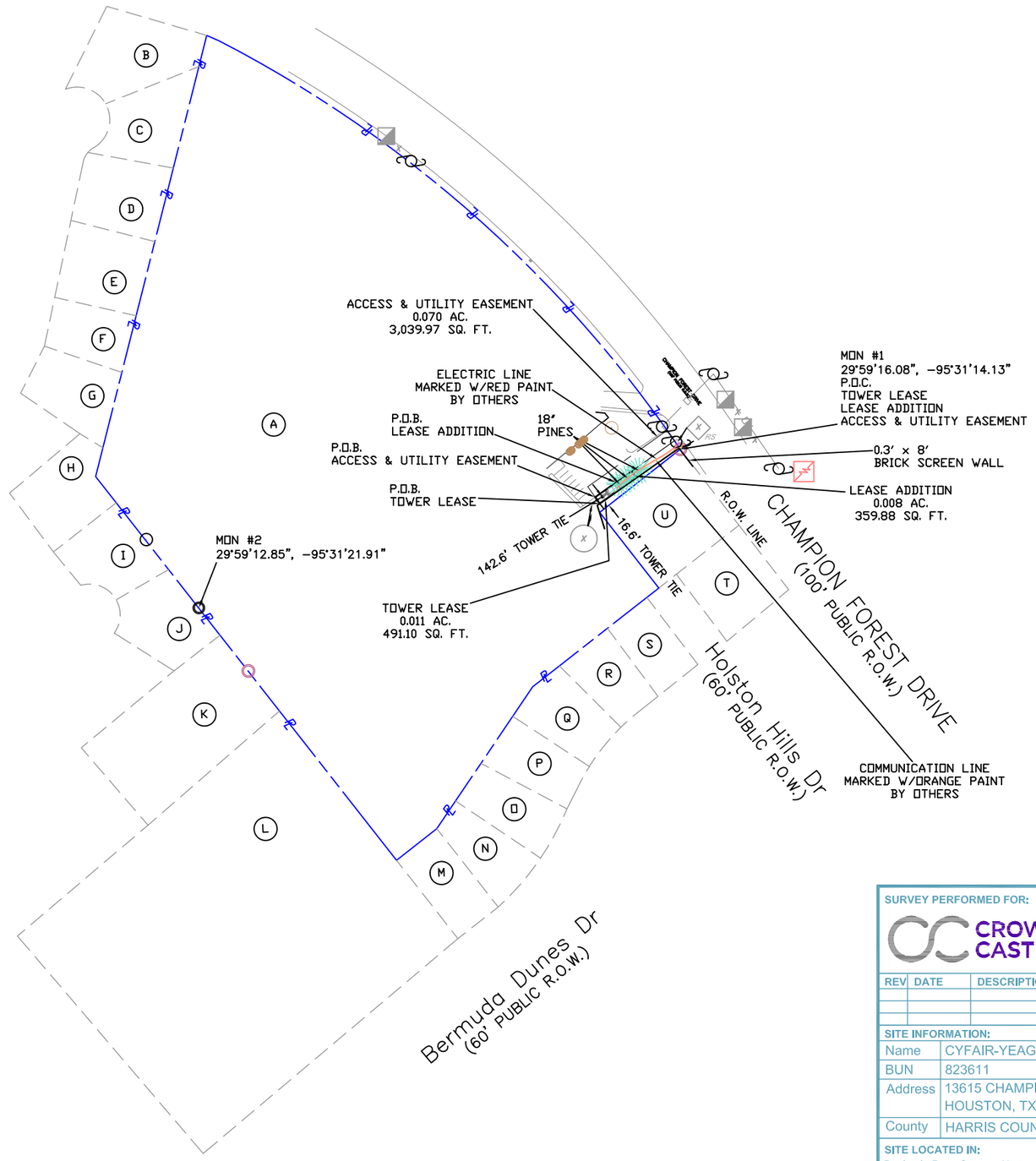
(Q) OWNER: RIGDON DARRYL MICHAEL
APN 0981560000053
DEED FILE NO. U421242

(R) OWNER: RIGDON DARRYL M & JULIDE S
APN ##
DEED INSTR. NO. RP-2023-260164

(S) OWNER: VALENTINE ROBERT E JR & JAMIE
APN 0981560000051
DEED FILE NO. K976107

(T) OWNER: REED JONATHAN M
APN 0981520000001
DEED FILE NO. S146273

(U) OWNER: HARRIS COUNTY FWSD NO 52
APN 0440420001090
DEED INSTR. NO. RP201887837



0 100 200 FT
SCALE

AREA SUMMARY

AREA	SQ. FT.	ACRES
PARENT PARCEL	654,538.15	15.026
TOWER LEASE	491.10	0.011
LEASE ADDITION	359.88	0.008
ACCESS & UTILITY EASEMENT	3,039.97	0.070

SURVEY PERFORMED FOR:

CROWN CASTLE
1500 Corporate Drive
Canonsburg, PA 15317

REV	DATE	DESCRIPTION	DRWN

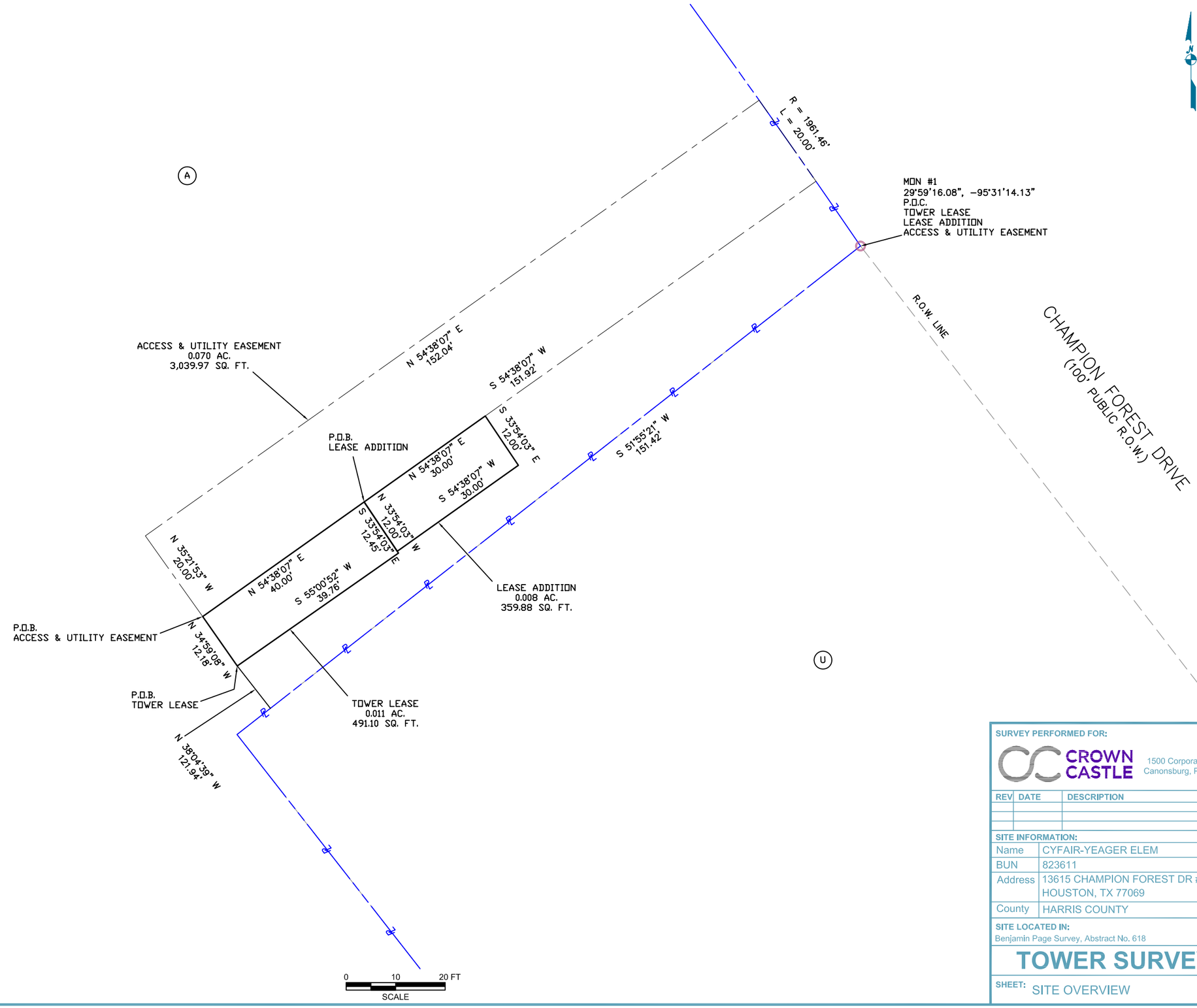
SITE INFORMATION:

Name	CYFAIR-YEAGER ELEM
BUN	823611
Address	13615 CHAMPION FOREST DR # A HOUSTON, TX 77069
County	HARRIS COUNTY

SITE LOCATED IN:
Benjamin Page Survey, Abstract No. 618

TOWER SURVEY

SHEET: PROPERTY OVERVIEW



SURVEY PERFORMED FOR:

CROWN CASTLE
1500 Corporate Drive
Canonsburg, PA 15317

REV	DATE	DESCRIPTION	DRWN

SITE INFORMATION:

Name	CYFAIR-YEAGER ELEM
BUN	823611
Address	13615 CHAMPION FOREST DR # A HOUSTON, TX 77069
County	HARRIS COUNTY

SITE LOCATED IN:
Benjamin Page Survey, Abstract No. 618

TOWER SURVEY

SHEET: SITE OVERVIEW

TOWER LEASE

CREATED BY THIS OFFICE

BEING a 0.011 acre (491.10 square feet) tract of land situated in the Benjamin Page Survey, Abstract No. 618, being the remainder of a called 29.975 acres, described in deed to Cypress Fairbanks ISD, recorded in Clerk's File E007935, Deed Records, Harris County, Texas, and being more particularly described by metes and bounds as follows;

COMMENCING at a found 5/8" iron rod at the most eastern southeast corner of the said 15.026 acre tract and being the northeast corner of a called 0.551 acre tract, described in deed to Harris County FWSD NO 52, recorded in Volume 7425, Page 111, Deed Records, Harris County, Texas, situated on the west right–of–way line of Champion Forest Drive (100' public right–of–way);

THENCE North 51° 55' 21" West for a distance of 151.42 feet to a point for corner;

THENCE North 38° 04' 39" West for a distance of 10.87 feet to a point in a brick screen wall for the POINT OF BEGINNING;

THENCE North 34° 59' 08" West for a distance of 12.18 feet to a found fence corner post for corner;

THENCE North 54° 38' 07" East for a distance of 40.00 feet to a found fence corner post for corner;

THENCE South 33° 54' 03" East for a distance of 12.45 feet to a point in a brick screen wall for corner;

THENCE South 55° 00' 52" West a distance of 39.76 feet to the POINT OF BEGINNING, and containing 0.011 acre (491.10 square feet) of land, more or less.

LEASE ADDITION

CREATED BY THIS OFFICE

BEING a 0.008 acre (359.88 square feet) tract of land situated in the Benjamin Page Survey, Abstract No. 618, being the remainder of a called 29.975 acres, described in deed to Cypress Fairbanks ISD, recorded in Clerk's File E007935, Deed Records, Harris County, Texas, and being more particularly described by metes and bounds as follows;

COMMENCING at a found 5/8" iron rod at the most eastern southeast corner of the said 15.026 acre tract and being the northeast corner of a called 0.551 acre tract, described in deed to Harris County FWSD NO 52, recorded in Volume 7425, Page 111, Deed Records, Harris County, Texas, situated on the west right–of–way line of Champion Forest Drive (100' public right–of–way);

THENCE North 51° 55' 21" West for a distance of 151.42 feet to a point for corner;

THENCE North 38° 04' 39" West for a distance of 10.87 feet to a point in a brick screen wall for corner;

THENCE North 34° 59' 08" West for a distance of 12.18 feet to a found fence corner post for corner;

THENCE North 54° 38' 07" East for a distance of 40.00 feet to a found fence corner post for the POINT OF BEGINNING;

THENCE North 54° 38' 07" East for a distance of 30.00 feet to a point for corner;

THENCE South 33° 54' 03" East for a distance of 12.00 feet to a point for corner;

THENCE South 54° 38' 07" West for a distance of 30.00 feet to a point for corner;

THENCE North 33° 54' 03" West a distance of 12.00 feet to the POINT OF BEGINNING, and containing 0.008 acre (359.88 square feet) of land, more or less.

ACCESS & UTILITY EASEMENT

CREATED BY THIS OFFICE

BEING a 0.070 acre (3,039.97 square feet) tract of land situated in the Benjamin Page Survey, Abstract No. 618, being the remainder of a called 29.975 acres, described in deed to Cypress Fairbanks ISD, recorded in Clerk's File E007935, Deed Records, Harris County, Texas, and being more particularly described by metes and bounds as follows;

COMMENCING at a found 5/8" iron rod at the most eastern southeast corner of the said 15.026 acre tract and being the northeast corner of a called 0.551 acre tract, described in deed to Harris County FWSD NO 52, recorded in Volume 7425, Page 111, Deed Records, Harris County, Texas, situated on the west right–of–way line of Champion Forest Drive (100' public right–of–way);

THENCE North 51° 55' 21" West for a distance of 151.42 feet to a point for corner;

THENCE North 38° 04' 39" West for a distance of 10.87 feet to a point in a brick screen wall for corner;

THENCE North 34° 59' 08" West for a distance of 12.18 feet to a found fence corner post for the POINT OF BEGINNING;

THENCE North 35° 21' 53" West for a distance of 20.00 feet to a point for corner;

THENCE North 54° 38' 07" East for a distance of 152.04 feet to the beginning of a curve, situated on the west right–of–way line of Champion Forest Drive (100' public right–of–way);

THENCE along said right–of–way and with said curve turning to the right through an angle of 00° 35' 03", having a radius of 1961.46 feet, an arc distance of 20.00 feet, and whose long chord bears South 35° 02' 06" East for a distance of 20.00 feet to a point;

THENCE South 54° 38' 07" West, leaving said right–of–way, a distance of 151.92 feet to the POINT OF BEGINNING, and containing 0.070 acre (3,039.97 square feet) of land, more or less.

SURVEY PERFORMED FOR:

CROWN CASTLE

1500 Corporate Drive
Canonsburg, PA 15317

REV	DATE	DESCRIPTION	DRWN

SITE INFORMATION:

Name	CYFAIR-YEAGER ELEM
BUN	823611
Address	13615 CHAMPION FOREST DR # A HOUSTON, TX 77069
County	HARRIS COUNTY

SITE LOCATED IN:
Benjamin Page Survey, Abstract No. 618

TOWER SURVEY

SHEET: LEGAL DESCRIPTIONS

Additional 360 Square Feet
Existing Cell Tower Location
Yeager Elementary School
Champion Forest Dr
Champion Forest Dr
Champion Forest Dr
Champion Forest Dr
Champion Forest Dr
Champion Forest Dr
13623
13619
13615
13611
13615
13606
13602
13601
13550
13615
58
56
50
48
Trails
Dedicated lanes
Bicycle-friendly roads
Dirt/unpaved trails
Layers
Imagery ©2025 Airbus, Maxar Technologies, Vexcel Imaging US, Inc., Map data ©2025 Google
United States
Terms
Privacy
Send Product Feedback
50 ft
DOW +0.07%
2:45 PM
7/21/2025

CFISD

LONG-RANGE PLANNING COMMITTEE

AUGUST 6, 2025

LONG-RANGE PLANNING COMMITTEE

Purpose:

- Development of a long-range plan recommendation to the Board of Trustees that includes:
  - Consideration of possible attendance boundary changes to address areas with growth, as well as areas with declining enrollment
  - Facility needs as a result of growth in identified areas of the district
  - Asset protection of existing facilities
  - Safety and security needs
  - Technology infrastructure and instructional technology needs
  - Bus replacement cycle

LONG-RANGE PLANNING COMMITTEE

Makeup of Committee:

- Chairmanship
  - Community Co-Chair: TBD
  - District Co-Chair: Teresa Hull

- Approximately 65 members
  - Include parents, students, business/community members, and campus and district staff
    - Leadership CFISD
    - Board of Trustees appointments (2/trustee)

LONG-RANGE PLANNING COMMITTEE

PROCESS	TIMELINE
Form Long-Range Planning Committee (LRPC)	August – Beginning of September
Kick-Off Meeting	Monday, Sept. 29, 2025
In-depth study of enrollment trends, campus capacities	Wednesday, Oct. 8, 2025
Continue discussion of enrollment and campus capacities	Wednesday, Oct. 22, 2025

LONG-RANGE PLANNING COMMITTEE

PROCESS	TIMELINE
Review of facility needs assessment	Wednesday, Nov. 5, 2025
Update Board of Trustees	Thursday, Nov. 6, 2025
Review of safety and security needs	Monday, Nov. 17, 2025

LONG-RANGE PLANNING COMMITTEE

PROCESS	TIMELINE
Continue discussion of facility assessment needs	Wednesday, Dec. 3, 2025
Update Board of Trustees	Thursday, Dec. 11, 2025
Review technology infrastructure and instructional technology needs	Wednesday, Dec. 17, 2025

LONG-RANGE PLANNING COMMITTEE

PROCESS	TIMELINE
Prioritize long-term needs	Wednesday, Jan. 7, 2026
Update to Board of Trustees	Monday, Jan. 12, 2026
Discuss the financial impact priority needs	Wednesday, Jan. 28, 2026
Final Recommendation to Board of Trustees	Thursday, Feb. 5, 2026

LONG-RANGE PLANNING COMMITTEE

Questions